

Request for Graduate Course Addition

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

College: Science Dept/Division: Biological Sciences Alpha Designator/Number: BSC 536 Graded CR/NC

Contact Person: Anne Axel Phone: 696-2426

NEW COURSE DATA:

New Course Title: Vertebrate Embryology

Alpha Designator/Number:

B	S	C		5	3	6			
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Title Abbreviation:

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(Limit of 25 characters and spaces)


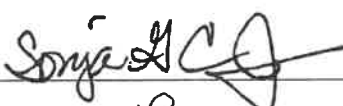


Course Catalog Description: (Limit of 30 words) Vertebrate development based chiefly on frog, chick, pig, mouse and human embryos.

Co-requisite(s): _____ First Term to be Offered: Fall 2024

Prerequisite(s): _____ Credit Hours: 4

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

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

Dept. Chair/Division Head <u></u>	Date <u>03/12/2024</u>
Registrar <u></u>	Date <u>03.15.2024</u>
College Curriculum Chair <u></u>	Date _____
Graduate Council Chair <u></u>	Date <u>5-6-24</u>

Request for Graduate Course Addition - Page 2

College: Science Department/Division: Biological Sciences Alpha Designator/Number: BSC 536

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.

Guo-Zhang Zhu

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.

NA

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

NA

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

Not Applicable

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

Not Applicable

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

Please see attached.

Request for Graduate Course Addition - Page 3

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

See attached syllabus for detailed course schedule.

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

See attached bibliography.

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

Lecture and Lab

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

Please see attached.

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

Students enrolled in BSC 536 will be required to write a comprehensive review on an assigned topic in vertebrate embryology.

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

Please 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: Biological Sciences
Course Number and Title: BSC536 Vertebrate Embryology
Catalog Description: Vertebrate development based chiefly on frog, chick, pig, mouse and human embryos.
Prerequisites:
First Term Offered: Fall 2024
Credit Hours: 4



Marshall University Syllabus College of Science

Course

BSC 436/536 Vertebrate Embryology

Course Description

Vertebrate development based chiefly on frog, chick, pig, mouse and human embryos.

Credits

4 credits, undergraduate (graduate)

Prerequisites for BSC 436

BSC 121 with a grade of C or better

Term/Year

Fall 2024

Class Meeting Days/Times

TR, 11:00a-12:15p S 308; R, 12:30p-3:20p S 308

MUonline will be used as a tool to disseminate information and provide assessments. Students who are unable to attend the class in person should obtain class notes from their peers.

Location

Science Building, room 308

Academic Calendar

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

Instructor

Dr. Guo-Zhang Zhu

Contact Information

- Office: 394 Science Hall.

- Office hours (in person): Tuesday 8-11 am, or by appointment. Masks are required in my office.
- Office Phone: 304-696-2429
- Marshall Email: zhu4@marshall.edu
- I make every effort to keep scheduled office hours. Please be aware that sometimes there are conflicts with required meetings, and I cannot be present. When possible, I will make announcements on MUOnline if I am unable to make scheduled office hours.
- Please use your Marshall.edu email to communicate. DO NOT send communications through the Blackboard (MUOnline) site. Please be aware that emails sent from accounts other than Marshall.edu (e.g., gmail, yahoo, comcast) are often shunted into the junk mail folder.
- To best ensure a timely response to your email, please include the following in your email:
 - 1) BSC 301 in the subject line
 - 2) Your full name
 - 3) A professionally written message is highly encouraged.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Lecture textbook: Developmental Biology 10th edition. Scott F. Gilbert. Sinauer Associates, Inc.

Laboratory textbook: A Photographic Atlas of Developmental Biology. Shirley J. Wright. Morton Publishing Company.

Computer: A personal computer with WiFi connection is required for taking exams and other class assignments.

Course Student Learning Outcomes

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

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Students will understand vertebrate embryonic development at the molecular, cellular, and genetic levels.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess remembering, understanding, and integration
Students will apply developmental concepts to different situations.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess the ability to critically analyze and interpret information
Students will understand the origins of adult structures and their relationships to one another.	Practice exams, quizzes, exercises from the textbook, discussions, etc.	Exam questions and discussions that assess remembering, understanding, and integration
Students will perform experiments, collect and analyze data, and watch videos	Write lab reports	Lab reports and discussions that assess integration and critical thinking

Course Requirements/Due Dates

Active class participation is expected. Due dates will be announced.

Grading Policy

You will be scored on attendance, discussions, lecture exams, and lab practicals. Attendance (taken randomly) will be worth 20 points. Discussions (implemented randomly) will be worth 50 points. Lecture exam 1 and 2 will be worth 100 points each. The FINAL will be CUMULATIVE and worth 100 points. Lab practicals will be worth 130 points. Total number of possible points for those taking BSC 436 is 400 points.

Students enrolled in BSC 536 will be required to write a comprehensive review on an assigned topic in vertebrate embryology and this will be worth 100 points. The total number of possible points for those taking BSC 536 is 500 points.

To determine your grade, divide the number of points earned by the total number of possible points and use the following scale to convert to letter grade:

100% - 90% = A; 89% - 80% = B; 79% - 70% = C; 69% - 60% = D; <59% = F. I round up only if your score falls between X.5% to X.9%.

Attendance/Participation Policy

Attendance to all lecture and laboratory sessions is mandatory. Your performance in this class depends upon your participation in the improvised discussions that will arise during class times. While you will need to put in ~3 hours outside of class for each hour in class, this will not take the place of active classroom participation.

Missed assignments and assessments can be made up or waived only in the case of a university approved absence (including COVID-19 related absence). It is your responsibility to be familiar with university policy.

In case of a university approved absence for an exam, you must contact me as soon as possible to arrange for a make-up exam. Any make-up exam may be, at my discretion, completely long answers or short essays.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy-Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Tentative Schedule (Subject to change if needed)

Date	Topic	Chapter
August 20	Opening class – syllabus – survey	
22	Questions in Developmental Biology Comprehending Development: Generating New Cells and Organs	1
27	Differential Gene Expression in Development	2
29	Differential Gene Expression in Development; Lab: my favorite vertebrate	2
Sept 3	Cell-Cell Communication in Development	3
5	Cell-Cell Communication in Development; Lab: my favorite vertebrate	3
10	Fertilization: Beginning a New Organism	4
12	Fertilization: Beginning a New Organism; Lab: how does life begin?	4

	17	Early Development in Vertebrates: Amphibians and Fish	8
	19	Early Development in Vertebrates: Amphibians and Fish; Lab: 18-hour chick embryo	8
	24	Early Development in Vertebrates: Birds and Mammals	9
	26	Early Development in Vertebrates: Birds and Mammals; Lab: 24-hour chick embryo	9

October	1	Questions and Answers for Chapters 1-4, 8 and 9	
	3	Lecture Exam # 1 (Chapters 1-4, 8 and 9); Lab: 33-hour chick embryo	1-4, 8-9
	8	Emergence of the Ectoderm: Central Nervous System and Epidermis	10
	10	Emergence of the Ectoderm: Central Nervous System and Epidermis; Lab: 33-hour chick embryo	10
	15	Neural Crest Cells and Axonal Specificity	11
	17	Neural Crest Cells and Axonal Specificity; Lab: 48/56-hour chick embryo	11
	22	Paraxial and Intermediate Mesoderm	12
	24	Paraxial and Intermediate Mesoderm; Lab: 48/56-hour chick embryo	12
	29	Lateral Plate Mesoderm and the Endoderm	13
	31	Sex Determination	15
November	5	Lecture Exam # 2 (Chapters 10-13 & 15)	
	7	Postembryonic Development: Metamorphosis, Regeneration, and Aging; Lab: my favorite vertebrate	
	12	The Saga of the Germ Line	10-13, 15
	14	Birth Defects, Endocrine Disruptors, and Cancer; Lab: my favorite vertebrate	16
	19	Birth Defects, Endocrine Disruptors, and Cancer	17
	21	Ecological Developmental Biology	18
	26	No Class, Thanksgiving	19
	28	No Class, Thanksgiving	
December	3	Ecological Developmental Biology	
	5	Final Exam Qs & As; Lab: PTIP in spermatogenesis and embryogenesis	
	12	FINAL COMPREHENSIVE (all lectures) 12:45 pm to 1:45 pm	Final

Tentative Lab (Subject to change if needed)

Date		Topic
August	29	Lab: my favorite vertebrate: students are asked to name their favorite vertebrate first, then study embryology of their favorite vertebrate at a much deeper level than what they learn in lecture (through literature review), and finally present their learnings to the class for discussion. Through this lab exercise, students are challenged to comprehend and connect lecture concepts/terms in their own ways.
Sept	5	Lab: my favorite vertebrate
	12	Lab: how does life begin? Students are given a tour in the instructor's research lab to learn about tools used in mammalian fertilization and early embryonic development. Research data from the instructor's lab are presented to enhance learning about the early stages of vertebrate life.
	19	Lab: 18-hour chick embryo: students study the early gastrulation of vertebrate embryology through observing chick embryo slides under a microscope.
	26	Lab: 24-hour chick embryo: students study the late gastrulation of vertebrate embryology through observing chick embryo slides under a microscope.
October	3	Lab: 33-hour chick embryo: students study the early organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
	10	Lab: 33-hour chick embryo: students study the early organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
	17	Lab: 48/56-hour chick embryo: students study the late organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
	24	Lab: 48/56-hour chick embryo: students study the late organogenesis of vertebrate embryology through observing chick embryo slides under a microscope.
Nov	7	Lab: my favorite vertebrate: PowerPoint presentation to conclude students' semester-long learning on their favorite vertebrate.
	14	Lab: my favorite vertebrate: PowerPoint presentation to conclude students' semester-long learning on their favorite vertebrate.
December	5	Lab: PTIP in spermatogenesis and embryogenesis

Bibliography

- Baressim M. and Scott F. Gilbert. (2023). *Developmental Biology*. 13th ed. Oxford University Press.
- Charbonneau, M. R., Blanton, L. V., DiGiulio, D. B., Relman, D. A., Lebrilla, C. B., Mills, D. A., & Gordon, J. I. (2016). A microbial perspective of human developmental biology. *Nature*, 535(7610), 48-55.
- Cork, R. J., Schachner, E., Thorn, C., McNulty, M., & Sedlmayr, J. (2015). Preliminary Observations from the First Datasets Available on the CAVE (Comparative Atlas of Vertebrate Embryology) Website. *The FASEB Journal*, 29, 867-20.
- Hall, B. K. (2012). *Evolutionary developmental biology*. Springer Science & Business Media.
- Hopwood, N. (2011). Approaches and species in the history of vertebrate embryology. *Vertebrate Embryogenesis: Embryological, Cellular, and Genetic Methods*, 1-20.
- Gilbert, S. F. (2017). Developmental biology, the stem cell of biological disciplines. *PLoS biology*, 15(12), e2003691.
- Hopwood, N. (2007). A history of normal plates, tables and stages in vertebrate embryology. *The International journal of developmental biology*, 51(1), 1.
- Sedlmayr, J., Cork, R. J., Schachner, E., Rehorek, S., Smith, T., McNulty, M., ... & Diogo, R. (2015). Introducing the Comparative Atlas of Vertebrate Embryology Online Database. *The FASEB Journal*, 29, 867-19.
- Wright, S. (2005). *A Photographic Atlas of Developmental Biology*. Shirley J. Wright. Morton Publishing Company.

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

College: Science Dept/Division: Biological Sciences Alpha Designator/Number: BSC 568 Graded CR/NC

Contact Person: Anne Axel Phone: 696-2426

NEW COURSE DATA:

New Course Title: Wildlife Ecology and Management

Alpha Designator/Number:

B	S	C		5	6	8			
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Title Abbreviation:

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(Limit of 25 characters and spaces)





Course Catalog Description: (Limit of 30 words) A study of ecological field techniques with emphasis on wildlife management and field ecology. Applications of ecological theory to managing, monitoring, and assessing wildlife populations and habitats through experiential learning.

Co-requisite(s): _____ First Term to be Offered: Fall 2025

Prerequisite(s): _____ Credit Hours: 4

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

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

Dept. Chair/Division Head <u></u>	Date <u>03/12/2024</u>
Registrar <u></u>	Date <u>2024.03.12</u>
College Curriculum Chair <u></u>	Date <u>03.15.2024</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>

Request for Graduate Course Addition - Page 2

College: Science

Department/Division: BSC

Alpha Designator/Number: 568

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.

Shane Welch

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.

NA

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

NA

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. Gain a basic understanding of the wildlife management, its techniques and goals
2. Improve understanding of ecology and its application in wildlife management.
3. Improve ability to think and communicate scientifically.
4. Expand understanding of natural systems so as to make informed decisions about the world students live in.

Request for Graduate Course Addition - Page 3

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

See attached syllabus for detailed course schedule

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

See attached bibliography.

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

Lecture and Lab

Request for Graduate Course Addition - Page 4

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

Please see attached.

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

Graduate students will lead group activities in the field and they must also generate a research hypothesis and design an appropriate sampling protocol for the Wildlife Management Plan.

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

Please 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: Biological Sciences
Course Number and Title: BSC568 Wildlife Ecology and Management
Catalog Description: A study of ecological field techniques with emphasis on wildlife management and field ecology. Applications of ecological theory to managing, monitoring, and assessing wildlife populations and habitats through experiential learning.
Prerequisites: None.
First Term Offered: Fall 2025
Credit Hours: 4



Marshall University Syllabus
College of Science
Biological Sciences

Course

BSC 468/568, Wildlife Ecology and Management

Course Description

A study of ecological field techniques with emphasis on wildlife management and field ecology. Applications of ecological theory to managing, monitoring, and assessing wildlife populations and habitats through experiential learning..

Credits

4 credit hours in BSC (undergraduate: 468, graduate: 568)

Prerequisites for BSC 468

[BSC 320](#) with a minimum grade of D or ([BSC 121](#) with a minimum grade of D and [BSC 121L](#) with a minimum grade of D and [NRE 322](#) with a minimum grade of C).

Term/Year

Fall 2025

Class Meeting Days/Times

Dates TBD. The following is a potential schedule:

Lecture: Tuesday, Thursday 8:00-9:15

Lab: Thursday 9:30-11:50

Location

Science Building, Room xxx.

In September and October, we will make field trips to the Becker Wildlife Property during scheduled lecture and laboratory on Thursdays. During these weeks, Tuesday lecture will take place on campus.

Academic Calendar

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

Instructor

Dr. Shane M. Welch

Contact Information

- Office: Science Building, Room 380
- Office Hours: Face-to-face office hours are available on Wednesdays (12:00-13:00). I will also conduct office hours by appointment, which is preferred. Office hours scheduled by appointment will be conducted either face-to-face or virtually via Microsoft Teams.
- Office Phone: 304-696-6111
- Marshall Email: welchsh@marshall.edu Please use email to contact me, and be sure to use your MU email account (not gmail, yahoo, etc) to ensure that your message is not lost in my junk mailbox (I rarely look at my junk email). Please note that I will not respond to emails that lack professionalism. I will send email to your Marshall email account, so you must check it regularly. Do not message via Blackboard; always use my Marshall University email address. In most cases, I will reply to messages within 2 business days.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Required Text: The Wildlife Techniques Manual, Volumes 1 & 2 (8th Edition), Edited by Nova J. Silvy

Additional reading assignments will be provided through Blackboard during the semester.

Field Notebook: Students will need to purchase a water-proof field notebook (e.g., Rite in the Rain all weather field book).

Computer Requirements: Access to Blackboard and Microsoft Teams is required. You must have reliable computer and internet access with properly configured software. We will use Teams if virtual lectures are required so you will need an internet connection that is able to stream video reliably, and both a microphone and camera. I use Blackboard to post grades and distribute class materials and study aids. I do not post lecture notes or study guides online.

Important note on recording lectures and posting material on websites: No portion of lecture or laboratory material can be shared outside of this class. Do not share class materials, including any portion of a recorded lecture. Recorded lectures

WILL NOT be posted as a matter of routine, and it is forbidden to record lectures or to copy or distribute the intellectual property contained within lectures, laboratory, exams, or assignments in any way. You are expected to attend lectures, pay attention, and take notes. If you miss a class for a routine reason, obtain the notes from a class member, review the posted material, and contact me with questions. Recording and/or distributing lectures or any other class materials may be subject to penalties up to and including an F grade or removal from the course.

Course Student Learning Outcomes

1. Gain a basic understanding of the wildlife management, its techniques and goals
2. Improve your understanding of ecology and its application in wildlife management.
3. Improve your ability to think and communicate scientifically.
5. Expand your understanding of natural systems so that you can make informed decisions about the world you live in.

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

Student Learning Outcomes	How students will practice each outcome	How student achievement of each outcome will be assessed
Gain basic understanding of the techniques and goals of wildlife management	Reading assignments Lecture Classroom discussions	1) Effective classroom discussion will depend on completion of reading assignments. Students must effectively relate reading assignments to lecture and classroom discussions. Students will be assessed based on their ability to use their knowledge of lecture and reading materials during classroom discussions. 2) Exams
Improve students' ability to think scientifically and apply ecological theory	Reading assignments Lecture Classroom discussions	1) Students will be assessed based on their ability to participate in classroom discussions. 2) Exams
To expand your understanding of natural systems so that you can make informed decisions about the world you live in.	Reading assignments Lecture Classroom discussions	1) Students will be assessed based on their ability to participate in classroom discussions. 2) Exams

Course Requirements/Due Dates

Read assigned chapters and handouts prior to lecture/lab.

Wildlife Management Plan

Successful wildlife management plans (WMP) need to minimize costs to encourage landowner participation and thus often include assistance from public and private organizations. Students will work in groups (led by a graduate student) to identify management objectives, conduct resource inventories, and review state, federal, and NGO (non-governmental organization) programs that are applicable to the goals and objective of their WMP. We will use the Becker Wildlife Property in Lavalette, WV as the focus of WMPs. **Students enrolled in 568 will also will be required to** generate a research hypothesis and design an appropriate sampling protocol.

Due date: **Dec 3 (last lab)**.

Field Notebook

Students must keep a notebook detailing specific conditions (weather, lab crew, notes) of laboratory exercises (data collected) when conducted in the field. The notebook should consist of waterproof paper (in the event that we take notes in rainy conditions during outdoor labs). All notes should be recorded with pencils or ink that will not run when wet. Field notebooks will be due on the last day of lab (Dec 3).

Exams

Lecture Exams

There will be two lecture exams (excluding the final exam). The exam dates on the syllabus may change, but exams will be announced at least one week in advance. Lecture exams will include questions from lectures and reading assignments. Lecture exams will include questions with variable formats, including but not limited to short answer, fill in the blank, matching, diagrams, true/false. Exams will include materials covered during lectures, laboratory, reading assignments, and class discussions.

Laboratory Exams

There will be two laboratory exams that will focus on techniques used and data collected by students during field labs. Questions will cover techniques/methods and data collection specific to student lab experiences during the semester. All exams are expected to be taken as scheduled.

Laboratory exams are extraordinarily difficult to make up. Please make every effort to attend scheduled laboratory exams. If you have a scheduled conflict with a laboratory exam, please see me ASAP – or as soon as you realize there is a conflict.

Final Exam

The final exam will be cumulative and will include information from lecture and laboratory. Final Exam Date: **xx**.

Grading Policy

Grading scale will be as follows:

90-100% = A	80-89% = B	70-79% = C	60-69% = D	≤ 59% = F
Lecture Exams (2)			25%	
Field (Lab) Exams (2)			25%	
Wildlife Management Plan (Becker Wildlife Center)			25%	
Field Notebook			10%	
Final Exam			15%	
			<i>TOTAL</i>	100%

Academic Dishonesty

Please review university policies on academic dishonesty, particularly the section on graduate student sanctions: <https://www.marshall.edu/academic-affairs/policies/#academicdishonesty>

Students are prohibited from using generative AI in any way on any assignment in this course. The use of generative AI in this course will be considered a violation of both Marshall's [Academic Dishonesty Policy](https://www.marshall.edu/academic-affairs/policies/#academicdishonesty) (URL: <https://www.marshall.edu/academic-affairs/policies/#academicdishonesty>) and the [Student Code of Conduct](https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf) (URL: <https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf>).

Cheating will not be tolerated in this course. Students caught cheating will receive a zero on the assignment. Cheating on exams will be considered a major violation of academic integrity, resulting in reductions in final grade or a failure to complete the course.

Attendance/Participation Policy

Attendance is mandatory. I will take attendance daily. If you are unable to attend class due to a university-excused absence, notify me as soon as possible. Students with a university-excused absence will have the option to notify me (via email) at least 24 hours prior to lecture to arrange to attend class remotely via Teams.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy

- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Course Schedule

Week (Dates)	Topic	Reading
Week 1 (Aug19-23)	<u>Lecture</u> : Course introduction, Introduction to Wildlife Ecology <u>Lab</u> : Lab prep (overview of assignments)	Handout: NA Model of Wild Mgt
Week 2 (Aug26-30)	<u>Lecture</u> : NA Model of Wildlife Management, Discussion of Conservation and Hunting <u>Lab</u> : Identify field groups -- First visit to Becker Wildlife Center (Introduction to Property)	Podcast: The Rhino Hunter
Week 3 (Sep2-6)	<u>Lecture</u> : Wildlife Management Plans and other property-specific goals <u>Lab</u> : Becker Wildlife Center (Identify Mgt Obj & Property Resources), Remote camera sampling	Text: Chap 30
Week 4 (Sep9-13)	<u>Lecture</u> : Conservation Agencies and Landowner Incentive Programs <u>Lab</u> : Groups identify relevant state, federal, NGO support	Text: Chap 30
Week 5 (Sep16-20)	<u>Lecture</u> : Field Study Design – statistical considerations and logistical constraints <u>Lab</u> : Becker Wildlife Center – Identifying and classifying landscape components	Text: Chap 1
Week 6 (Sep23-27)	<u>Lecture</u> : Lecture Exam 1 (Sep 24) , Landscape ecology <u>Lab</u> : Indoor lab - GIS and landscape classifications (Lab Exam 1: Sep 24)	Text: Chap 18
Week 7 (Sep30-Oct4)	<u>Lecture</u> : Habitat Generalists & Specialists <u>Lab</u> : Becker Wildlife Center – Quantifying habitats (veg sampling)	
Week 8 (Oct7-11)	<u>Lecture</u> : Spatial/movement ecology – telemetry <u>Lab</u> : On-campus telemetry lab exercise	Text: Chap 10
Week 9 (Oct14-18)	<u>Lecture</u> : Home range estimates <u>Lab</u> : Becker Wildlife Center – Group data collection	Text: Chap 17
Week 10 (Oct21-25)	<u>Lecture</u> : Population Structure, measures of abundance <u>Lab</u> : Becker Wildlife Center – Group data collection	Text: Chap 11
Week 11 (Oct28-Nov1)	<u>Lecture</u> : Population Ecology/Demography <u>Lab</u> : Becker Wildlife Center – Group data collection	Text: Chap 3, Chap 8
Week 12 (Nov4-8)	<u>Lecture</u> : Population Ecology Contin., Lecture Exam 2 (Nov 7) <u>Lab</u> : Laboratory Exam 2 (Nov 7)	Text: Chap 9
Week 13 (Nov11-15)	<u>Lecture</u> : Restoration Ecology <u>Lab</u> : Wildlife Mangement Plans	
Week 14 (Nov18-22)	<u>Lecture</u> : Restoration and Fire Ecology <u>Lab</u> : Wildlife Aging Methods, Wildlife Mangement Plans	
Nov25-29 – No class	Thanksgiving Break. Go hunting!!!	
Week 15 (Dec2-6)	<u>Lecture</u> : Habitats as Human Resources; Wildlife Mgt Plans Due & Field Notebooks Due (Dec 3)	Text: Chap 23, Chap 55
FINALS (Dec9-13)	Final Exam (cumulative): Date:xxx	

Bibliography

- Silvy, N. J. (Ed.). (2020). *The Wildlife Techniques Manual. Volume 1 and 2.* Johns Hopkins University Press.
- Decker, D. J., Shawn J. Riley, and W. F. Siemer (Eds.). (2012). *Human Dimensions of Wildlife Management.* Johns Hopkins University Press.
- Porter, W. F., C. J. Parent, R. A. Stewart, and D. M. Williams (Eds.). (2021). *Wildlife Management and Landscapes.* Johns Hopkins University Press.
- Willis, D. W., C. G. Scalet, and L. D. Flake. (2008). *Introduction to Wildlife and Fisheries.* Second edition. W. H. Freeman.
- Krausman, P. R., and J. W. Cain III. (Eds.). (2022). *Wildlife Management and Conservation.* Johns Hopkins University Press.
- Robert, A. R., and M. J. Butler. (2010). Teaching Human Dimensions of Fisheries and Wildlife Management in U.S. Universities. *Human Dimensions of Wildlife*, 6:1, 67-76.
- Ryan, M. R., & Campa, H. (2000). Application of Learner-Based Teaching Innovations to Enhance Education in Wildlife Conservation. *Wildlife Society Bulletin (1973-2006)*, 28(1), 168–179.
- Millenbah, K. F., & Millspaugh, J. J. (2003). Using Experiential Learning in Wildlife Courses to Improve Retention, Problem Solving, and Decision-Making. *Wildlife Society Bulletin (1973-2006)*, 31(1), 127–137.
- Hiller, T. L., & Tyre, A. J. (2009). Investigating Active-Learning Strategies in Wildlife Ecology College Courses. *NACTA Journal*, 53(4), 36–41.
- McCleery, R. (2015). Teaching Wildlife Techniques to Millennials With a Flipped Classroom. *Wildlife Society Bulletin* 39(4):822–826.

Request for Graduate Course Change

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

College: COLA Dept/Division: Comm Studies Current Alpha Designator/Number: CMM 576Contact Person: Dr. Rich Jones Phone: 304-696-3078

CURRENT COURSE DATA:

Course Title: Communication for Cls TchAlpha Designator/Number:

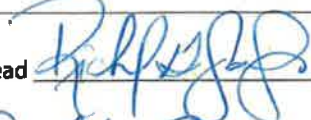
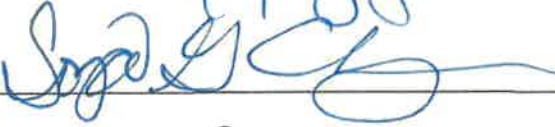

C	M	M	5	7	6		
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Title Abbreviation:

C	o	m	m	u	n	i	c	a	t	i	o	n		f	o	r		C	l	s		T	c	h
---	---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	--	---	---	---	--	---	---	---

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

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

Dept. Chair/Division Head <u></u>	Date <u>3/14/24</u>
Registrar <u></u>	Date <u>3.14.2024</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>04/01/24</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>

Request for Graduate Course Change - Page 2

College: COLA Department/Division: Communication Studies Alpha Designator/Number: CMM 576

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

Change in CATALOG TITLE: YES NO

From

C	o	m	m	u	n	i	c	a	t	i	o	n		f	o	r		C	l	a	s		T	e	a	c	h				
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 (limited to 30 characters and spaces)

To

C	o	m	m		s	k	i	l	l	s		f	o	r		T	e	a	c	h	e	r	s								
---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	--	---	---	---	---	---	---	---	---	--	--	--	--	--	--	--	--

If Yes, Rationale

The course title was changed for clarity and to remove unnecessary abbreviations and reflect the update in content.

Change in COURSE ALPHA DESIGNATOR:

From:

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 To

--	--	--	--

 YES NO

If Yes, Rationale

Change in COURSE NUMBER: YES NO

From:

--	--	--	--

 To:

--	--	--	--

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From

Knowledge and utilization of interpersonal communication skills in all teaching-learning environment.

To

This course focuses on developing instructional communication competence that can be applied to creating courses and instructional materials, classroom management, assessing and evaluating learning, and more.

If Yes Rationale

This course has not been taught in many years. The overall goal is the same - to build the instructional communication skills of teachers. The new description spells out the content more clearly.

Request for Graduate Course Change - Page 3

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

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

From

To

Change in COURSE CONTENT: YES NO

From

The content is being updated but not changed fundamentally.

To

More recent scholarship and research about communication skills as they relate to teaching.

See attached sample syllabus.

Rationale

To update the course since it hasn't been taught in many years.

Request for Graduate Course Change-Page 4

College: COLA

Department: Comm Studies

Course Number/Title CMM 576 Communication for CIs Tch

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: Communication Studies

Course Number and Title: CMM 576 Communication for Cls Tch

Rationale: This course has not been taught in many years. The overall goal is the same - to build the instructional communication skills of teachers. The new description spells out the content more clearly.

Course Description (old): Knowledge and utilization of interpersonal communication skills in all teaching-learning environment.

Course Description (new): This course focuses on developing instructional communication competence that can be applied to creating courses and instructional materials, classroom management, assessing and evaluating learning, and more.

Catalog Description: This course focuses on developing instructional communication competence that can be applied to creating courses and instructional materials, classroom management, assessing and evaluating learning, and more.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 576 Communication for Cls Tch

New Course Title: Comm Skills for Teachers

Rationale: The course title was changed for clarity and to remove unnecessary abbreviations and reflect the update in content.

Catalog Description: This course focuses on developing instructional communication competence that can be applied to creating courses and instructional materials, classroom management, assessing and evaluating learning, and more.

Thursday, March 14, 2024 at 12:49:16 Eastern Daylight Time

Subject: RE: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction
Date: Friday, March 8, 2024 at 4:12:14 PM Eastern Standard Time
From: McFall, Kimberly
To: Jones, Rich, Underhill, Jill
CC: Heaton, Lisa

Hi, Rich.

I apologize for the delay in not getting back to you last week. Thank you for the follow up email.

After review, I believe these are not duplicates of any courses we have in COEPD. While some of the ideas overlap, the context in which your department approaches them is grounded in your discipline. The outlines/syllabi provided are nicely done and I wish you all the best of luck as you refresh your curriculum.

Have a wonderful weekend!

Kim

From: McFall, Kimberly <kimberly.mcfall@marshall.edu>
Sent: Monday, February 12, 2024 2:19 PM
To: Jones, Rich <jonesri@marshall.edu>; Underhill, Jill <underhillj@marshall.edu>
Cc: Heaton, Lisa <heaton@marshall.edu>
Subject: Re: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction

Thank you, Rich!

I will give these a look and get back to you by the end of the month.

Kim

Kimberly McFall, EdD | Associate Professor | Fulbright Scholar 2022-23
Program Director, Graduate Curriculum & Instruction
College of Education and Professional Development
Marshall University
100 Angus E Peyton Dr #234
South Charleston, WV 25303
304.746.8975

Marshall University Syllabus
College of Liberal Arts
Department of Communication Studies

Course

CMM 576-###, CRN ####, Comm Skills for Teachers

Course Description

This course focuses on developing instructional communication competence that can be applied to creating courses and instructional materials, classroom management, assessing and evaluating learning, and more.

Credits	Prerequisites	Term/Year
3 – Graduate	None	Fall 2025

Class Meeting Days/Times	Location
Mondays 4:00 – 6:20	Smith Hall (SH) 261

Academic Calendar

For beginning, ending, add/drop dates, and other deadlines see [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor

Dr. Richard G. Jones, Jr.

Contact Information

- Insert Contact Information

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required Texts and Materials

- *Handbook of Instructional Communication: Principles & Practices of Teaching Rhetorical & Relational Perspectives*, Edited by Marian Houser and Angela Hosek. Kendall-Hunt, 2022.
- *Eight Essential Questions Teachers Ask: A Guidebook for Communicating with Students*, Deanna Dannels, Oxford University Press, 2014.
- Other materials will be posted/linked on Blackboard

Course Student Learning Outcomes

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

By the end of this course, students will be able to:	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Explain how teaching is a complex communication activity	Writing and participating in discussions	Synthesis papers, current events in teaching, teaching observation and report
Distinguish the advantages and disadvantages of various instructional strategies and methods as they relate to classroom communication	Critical reading of primary and secondary sources and scholarly research, writing, participating in discussions	Synthesis papers, current events in teaching, teaching observation and report
Evaluate which types of assessment will best measure specific learning objectives and outcomes	Critical reading of primary and secondary sources and scholarly research, writing, teaching the class, creating instructional materials, participating in discussions	Synthesis papers, teaching observation and report, instructional materials portfolio
Develop and demonstrate instructional communication competence	Teaching the class, creating instructional materials	Synthesis papers, teaching observation and report, teaching demonstration, instructional materials portfolio

Grading Requirements

Your grade will be based on the following:

ASSIGNMENT	WEIGHT
Synthesis Papers	30%
Current Events in Teaching	10%
Teaching Observation and Report	15%
Teaching Demonstration	15%
Instructional Materials Portfolio	30%

Grading Scale: A = 100 to 90, B = Below 90 to 80, C = below 80 to 70, etc.
Evaluation for graduate students will be appropriate for graduate-level education.

Course Requirements

Synthesis Papers: Before each class meeting, you should type a 1-2 page (single-spaced) essay synthesizing the day's readings. Your essay should summarize what you believe is the central contention of each of that day's readings. Your essay should also raise questions about the text, discuss ways that the ideas in the text can be applied, illustrate arguments with anecdotes or personal experience, and/or either support or argue against the author's assertions.

Be sure to direct us to specific passages, arguments, or sections of the reading. These papers are part of your preparation for each class, and you may be called upon from time to time to share from your synthesis paper during class. You should upload your paper to the appropriate assignment on Blackboard by midnight on the evening before we hold each class.

Current Events in Teaching:

During the semester, each student must deliver one presentation on a current event related to a concept or concepts from the readings and turn in a 2-page critical reflection.

Instructions:

- 1) Sign up for a week to present your current event.
- 2) Look through credible online news sources for a story that relates to the content covered in the chapter we are reading on the week you signed up to do your current event. This may not jump out at you at first, so be patient and creative.
- 3) Send the link to your news article to Dr. Jones by Friday of the week before you will present your current event. Once you receive feedback from Dr. Jones, you may proceed.
- 4) Analyze the article and write a reflection paper (at least 2 double-spaced pages) that addresses the following questions/points:
 - a) What is the main point/context of the article? (this should be a brief summary about a paragraph long);
 - b) Which concepts from the reading does it relate to and why? (Make sure to define the concept you are using);
 - c) What can we learn from the information in your article that will make us more competent and knowledgeable intercultural communicators? (Here, you will want to have at least two substantial takeaways for us about the importance of the current event you chose as it relates to intercultural communication. You can support this with anything you have learned in the class.)
 - d) Include a link to the article in your assignment.
 - e) Submit the paper to Blackboard by the due date/time.
- 5) Prepare a presentation that is around 5 minutes long and summarizes what you



wrote in the reflection paper.

- a) Present your current event to the class
- b) Make sure that you have at least two discussion questions prepared to spark discussion once you have completed your presentation.

Teaching Observation and Report: For your teaching observation, you should obtain permission from a faculty member who is teaching an undergraduate course to attend and observe one of their class sessions. While observing the class, you should take note of the following:

- What instructional strategies were used?
- When did students appear to be most and least engaged with the material?
- How did the instructor and students interact with one another?
- Are different learning styles being accommodated?
- Which levels of Bloom's taxonomy (or Anderson & Krathwohl's revised taxonomy) are being utilized?
- What did the instructor do that was particularly effective, and what was ineffective?
- Are there ways in which the instruction could have been done differently to be just as or more effective?

After attending the class, write a 3-4 page (typed, double-spaced) report that addresses these questions, along with any other observations that are important to note.

Teaching Demonstration: For your teaching demonstration, you should prepare a 20-25 minute teaching presentation that you will teach during our class time. This presentation should be a lesson you would teach in a class that you want to/ma teach and should be taught as if you were teaching students in that class. Your lesson should exhibit characteristics of excellent teaching that we will have discussed throughout the semester.

Instructional Materials Portfolio: Each student will compile a portfolio of original instructional materials. The materials should integrate the theories, concepts, knowledge, and skills that you have learned about in this and other classes. The materials should also align with your teaching philosophy

- Teaching philosophy: A one-page statement of the philosophies, commitments, and practices that guide your teaching.



- **Syllabus for a class:** Create a syllabus, following Marshall University's syllabus policies for a class that you teach or want to teach. While you can look at several example syllabi written by a variety of instructors, you should not merely copy parts of other syllabi. Instead, you should carefully consider how your classroom policies might differ and how you can best structure your class and syllabus to best accomplish the course objectives and meet the needs of your students.
- **Annotated Lesson plans:** You should compile lesson plans for two class periods. For each class period, you should include your teaching notes for the course, which should contain notations about which learning objectives are being addressed and which part of Bloom's (or Anderson & Krathwohl's) taxonomy is being emphasized in each class segment. Board notes, PowerPoint slides, handouts, or any other materials that you plan to use. NOTE: for one of your lesson plans, you can use the same content/structure that you use in your teaching demonstration.
- **One assignment:** This assignment should be appropriate for the course that you are teaching. It might be a lab, a group project, an individual project, a homework assignment, a final project, or any other assignment of your choosing. Along with the assignment, you should include a brief (\approx 1 paragraph) explanation of when the assignment would be used and what objectives it is intended to accomplish.
- **One exam:** This can be a periodic exam, a midterm exam, or a final exam; however, it should not be a daily quiz. Along with the exam, you should include a brief (\approx 1 paragraph) explanation of how/why you selected the format and questions for the exam. Also explain which levels of Bloom's (or Anderson & Krathwohl's) taxonomy are being utilized in each question.

Course Policies

Safe Learning Environment: This class is a safe space for communication, learning, and the sharing of ideas. Each of us will need to be conscious of our role in providing a place where every class member, given all our differences, will feel safe and function as part of our learning community. Inclusive language is important to maintaining a safe class environment—no language will be tolerated that demeans, belittles, or marginalizes someone because of her or his gender, race, ethnicity, class, age, sexual orientation, ability, religion, etc. Such language will not be accepted.

Late work:

1. Any assignment that is not submitted on time will be subject to a 50% deduction.
2. Assignments can be turned in early.
3. Assignments will receive no credit if they are more than one week late.
4. When submitting assignments electronically: make sure the



attachment/document is in the specified format/file type, and make sure the submission is complete (go back and check to make sure it is there after you have completed the submission process).

5. Please do not blame technology for not having an assignment ready. If you avoid waiting until the last minute to complete assignments, you can proactively handle any technology snafus.

Make-up work: Make-up privileges, where make-up is possible, will be granted to students who have properly verified absences, University-approved absences, or made arrangements with the instructor. Otherwise, I will use my discretion to decide whether or not a student can make up work and how much of a penalty to impose. It is the student's responsibility to initiate plans for make-up work and complete the work promptly.

Electronic communication: Students are expected to visit the course page on Blackboard several times a week for announcements and updates. **Use Outlook, not Blackboard, to send messages.** You should also check your Marshall University email daily. Please communicate via email in a professional manner. While digital communication is convenient, please take advantage of class time & office hours to ask questions, as email responses may be delayed up to 48 hours.

Guidelines for Written Assignments: Standard collegiate-level criteria for writing assignments will be followed in this class. Typed assignments must adhere to the following criteria:

- ___ 12-point font size
- ___ 1" margins all around
- ___ Times New Roman or Arial font everywhere (including headers and page numbers)
- ___ double-spaced throughout (set "after" spacing to "0")
- ___ APA Format

All assignments, unless specifically noted should be submitted as Word Document or PDF files.

All typed assignments must follow APA guidelines. In order to properly format to APA you should always consult the APA manual (7th Edition) rather than relying on secondary sources/websites/tools to format for you (because they oftentimes contain errors). The one exception that I will endorse, and I'm not guaranteeing it is error-free, is <http://owl.english.purdue.edu/owl/resource/560/01/>.

AI Policy = Open Use: Students are allowed, and even encouraged, to use Generative AI on any assignment in this course with the appropriate citation. Keep in mind that any content produced by generative AI can "hallucinate" (produce false information), so students are responsible for ensuring the accuracy of any AI-generated content.

- For information on citing AI, please see [MU Library's citation website](https://libguides.marshall.edu/plagiarism-AI/cite/) (URL: <https://libguides.marshall.edu/plagiarism-AI/cite/>).
- Students should not use generative AI in any way that would violate



the [Student Code of Conduct](https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf) (URL: <https://www.marshall.edu/student-conduct/files/Studnet-Code-of-Conduct-2022.pdf>).

Attendance/Participation Policy

1. Class attendance is expected.
2. I understand that there are times when you must miss class due to a previously planned event, illness, or family emergency. If you know you will need to miss a class, tell me about it so we can make arrangements as needed.
3. You may not audio or video record anything in this class without permission.
4. Bring your course materials in hard copy or digitally to each class period. We will do handwritten assignments in class. If this is an issue you need accommodation for, please let me know. I highly recommend having a 3-ring binder to keep things organized. I'll be happy to give you one if you request it.

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Tentative Course Schedule

NOTES:

- All readings with "CHAPTER" at the start are from the *Handbook of Instructional Communication*.
- Readings from *Eight Essential Questions Teachers Ask* are indicated with the author's last name, Dannels, and a chapter number.
- Readings not marked with the word "Chapter" are journal articles that will be posted/linked on Blackboard.



UNIT 1 Foundational Concepts (Weeks 1-2)

CHAPTER 1 Historical Roots and Trajectories of Instructional Communication
Kristen LeBlanc Farris, Marian L. Houser, and Angela M. Hosek

Dannels Chapter 1: What are the eight essential questions teachers ask?

Morreale, S., Backlund, P., & Sparks, L. (2014). Communication education and instructional communication: Genesis and evolution as fields of inquiry. *Communication Education, 63*, 344-354. doi: 10.1080/03634523.2014.944926

Waldeck, J. H., Plax, T. G., & Kearney, P. (2010). Philosophical and methodological foundations of instructional communication. In D. L. Fassett & J. T. Warren (Eds.), *The Sage handbook of communication and instruction* (pp. 161-179). Thousand Oaks, CA: Sage.

Valenzano, J. M. III, Wallace, S. P., & Morreale, S. P. (2014). Consistency and change: The (re)volution of the basic communication course. *Communication Education, 63*, 355-365. doi: 10.1080/03634523.2014.9111928.

Hunt, S., Wright, A., & Simonds, C. (2014). Securing the future of communication education: Advancing an advocacy and research agenda for the 21st century. *Communication Education, 63*, 449-461. doi: 10.1080/03634523.2014.926016.

UNIT 2 Rhetorical Perspectives of Instructional Communication (Weeks 3-4)

CHAPTER 2 Instructor Message Variables
Joseph P. Mazer

CHAPTER 3 Instructor Credibility
Scott A. Myers and Matthew M. Martin

CHAPTER 4 Student Engagement and Motivation in the Classroom
Ann Bainbridge Frymier and Marian L. Houser

CHAPTER 5 Instructional Dissent
Alan K. Goodboy and San Bolkan

Dannels Chapter 2: How can I establish credibility?



Dannels Chapter 5: How can I engage students?

UNIT 3 Introduction to the Relational Perspectives of Instructional Communication (Weeks 5-6)

CHAPTER 6 Immediacy and the Teacher-Student Relationship

Marian L. Houser and Angela M. Hosek

CHAPTER 7 Looking Back and Looking Ahead at Negotiating Power in the Classroom

Rebecca M. Chory and Sean M. Horan

CHAPTER 8 Communication Perspectives on Emotions in the Instructional Context

Caroline Waldbuesser and Scott Titsworth

CHAPTER 9 Rapport in the Instructional Context

Brandi N. Frisby

Dannels Chapter 3: How can I negotiate power?

Dannels Chapter 6: How can I navigate relational dynamics?

UNIT 4 Social Identity in the Instructional Context (Weeks 7-8)

CHAPTER 10 Race/Ethnicity in the Classroom

Tina M. Harris, Sherella Cupid, and Kyle Stanley

CHAPTER 11 Queering the Classroom: Considering Sexual and Gender Identities

Jimmie Manning, Danielle M. Stern, and Rebecca Johnson

Jones, R. G., Jr. (2020). Teaching while vulnerable: Connection through shared vulnerability as a pedagogical stepping stone to queer consciousness. In D. S. Strasser (Ed.), *Communication and identity in the classroom: Intersectional perspectives of critical pedagogy*. Lexington Books.

Jones, R. G., Jr., & Calafell, B. M. (2012). Contesting neoliberalism through critical pedagogy, intersectional reflexivity, and personal narrative: Queer tales of academia. *Journal of Homosexuality*, 59(7), 957-981.

<https://doi.org/10.1080/00918369.2012.699835>

Dannels Chapter 7: How can I acknowledge difference?



UNIT 5 Technology in the Instructional Environment (Weeks 9-10)

CHAPTER 12 Human-Machine Communication in the Classroom
Autumn Edwards and Chad Edwards

CHAPTER 13 Instructional Communication, Technology, and the Online Learning Environment: Then and Now
Deanna D. Sellnow and Renee Kaufman

CHAPTER 14 Instructional Communication, Technology, and the Online Learning Environment: What's Next? – Pedagogy of Renewal
Renee Kaufmann and Deanna D. Sellnow

UNIT 6 Instructional Communication Methodological Approaches (Weeks 11-12)

CHAPTER 15 Cognitive Approaches in the Instructional Context
Angela M. Hosek, Maria N. Hannah, and Carly Densmore

CHAPTER 16 Affective Approaches in the Instructional Context
Derek R. Lane, T. Kody Frey, and Nicholas T. Tatum

CHAPTER 17 Contemporary Approaches to Studying Biological and Physiological Markers in Changing Instructional Context
Tamara D. Affi, Amanda Denes, and Abdullah Salehuddin

CHAPTER 18 Critical Communication Pedagogy
Deanna L. Fassett and Keith Nainby

CHAPTER 19 Instructional Risk and Crisis Communication
Timothy L. Sellnow, Derek R. Lane, and Deanna D. Sellnow

Unit 7 Being the “Whole” Teacher: Mind, Body, and Spirit

Dannels Chapter 4: How can I manage communication anxieties?

Dannels Chapter 9: How can I make a difference?



Palmer, P. J. (1998). *The courage to teach: Exploring the inner landscape of a teacher's life*. San Francisco, CA: Jossey-Bass Publishers.

Arduini, T. (2004). The songbird in the superstore: How the spirit enters the classroom. In D. Denton & W. Ashton (Eds.), *Spirituality, action, and pedagogy: Teaching from the heart* (pp. 9-20). New York, NY: Peter Lang.

Poulos, C. (2004). Spirited teaching: A pedagogy of courage. In D. Denton & W. Ashton (Eds.), *Spirituality, action, and pedagogy: Teaching from the heart* (pp. 147-158). New York, NY: Peter Lang.

Request for Graduate Course Change

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

College: COLA Dept/Division: Comm Studies Current Alpha Designator/Number: CMM 650
 Contact Person: Dr. Rich Jones Phone: 304-696-3078

CURRENT COURSE DATA:

Course Title: Leaders/Movements Com Ed

Alpha Designator/Number:

C	M	M	6	5	0				
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Title Abbreviation:

L	e	a	d	e	r	s	/	M	o	v	e	m	e	n	t	s		C	o	m	E	d	
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	--	---	---	---	---	---	--

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

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

Dept. Chair/Division Head <u></u>	Date <u>3/14/24</u>
Registrar <u></u>	Date <u>3-14-2024</u>
College Curriculum Chair <u>Jonathan Kozar</u>	Date <u>04/01/24</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</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

A focus on developments in communication education that connect to movements and individuals spanning a 2,400 year history.

To

A focus on recent trends in communication including technology and AI, social-emotional learning, data-driven curricular revision, and universal design for learning.

Rationale

The content is fresher and more applicable for people who are actively teaching or will soon become teachers or administrators in a K-12 or higher education environment. The focus on innovation is also in keeping with the goals and mission of Marshall.

We could not locate a sample syllabus for this course since it has been many years since it was taught. We are attaching an outline of the content proposed.

Request for Graduate Course Change-Page 4

College: COLA

Department: Comm Studies

Course Number/Title CMM 650 Leaders/Movements Com Ed

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: Communication Studies

Course Number and Title: CMM 650 Leaders/Movements Com Ed

Rationale: This course has not been taught in many years. The overall goal of the course is shifting from a historical overview focusing on individuals and movements over the past 2000 years to focus more on recent trends that students can analyze and apply to their own teaching praxis to bring communication education into the second quarter of the 21st century.

Course Description (old): The study of speech-communication education from the time of the Greeks to the present, with emphasis upon the evolution of communication education to meet the needs of contemporary society.

Course Description (new): Students analyze trends such as universal design for learning, classroom technology and AI, assessment-driven curricular enhancement, and social-emotional learning to understand their potential to innovate and evolve communication education practices.

Catalog Description: Students analyze trends such as universal design for learning, classroom technology and AI, assessment-driven curricular enhancement, and social-emotional learning to understand their potential to innovate and evolve communication education practices.

COURSE TITLE CHANGE

Department: Communication Studies

Current Course Number/Title: CMM 650 Leaders/Movements Com Ed

New Course Title: Innovative Comm Education

Rationale: The course title was changed for clarity and to reflect the updated content.

Catalog Description: Students analyze trends such as universal design for learning, classroom technology and AI, assessment-driven curricular enhancement, and social-emotional learning to understand their potential to innovate and evolve communication education practices.

Thursday, March 14, 2024 at 12:49:16 Eastern Daylight Time

Subject: RE: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction
Date: Friday, March 8, 2024 at 4:12:14 PM Eastern Standard Time
From: McFall, Kimberly
To: Jones, Rich, Underhill, Jill
CC: Heaton, Lisa

Hi, Rich.

I apologize for the delay in not getting back to you last week. Thank you for the follow up email.

After review, I believe these are not duplicates of any courses we have in COEPD. While some of the ideas overlap, the context in which your department approaches them is grounded in your discipline. The outlines/syllabi provided are nicely done and I wish you all the best of luck as you refresh your curriculum.

Have a wonderful weekend!

Kim

From: McFall, Kimberly <kimberly.mcfall@marshall.edu>
Sent: Monday, February 12, 2024 2:19 PM
To: Jones, Rich <jonesri@marshall.edu>; Underhill, Jill <underhillj@marshall.edu>
Cc: Heaton, Lisa <heaton@marshall.edu>
Subject: Re: Invitation to review graduate courses changes in Communication Studies related to pedagogy and instruction

Thank you, Rich!

I will give these a look and get back to you by the end of the month.

Kim

Kimberly McFall, EdD | Associate Professor | Fulbright Scholar 2022-23

Program Director, Graduate Curriculum & Instruction

College of Education and Professional Development

Marshall University

100 Angus E Peyton Dr #234

South Charleston, WV 25303

304.746.8975

**CMM 650: Developments in Communication Education
Course Outline
Prepared by Dr. Jill Underhill**

Week 1: Introduction to Communication Education

- Welcome!
- Overview of communication education as a field
- Equity and inclusion in communication education

This module provides an overview of communication education as a field, discussing its history, purpose, and key concepts. Issues of equity and inclusion in communication education are also explored.

Week 2: Universal Design for Learning (UDL) in Communication Education

- Principles of UDL
- Applying the UDL framework and guidelines to communication courses
 - Multiple Means of Engagement
 - Multiple Means of Representation
 - Multiple Means of Action & Expression

This module introduces the UDL framework and its three principles—multiple means of engagement, representation, and action & expression. It examines how to apply UDL to make communication courses more accessible and effective for diverse learners.

Week 3: Classroom Technology

- Emerging technologies for communication classrooms with a focus on GAI (generative artificial intelligence)
- Teaching communication courses in hybrid and online formats
- Tools for online and hybrid oral communication instruction

This module explores emerging technologies for communication classrooms, including tools and platforms for online and hybrid oral communication instruction. It discusses how to leverage technology to enhance teaching and learning.

Week 4: Assessment-Driven Decision-Making

- Formative and summative assessments in communication courses
- Using assessments to guide instruction
- Data analytics that allow for the refinement of learning activities

This module examines formative and summative assessments as a communicative act between instructors and students. It will also cover how assessments can guide instructional decisions and improvements through data analytics and refinement of learning activities.

Week 5: Culturally-Response and Inclusive Communication Pedagogy

- The role of SEL in the communication classroom

- The importance of instructor-student relationships
- Fostering peer relationships
- Creating belonging and connection through all modes of instruction

This module discusses the role of social-emotional learning (SEL) in communication classrooms. It will cover why the instructor-student relationship dynamic is important within our courses and how the instructor can foster peer relationships in the course. Finally, it will cover creating belonging and connection across all modes of instruction.

Week 6: Speaking Across the Curriculum

- Value of oral communication skills
- Discussion methods across disciplines
- Building confidence and competence

This module highlights the value of oral communication skills across academic disciplines. It explores discussion methods that can be used across subjects to build student confidence and competence in oral communication. Practical tips on helping your program advocate for speaking across the curriculum will be provided.

Week 7: Future Directions for Communication Education

- Personalized and adaptive learning
- Communication in VR environments

This module speculates on potential future directions in communication education, such as personalized/adaptive learning and immersive virtual reality environments. While a few programs are using these tools now, it is believed they will become more widespread in the next decade.

Potential Readings:

Hart, R. P. (1993). Why communication? Why education? Toward a politics of teaching. *Communication Education*, 42, 97-105.

Hall, B. I., Morreale, S. P., & Gaudino, J. L. (1999). A survey of the status of oral communication in the K-12 public education system in the United States. *Communication Education*, 48, 139-148.

Morreale, S. & Pearson, J. (2008). Why communication education is important: The centrality of the discipline in the 21st century. *Communication Education*, 57, 224-240.

McKenna-Buchanan, T., & Farris, K. L. (2023). Trauma -Informed Pedagogy: Promoting Inclusivity in the Basic Course. *Basic Communication Course Annual*, 35(1), 10.

Mapes, M., Kraus, L., Parviz, E., & Morgan, J. (2021). The Neutrality myth: Integrating critical media literacy into the Introductory Communication course. *Basic Communication Course Annual*, 33(1), 4.

Dannels, D. P., & Housley Gaffney, A. L. (2009). Communication across the curriculum and in the disciplines: A call for scholarly cross-curricular advocacy. *Communication Education*, 58(1), 124-153.

Dannels, D. P. (2001). Time to speak up: A theoretical framework of situated pedagogy and practice for communication across the curriculum. *Communication education*, 50(2), 144-158.

Dannels, D. P. (2001). Taking the pulse of communication across the curriculum: A view from the trenches. *Journal of the Association for Communication Administration*, 30(2), 2.

Johnson, J. R. (2004). Universal instructional design and critical (communication) pedagogy: Strategies for voice, inclusion, and social justice/change. *Equity & Excellence in education*, 37(2), 145-153.

Brazeal, L. M. (2022). Accessibility in the basic course: A case for retaining pandemic technology. *Basic Communication Course Annual*, 34(1), 11.

Schwartzman, R. (2022). Beyond Basic: Transformational Potential of Pandemic Pedagogy. *Basic Communication Course Annual*, 34(1), 13.

Underhill, J. C., Ledford, V., & Adams, H. M. (2021). 'Public Speaking is a Skill that Everyone Needs No Matter What': Exploring Peer Perceptions toward Students on the Autism Spectrum in Basic Course Classrooms. *Basic Communication Course Annual*, 33(1), 8.

Morreale, S. P., Shockley-Zalabak, P. S., Gaddis, B., Thorpe MA, J., Staley, C. M., & Allgood, E. (2021). A 14-Year Empirical Analysis of Undergraduates' Pre-and Post-Test Scores in Three Introductory Communication Courses: Lessons Learned for Pedagogy and Assessment. *Basic Communication Course Annual*, 33(1), 9.

Frisby, B. N., Kaufmann, R., Vallade, J. I., Frey, T. K., & Martin, J. C. (2020). Using virtual reality for speech rehearsals: An innovative instructor approach to enhance student public speaking efficacy. *Basic Communication Course Annual*, 32(1), 6.

Martin, J. C. (2022). Mobile Technology Usage in the College Classroom and Its Relational Implications. *Basic Communication Course Annual*, 34(1), 4.

Ruiz-Mesa, K., & Broeckelman-Post, M. A. (2023). Creating Equitable and Inclusive Basic Course Classrooms: A Response Essay. *Basic Communication Course Annual*, 35(1), 9.

Simonds, C. J., Joyce, J., Metz, A., & Oleson, L. (2019). Accommodating Students With Anxiety: A Personal Success Story. *Basic Communication Course Annual*, 31(1), 16.

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: C&I Current Alpha Designator/Number: EDF 679
 Contact Person: Lisa Heaton Phone: 304-746-2026

CURRENT COURSE DATA:

Course Title: Problem Report

Alpha Designator/Number:

E	D	F		6	7	9			
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Title Abbreviation:

P	r	o	b	l	e	m		R	e	p	o	r	t						
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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><i>Yvira A. Hester</i></u>	Date <u>3/2/2024</u>
Registrar <u><i>Sonja CJ</i></u>	Date _____
College Curriculum Chair <u><i>McKenzie Brittain</i></u>	Date <u>3/14/24</u>
Graduate Council Chair <u><i>D S Dewar</i></u>	Date <u>5-6-24</u>

Request for Graduate Course Change - Page 2

College: COEPD

Department/Division: Curriculum & Instruction

Alpha Designator/Number: EDF 679

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

Change in CATALOG TITLE: YES NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From: To: YES NO

If Yes, Rationale

Change in COURSE NUMBER: YES NO

From: To:

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From

To

If Yes
Rationale

Request for Graduate Course Change - Page 3

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

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

From 1-3 Credit hours

To 3 Credit hours

Change in COURSE CONTENT: YES NO

From

To

Rationale

Request for Graduate Course Change-Page 4

College: COEPD

Department: Curriculum & Instruction

Course Number/Title EDF 679

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.

None

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:

Type of Change: Hours

Department: Curriculum & Instruction

Course: EDF 679 Problem Report

Change: from 1-3 hours to 3 hours

Rationale: This course is required for the Education Specialist (EdS) degree in Curriculum & Instruction. Students complete all three hours of this course in one semester. We do not spread the course across multiple semesters in increments of 1+1+1 or 1+2. All three hours are taken at once during the last semester of EdS course work.

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: College of Health Professions Dept/Division: Kinesiology/Exercise Science Alpha Designator/Number: ESS-650 Graded CR/NC

Contact Person: Brandon Jones Phone: 6085130403

NEW COURSE DATA:

New Course Title: Drug and Sport

Alpha Designator/Number:

E	S	S		6	5	0			
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Title Abbreviation:

D	r	u	g		a	n	d		s	p	o	r	t						
---	---	---	---	--	---	---	---	--	---	---	---	---	---	--	--	--	--	--	--

(Limit of 25 characters and spaces)

Course Catalog Description: Examines the physiological mechanisms behind supplements and drugs used for exercise and athletic performance.
(Limit of 30 words)

Co-requisite(s): N/A First Term to be Offered: Spring 2025

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

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

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

Dept. Chair/Division Head <u></u>	Date <u>2/29/24</u>
Registrar <u></u>	Date <u>2-29-2024</u>
College Curriculum Chair <u></u>	Date <u>3/21/24</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>

Request for Graduate Course Addition - Page 2

College: College of Health Professions

Department/Division: Kinesiology/Exercise Science

Alpha Designator/Number: ESS-650

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

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

Dr. Jones, Dr. Powell, Dr. Konz, Dr. Toma

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

N/A

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

N/A

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

N/A

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

Textbook. Drugs in sport (8th edition) (Motttram, Chester, 2022)

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

See syllabus

Request for Graduate Course Addition - Page 3

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

See syllabus

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

Drugs in sport (8th edition) (Mottram, Chester, 2022)

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

See syllabus (lecture, class debates, projects)

Request for Graduate Course Addition - Page 4

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

See syllabus (in-class assignments, projects, exams, quizzes)

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

N/A

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

Barnes, M. J. (2014). Alcohol: Impact on Sports Performance and Recovery in Male Athletes. *Sports Medicine*, 44(7), 909-919. <https://doi.org/10.1007/s40279-014-0192-8>

Burr, J. F., Cheung, C. P., Kasper, A. M., Gillham, S. H., & Close, G. L. (2021). Cannabis and Athletic Performance. *Sports Medicine*, 51(S1), 75-87. <https://doi.org/10.1007/s40279-021-01505-x>

Chan, H., Pua, P., & How, C. (2017). Physical therapy in the management of frozen shoulder. *Singapore Medical Journal*, 58(12), 685-689. <https://doi.org/10.11622/smedj.2017107>

Davis, E., Loiacono, R., & Summers, R. J. (2008). The rush to adrenaline: drugs in sport acting on the β -adrenergic system. *British Journal of Pharmacology*, 154(3), 584-597. <https://doi.org/10.1038/bjp.2008.164>

Ergen, E., Hazir, T., Celebi, M., Kin-Isler, A., Aritan, S., Yaylioglu, V. D., Guner, R., Acikada, C., & Cinemre, A. (2021). Effects of beta-blockers on archery performance, body sway and aiming behaviour. *BMJ Open Sport & Exercise Medicine*, 7(2), e001071. <https://doi.org/10.1136/bmjsem-2021-001071>

Graham, M. R., Davies, B., Grace, F. M., Kicman, A., & Baker, J. S. (2008). Anabolic Steroid Use. *Sports Medicine*, 38(6), 505-525. <https://doi.org/10.2165/00007256-200838060-00005>

Grgic, J. (2021). Effects of Caffeine on Resistance Exercise: A Review of Recent Research. *Sports Medicine*, 51(11), 2281-2298. <https://doi.org/10.1007/s40279-021-01521-x>

Guest, N. S., Vandusseldorp, T. A., Nelson, M. T., Grgic, J., Schoenfeld, B. J., Jenkins, N. D. M., Arent, S. M., Antonio, J., Stout, J. R., Trexler, E. T., Smith-Ryan, A. E., Goldstein, E. R., Kalman, D. S., & Campbell, B. I. (2021). International society of sports nutrition position stand: caffeine and exercise performance. *Journal of the International Society of Sports Nutrition*, 18(1). <https://doi.org/10.1186/s12970-020-00383-4>

Ho, K. K. Y. (2020). The promise of growth hormone in sport: doped or duped. *Archives of Endocrinology and Metabolism*, 63(6), 576-581. <https://doi.org/10.20945/2359-3997000000187>

Jessen, S., Reitelseder, S., Kalsen, A., Kreiberg, M., Onslev, J., Gad, A., Ørtenblad, N., Backer, V., Holm, L., Bangsbo, J., & Hostrup, M. (2021). β -Adrenergic agonist salbutamol augments hypertrophy in MHCIIa fibers and sprint mean power output but not muscle force during 11 weeks of resistance training in young men. *Journal of Applied Physiology*, 130(3), 617-626. <https://doi.org/10.1152/jappphysiol.00553.2020>

Levitt, D., Luk, H.-Y., & Vingren, J. (2022). Alcohol, Resistance Exercise, and mTOR Pathway Signaling: An Evidence-Based Narrative Review. *Biomolecules*, 13(1), 2. <https://doi.org/10.3390/biom13010002>

Lundberg, T. R., & Howatson, G. (2018). Analgesic and anti-inflammatory drugs in sports: Implications for exercise performance and training adaptations. *Scandinavian Journal of Medicine & Science in Sports*, 28(11), 2252-2262. <https://doi.org/10.1111/sms.13275>

Matei, D., Trofin, D., Iordan, D. A., Onu, I., Condurache, I., Ionite, C., & Buculei, I. (2023). The Endocannabinoid System and Physical Exercise. *International Journal of Molecular Sciences*, 24(3), 1989. <https://doi.org/10.3390/ijms24031989>

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: Kinesiology
Course number and Title: ESS-650 Drug and Sport
Description: Examines the physiological mechanisms behind supplements and drugs used for exercise and athletic performance.
Prerequisites: ESS-345
First Term: Spring 2025
Credit Hours: 3



**Marshall University
College of Health Professions
School of Kinesiology**

ESS-650

**Drugs for Exercise and Athletic Performance
Section 101
SPRING 2025**

Instructor: Brandon Jones, PhD, C.S.C.S.
Office: Henderson Center 2015

Class Time:
Class Location:

Email: jonesbra@marshall.edu
Student Hours:
*** or by appointment**

Prerequisites: ESS-345 with a C or better

Credit Hours: 3 Credits

Required Text: Drugs in sport (8th edition) (Mottram, Chester, 2022)

+ Assigned Readings Posted on Blackboard

Course Description: Examines the physiological mechanisms behind supplements and drugs used for exercise and athletic performance. Pharmaceutical and nutritional ergogenic aids are commonly used to enhance exercise performance. This course will investigate commonly used drugs and supplements and how they influence exercise capacity. Ergogenic benefits and risks of each drug and/or supplement will be covered from a physiological perspective.

Course Outcomes:

Upon successful completion of this course, students will be able to competently:

- Describe commonly used supplements and drugs used by athletes
- Explain the mechanisms of action behind drugs and supplements
- Discuss potential benefits and risks associated with drugs and supplements
- Describe current drug and supplement use trends and testing methods
- Interpret scientific research on drugs and supplements

Course student learning outcomes	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Describe commonly used supplements and drugs used by athletes. Further knowledge on the use of supplements and drugs to enhance athletic performance.	Textbook readings, in-class assignments, quizzes	Quizzes, Exams, Salesman Project
Explain the mechanisms of action behind drugs and supplements. Evaluating the efficacy and function of drugs and supplements in different athletic endeavors.		
Discuss potential benefits and risks associated with drugs and supplements. Many drugs and supplements used to enhance athletic performance have significant risk. Students will develop competency analyzing the safety of drugs in different populations.		
Describe current drug and supplement use trends and testing methods. Athletes continue to take illegal drugs and supplements and student need education on usage and the testing issues that make drug free sport difficult.		
Interpret scientific research on drugs and supplements. Supplement and drug research is constantly evolving so students will develop skills in evaluating complex research.		

Course Evaluation:

Quizzes	(30 pts)	9 %
Assignments	(30 pts)	9 %
Exam 1	(60 pts)	18 %
Exam 2	(60 pts)	18 %
Exam 3	(60 pts)	18 %
Final Exam	(60 pts)	18 %
Salesman Project	(30 pts)	9 %

Grading Scale:

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

Quizzes: Five-point quizzes will be given out during class to evaluate material comprehension. You must attend class or have an excused absence to receive these points. There will be approximately four quizzes during the course of the semester.

Assignments: There will be multiple in-class assignments completed during the semester. The assignments will stress application of the course material. They will include discussions, research analysis, presentations, and written prompts.

Exams: There will be a total of four exams (3 unit exams and a cumulative final). Each exam will be worth 60 points and must be taken on exam day unless you inform Dr. Jones of an excused absence before class. The exams will emphasize applying the information learned in class along with critical thinking. It is essential to keep up with material and prepare for these exams in advance. Graduate students will have additional questions on their exams.

Salesman Project: Specific instructions are posted on blackboard and has two parts. Graduate students are required to add a second side effects with their advertisement.

Part 1 (15 pts): Students will select a supplement or drug that is intended to increase exercise capacity. After completing research on the supplement, students will “sell” the importance of the ergogenic aid to the class with a brief advertisement. The advertisement should use primary research to support their claim and apply knowledge learned in class. Students will then vote on the best advertisement and that student will receive extra credit points.

Part 2 (15 pts): Students will select a supplement or drug intended to improve recovery from a serious injury. The same advertisement will be developed and presented to the class for voting. The best recovery advertisement will receive extra credit points.

Expectations

- Exams must be taken at the assigned times. If an EMERGENCY arises and you must miss an exam, please call or e-mail Dr. Jones **BEFORE** the scheduled time of the exam. Missing an exam without prior notification will result in a zero (0) for that exam.
- In-class attendance is required to receive that day’s credit for the in-class assignment.
- Assignments are due on the dates indicated on the schedule.
- Attendance is a critical part of success in this class.

Excused Absences

<http://www.marshall.edu/student-affairs/excused-absence-form/>

Academic Integrity

You are expected to practice academic honesty in every aspect of this course. Students who engage in academic misconduct are subject to grading consequences with regard to this course and/or university disciplinary procedures through the Office of Community Standards and Conflict Resolution.

COVID-19: Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information.

Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Academic Calander: For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>)

University Policies

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

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

Disability Resources: It is the policy and practice of Marshall University to create inclusive learning environments. If there are aspects of the instruction or design of this course that present barriers to your inclusion or to an accurate assessment of your achievement (e.g., time-limited exams, inaccessible web content, use of videos without captions), please communicate this with your professor and contact Disability Services to request accommodations. Prichard Hall 117, 304-696-2467

Title IX

Marshall University is committed to providing a safe learning environment for all students that is free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these incidents, know that you are not alone. There are staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

Please be aware all Marshall faculty and most staff members are “responsible employees,” which means that if you tell a faculty member about a situation involving sexual harassment, sexual assault, dating violence, domestic violence, or stalking, they must share that information with the Title IX Coordinator. You are not required to speak with OIEC staff regarding the incident; your participation in OIEC processes are entirely voluntary.

Equity and Inclusion Statement

Marshall University embraces the diversity of students, faculty, and staff, honors the inherent dignity of each individual, and welcomes their unique perspectives, behaviors, and worldviews. In this course, people of all races, religions, national origins, sexual orientations, ethnicities, genders and gender identities, cognitive, physical, and behavioral abilities, socioeconomic backgrounds, regions, immigrant statuses, military or veteran statuses, size and/or shapes are strongly encouraged to share their rich array of perspectives and experiences. Course content and campus discussions will heighten your awareness to each other’s individual and intersecting identities.

Portable Electronic Devices

Please extend courtesy to your instructor and fellow students by turning off your portable electronic devices such as cell phones and tablets. Your personal electronic devices should not be on your desks. If you know that you may need to accept an emergency phone call during class or if you, for example, have children in childcare or school, please let the instructor know. If you need to take a phone call during class, please step out of the classroom while you complete your call. Repeat offenders of the no electronics policy in class will be asked to leave and not receive points for in-class assignments.

AI Generated Assignment

The use of AI to create assignments or complete projects is prohibited. If you are caught using AI you will receive a zero on the assignment and be reported to academic affairs. It is not worth risking your college career over a simple assignment.

Tentative Schedule

Spring 2025

*Subject to change based on class progression

WEEK	DATE	DESCRIPTION OF LAB
1		Introduction Types of Drugs/Supplements
2		Prevalence of Drugs in Sport and Testing
3		Anabolic Agents
4		Peptide Hormones/Growth Factors
		Exam 1
5		Beta-2 Agonists
6		Hormone and Metabolic Modulators
		Salesman Presentations 1
7		Stimulants
8		Caffeine
9		Alcohol
		Exam 2
10		Cannabinoids
11		Glucocorticoids
12		NSAID and Narcotics
13		Beta Blockers
		Salesman Presentations 2
14		Exam 3
15		Prepare for Final Exam

16		<p style="text-align: center;">Finals Week</p> <p style="text-align: center;">*Cumulative Final Exam Time TBD</p>
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Drug and Sport Course
Marshall University

Bibliography

Listed in the specific weekly topic

Drug Prevalence in Sport

- (Graham et al., 2008)
- (Momaya et al., 2015)

Anabolic Agents

- (Tipton & Ferrando, 2008)
- (Graham et al., 2008)

Peptide hormones/growth factors

- (Ho, 2020)
- (Siebert & Rao, 2018)

Beta-2-agonist

- (Jessen et al., 2021)

Stimulants/Caffeine

- (Guest et al., 2021)
- (Grgic, 2021)

Alcohol

- (Levitt et al., 2022)
- (Barnes, 2014)

Cannabinoids

- (Matei et al., 2023)
- (Burr et al., 2021)

Glucocorticoids

- (Chan et al., 2017)

NSAID

- (Lundberg & Howatson, 2018)
- (Chan et al., 2017)

Beta blockers

- (Ergen et al., 2021)
- (Davis et al., 2008)

References

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- Burr, J. F., Cheung, C. P., Kasper, A. M., Gillham, S. H., & Close, G. L. (2021). Cannabis and Athletic Performance. *Sports Medicine*, 51(S1), 75-87. <https://doi.org/10.1007/s40279-021-01505-x>
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- Graham, M. R., Davies, B., Grace, F. M., Kicman, A., & Baker, J. S. (2008). Anabolic Steroid Use. *Sports Medicine*, 38(6), 505-525. <https://doi.org/10.2165/00007256-200838060-00005>
- Grgic, J. (2021). Effects of Caffeine on Resistance Exercise: A Review of Recent Research. *Sports Medicine*, 51(11), 2281-2298. <https://doi.org/10.1007/s40279-021-01521-x>
- Guest, N. S., Vandusseldorp, T. A., Nelson, M. T., Grgic, J., Schoenfeld, B. J., Jenkins, N. D. M., Arent, S. M., Antonio, J., Stout, J. R., Trexler, E. T., Smith-Ryan, A. E., Goldstein, E. R., Kalman, D. S., & Campbell, B. I. (2021). International society of sports nutrition position stand: caffeine and exercise performance. *Journal of the International Society of Sports Nutrition*, 18(1). <https://doi.org/10.1186/s12970-020-00383-4>
- Ho, K. K. Y. (2020). The promise of growth hormone in sport: doped or duped. *Archives of Endocrinology and Metabolism*, 63(6), 576-581. <https://doi.org/10.20945/2359-3997000000187>
- Jessen, S., Reitelsheder, S., Kalsen, A., Kreiberg, M., Onslev, J., Gad, A., Ørtenblad, N., Backer, V., Holm, L., Bangsbo, J., & Hostrup, M. (2021). β -Adrenergic agonist salbutamol augments hypertrophy in MHCIIa fibers and sprint mean power output but not muscle force during 11 weeks of resistance training in young men. *Journal of Applied Physiology*, 130(3), 617-626. <https://doi.org/10.1152/jappphysiol.00553.2020>
- Levitt, D., Luk, H.-Y., & Vingren, J. (2022). Alcohol, Resistance Exercise, and mTOR Pathway Signaling: An Evidence-Based Narrative Review. *Biomolecules*, 13(1), 2. <https://doi.org/10.3390/biom13010002>
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- Momaya, A., Fawal, M., & Estes, R. (2015). Performance-Enhancing Substances in Sports: A Review of the Literature. *Sports Medicine*, 45(4), 517-531. <https://doi.org/10.1007/s40279-015-0308-9>
- Siebert, D. M., & Rao, A. L. (2018). The Use and Abuse of Human Growth Hormone in Sports. *Sports Health: A Multidisciplinary Approach*, 10(5), 419-426. <https://doi.org/10.1177/1941738118782688>

Tipton, K. D., & Ferrando, A. A. (2008). Improving muscle mass: response of muscle metabolism to exercise, nutrition and anabolic agents. *Essays in Biochemistry*, 44, 85-98.
<https://doi.org/10.1042/bse0440085>

Request for Graduate Course Change

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

College: COHP Dept/Division: NURSING Current Alpha Designator/Number: NUR 624

Contact Person: Rebecca Appleton Phone: 740-237-9582

CURRENT COURSE DATA:

Course Title: Advanced Family Practice I

Alpha Designator/Number:



N	U	R	6	2	4				
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Title Abbreviation:

A	d	v	.		F	a	m	i	l	y		P	r	a	c	t	i	c	e		I			
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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>Dr. Annette Ferguson, DNP, MSN, RN, CNE</u>	Date _____ <u>3.7.24</u>
Registrar <u></u>	Date _____ <u>3.7.24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date _____ <u>3/21/24</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</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 Current credit hours in this course were 5 credits, 3 didactic, 2 clinical hours.

To Credits will increase from 5 to 7 hours. We are making the clinical credits 4 of the 7 in order to have the student complete 240 clinical hours. As we are being required to do by our accrediting body ACEN, recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core

Change in COURSE CONTENT: YES NO

From This is a change of required clinical hours in the FNP program. This class currently has 60 clinical hours in it. The course is currently 5 credits, 3 didactic and 2 clinical credits = 60 clinical hours
At a ratio of credit: clinical hours of 1 credit to 30 clinical hours.

To This class will now have 240 clinical hours, this adds 2 credit hours to the course making it a 7 credit course. It remains with 3 didactic hours, and 4 total clinical hours = 240 clinical hours, and a total of 7 credits in the class.
At a ratio of credit: clinical hours of 1 credit to 60 clinical hours.

Rationale Changes to our FNP curriculum are based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse Practitioner Faculties' (NONPF).

These changes are an increase in clinical time for FNP students from 500 required hours, to 750 total clinical hours in the FNP program. We had to change the totally credit hours in the course in order to increase the clinical hours.

Request for Graduate Course Change-Page 4

College: COHP

Department: Nursing

Course Number/Title NUR 624/ Advance Family Practice I

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.

One additional Full-time FNP faculty, will need to be added to meet the new requirements and teach the additional clinical hours in the program. NONPF has set the number of students that one FNP faculty can supervise in clinical, one faculty person may supervise a total of 16 FNP students (two groups of 8 students) so in order to accommodate up to 48 FNP students we will need another full-time FNP faculty position. Salary: will be commensurate with level of education and experience.

See: Dr. Annette Ferguson's Letter regarding this faculty position which is attached

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 Number: NUR 624

Dept.: Nursing

Current Course Number/Title: NUR 624 Advanced Family Practice I

Rationale: Our accrediting bodies are requiring that we change our required clinical hours to be 750 total in the FNP program. In the past the required clinical hours were 500 total for the FNP program.

New Catalog Description:

NUR 624 Adv Family Nursing Practice I, 7 Credit hours.

Provides advanced knowledge of common and acute self-limiting health problems of individuals and families of various age groups. Includes pathology and therapeutic modalities related to specific health problems. (240 clinical hrs. minimum) Practicum included. (PR: [NUR 622](#) CR: [NUR 606](#))

Pre-req: [NUR 622](#) with a minimum grade of C.

Grade Mode: Normal Grading Mode

Credit hours: 7

Change Summary: The only thing we are changing in this class is increasing the needed clinical hours so that we can comply with the requirements of our Accreditation Body (ACEN) and professional organizations that are requiring us to comply. The purpose is to increase clinical hours so FNP students get more clinical education & experience with patients. We are increasing the total credit hours in the class to be able to add the required clinical hours. We are not changing anything else about the course.

Request for Graduate Course Change

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

College: COHP Dept/Division: NURSING Current Alpha Designator/Number: NUR 626

Contact Person: Rebecca Appleton Phone: 740-237-9582

CURRENT COURSE DATA:

Course Title: Advanced Family Practice III

Alpha Designator/Number:

N	U	R	6	2	6				
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Title Abbreviation:

A	d	v	.		F	a	m	i	l	y		P	r	a	c	t	i	c	e			I	I	I
---	---	---	---	--	---	---	---	---	---	---	--	---	---	---	---	---	---	---	---	--	--	---	---	---

- 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>Annette Ferguson, DNP, MSN, RN, CNP</u>	Date <u>3.7.24</u>
Registrar <u>[Signature]</u>	Date <u>3.7.24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>3/21/24</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</u>

Request for Graduate Course Change - Page 2

College: COHP Department/Division: NURSING Alpha Designator/Number: nur626

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

Change in CATALOG TITLE: YES NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From: To: YES NO

If Yes, Rationale

Change in COURSE NUMBER: YES NO

From: To:

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From **NUR 626 Adv Family Nursing III, 5 Credit hours**
Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. Practicum included. (DP: NUR 624)

To **NUR 626 Adv Family Nursing III, 6 Credit hours.**
Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. (100 hrs clinical hrs minimum) Practicum included. (DP: NUR 624)

If Yes Rationale

Changes to our FNP curriculum are based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse

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 Current credit hours in this course were 5 credits, 3 didactic, 2 clinical hours.

To Credits will increase from 5 to 6 hours. We are making the clinical credits 3 of the 6 in order to have the student complete 180 clinical hours. As we are being required to do by our accrediting body ACEN, recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core

Change in COURSE CONTENT: YES NO

From This is a change of required clinical hours in the FNP program. This class currently has 60 clinical hours in it. The course is currently 5 credits, 3 didactic and 2 clinical credits = 60 clinical hours
At a ratio of credit: clinical hours of 1 credit to 30 clinical hours.

To This class will now have 180 clinical hours, this adds 1 credit hours to the course making it a 6 credit course. It remains with 3 didactic hours, and 3 total clinical hours = 180 clinical hours, and a total of 6 credits in the class.
At a ratio of credit: clinical hours of 1 credit to 60 clinical hours.

Rationale Changes to our FNP curriculum are based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse Practitioner Faculties' (NONPF).

These changes are an increase in clinical time for FNP students from 500 required hours, to 750 total clinical hours in the FNP program. We had to change the totally credit hours in the course in order to increase the clinical hours.

Request for Graduate Course Change-Page 4

College: COHP

Department: Nursing/MSN

Course Number/Title NUR 626/ Advanced Family Practice III

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.)

One additional Full-time FNP faculty, will need to be added to meet the new requirements and teach the additional clinical hours in the program. NONPF has set the number of students that one FNP faculty can supervise in clinical, one faculty person may supervise a total of 16 FNP students (two groups of 8 students) so in order to accommodate up to 48 FNP students we will need another full-time FNP faculty position. Salary: will be commensurate with level of education and experience.

See: Dr. Annette Ferguson's Letter regarding this faculty position which is attached

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 Number: NUR 626

Dept.: FNP Nursing

Current Course Number/Title: NUR 626 Advanced Family Practice III

Rationale: Our accrediting bodies are requiring that we change our required clinical hours to be 750 total in the FNP program. In the past the required clinical hours were 500 total for the FNP program.

New Catalog Description:

NUR 626 Adv Family Nursing III, 6 Credit hours.

Provides advanced knowledge of chronic illness and the long-term management of health care problems. Includes pathology and therapeutic modalities related to management of chronic health problems. (180 hrs. clinical hrs. minimum) Practicum included. (PR: NUR 624)

Pre-req: NUR 624.

Grade Mode: Normal Grading Mode

Credit hours: 6

Change Summary: The only thing we are changing in this class is increasing the needed clinical hours so that we can comply with the requirements of our Accreditation Body (ACEN) and professional organizations that are requiring us to comply. The purpose is to increase clinical hours so FNP students get more clinical education & experience with patients. We are increasing the total credit hours in the class to be able to add the required clinical hours. We are not changing anything else about the course.

Request for Graduate Course Change

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

College: COHP Dept/Division: NURSING Current Alpha Designator/Number: NUR 695
 Contact Person: Rebecca Appleton Phone: 740-237-9582

CURRENT COURSE DATA:

Course Title: NUR 695 Internship

Alpha Designator/Number:

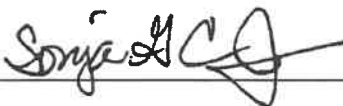

N	U	R	6	9	5				
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Title Abbreviation:

I	n	t	e	r	n	s	h	i	p	:	A	D	V	.	F	A	M	I	L	Y		P	R	A
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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>Dr. Annette Ferguson, DNP, MSN, RN, CNE</u>	Date <u>3.7.24</u>
Registrar <u></u>	Date <u>3.7.24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>3/21/24</u>
Graduate Council Chair <u></u>	Date <u>5-6-24</u>

Request for Graduate Course Change - Page 2

College: cohp Department/Division: nursing Alpha Designator/Number: NUR 695

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

Change in CATALOG TITLE: YES NO

From (limited to 30 characters and spaces)

To

If Yes, Rationale

Change in COURSE ALPHA DESIGNATOR:

From: To: YES NO

If Yes, Rationale

Change in COURSE NUMBER: YES NO

From: To:

If Yes, Rationale

Change in COURSE GRADING

From Grade To Credit/No Credit

Rationale

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

From **NUR 695 Internship: Adv Family Nur, 6 Credit hours**
Focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (450 hrs. minimum) (PR: NUR 626)

To **NUR 695 Internship: Adv Family Nursing, 7 Credit hours.**
The focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (360 hrs. clinical hrs.)

If Yes Rationale **Changes to our FNP curriculum are based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse**

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 Current credit hours in this course were 6 credits, the clinical hours were set 35 years ago at 400 required clinical hours in this course because it was designated as an Internship. It was called and internship because faculty believe that it could change clinical hours as needed, but this was 35 years ago.

To Credits will increase from 6 to 7 hours. We are making the clinical credits 6 of the 7 in order to have the student complete 360 clinical hours. As we are being required to do by our accrediting body ACEN, recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core

Change in COURSE CONTENT: YES NO

From This is a change of required clinical hours in the FNP program. This class currently has 400 clinical hours in it. The course is currently 6 credits, the internship designation of the class clinical hours were believed to be variable, and was set at the 400 clinical hours more than 35 years ago. We are now changing it to meet the current standards we are following.

To This class will now have 360 clinical hours, this adds 1 credit hours to the course making it a 7 credit course. With 1 didactic hour, and 6 total clinical hours = 360 clinical hours, and a total of 7 credits in the class.

At a ratio of credit: clinical hours of 1 credit to 60 clinical hours. We will follow this ratio as it is used in all MSN classes.

Rationale Changes to our FNP curriculum are based on new requirements set forth by our accrediting agency, the Accreditation Commission for Education in Nursing (ACEN), based on recommendations made by the National Task Force on Quality Nurse Practitioner Education (NTFS), American Association of Colleges of Nursing (AACN) The Essentials: Core Competencies for Professional Nursing Education, and National Organization of Nurse Practitioner Faculties' (NONPF).

These changes are an increase in clinical time for FNP students from 500 required hours, to 750 total clinical hours in the FNP program. We had to change the totally credit hours in the course in order to increase the clinical hours.

Request for Graduate Course Change-Page 4

College: COHP

Department: NURSING/ MSN-FNP

Course Number/Title NUR 695/ INTERNSHIP: Advanced Family Practice

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.)

One additional Full-time FNP faculty, will need to be added to meet the new requirements and teach the additional clinical hours in the program. NONPF has set the number of students that one FNP faculty can supervise in clinical, one faculty person may supervise a total of 16 FNP students (two groups of 8 students) so in order to accommodate up to 48 FNP students we will need another full-time FNP faculty position. Salary: will be commensurate with level of education and experience.

See: Dr. Annette Ferguson's Letter regarding this faculty position which is attached

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 Number: NUR 695

Dept.: Nursing

Current Course Number/Title: NUR 695: INTERNSHIP: Advanced Family Practice

Rationale: Our accrediting bodies are requiring that we change our required clinical hours to be 750 total in the FNP program. In the past the required clinical hours were 500 total for the FNP program.

New Catalog Description:

NUR 695 Internship: Adv Family Nursing, 7 Credit hours.

The focus is upon the role of the family nurse practitioner using the case management approach in a supervised contractual work study arrangement with a health care agency. (360 hrs. clinical hrs. minimum)

(PR: [NUR 626](#))

Pre-req: [NUR 626](#) with a minimum grade of C.

Grade Mode: Normal Grading Mode

Credit hours: 7

Change Summary: The only thing we are changing in this class is increasing the needed clinical hours so that we can comply with the requirements of our Accreditation Body (ACEN) and professional organizations that are requiring us to comply. The purpose is to increase clinical hours so FNP students get more clinical education & experience with patients. We are increasing the total credit hours in the class to be able to add the required clinical hours. We are not changing anything else about the course.

Request for Graduate Course Addition

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

College: COHP Dept/Division: Social Work Alpha Designator/Number: 660 Graded CR/NC
 Contact Person: Theresa Hayden Phone: 5022354874

NEW COURSE DATA:

New Course Title: Social Gerontology

Alpha Designator/Number:

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Title Abbreviation:

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 (Limit of 25 characters and spaces)

Course Catalog Description: This course is designed to involve students in the recognition of concerns and needs of dying patients and their families by examining the hospice concept and other services available.
 (Limit of 30 words)

Co-requisite(s): None First Term to be Offered: Spring 2024

Prerequisite(s): None Credit Hours: 3 *Date Approved by GC DSH*

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 <u>Peggy Proudfoot Harman</u>	Date <u>3/4/24</u>
Registrar <u>[Signature]</u>	Date <u>3/4/24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>3/21/24</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</u>

Request for Graduate Course Addition - Page 2

College: of Health Professions Department/Division: Social Work Alpha Designator/Number: 660

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.

Theresa Hayden

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.

No duplication of this course exists.

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Please see attached syllabus.

Request for Graduate Course Addition - Page 3

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

Please see attached syllabus.

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

Please see attached syllabus.

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

Please see attached syllabus.

Request for Graduate Course Addition - Page 4

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

Please see attached syllabus

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

Please see attached syllabus.

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

Please see attached syllabus.

Request for Graduate Course Addition - Page 5

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

Department:

Course Number and Title:

Catalog Description:

Prerequisites:

First Term Offered:

Credit Hours:

Department: Social Work MSW Program
Course Number and Title: SW 660 Social Gerontology
Prerequisites: None
First Term Offered: Spring 2024
Credit Hours: 3



**Marshall University Syllabus
College of Health Professions
Social Work Program**

Course

SWK 660 Social Gerontology

Course Description

This course examines a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Domains of inquiry include biological, psychological, social, spiritual, and economic perspectives of aging and older adults. The course includes a critical examination of the social constructions of old age, social work values and ethics, and social work practice within an aging society at the individual, community, and institutional level. Specific consideration is given to the heterogeneity of older adults and aging populations in the areas of age, gender, race and ethnicity, class, sexual orientation, religion, physical or mental disability, and national origin. Additionally, the diversity of experiences, activities, roles, and responsibilities of older adults are evaluated as they relate to aging theories and issues such as productive aging, intergenerational relationships, and cultural norms. Social and economic justice, evidence-informed practice, and strengths and resiliencies of older adults are highlighted throughout the course.

Credits

Graduate 3 hours

Prerequisites

NONE

Term/Year

Fall 2023

Format (and Meeting Days/Times/Location)

This course format is **100% asynchronous** online course with ***no required synchronous meetings*** (OC). This course should be completed in one term. The entire course is mediated by technology and Internet access.

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](#).

Instructor

Theresa C. Hayden, PhD., MSSW

Contact Information

- Office: Off campus
- Office Hours: By virtual appointment
- Office Phone: 502-235-487 MY cell.
- Marshall Email: haydent@marshall.edu

Preferred Communication Method and Expected Response Time

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. **NO text.**

Marshall University E-Mail Accounts

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

About Me

I completed my doctorate in social work from the University of Louisville Kent School of Social Work, earned two master's degrees (social work Kent School and religious education Fordham University New York City), and a bachelor's in psychology from Brescia University Owensboro KY. I have taught courses in research methods, statistics, policy, and human trafficking. I have presented on the topic of human trafficking at international, state, and local conferences. I am the on the Board of Directors for the non-profit People Against Trafficking Humans (PATH) Coalition of Kentucky and actively engaged with community awareness on the crime of human trafficking.



Required and/or Recommended Texts and Materials

Required Texts and Materials

Hooyman, N. R., Kawamoto, K. Y., & Kiyak, H. A. (2018) *Social Gerontology* 10th edition. Boston, MA: Pearson Education, Inc.

Recommended/Optional Texts and Materials

Additional readings, videos, materials, etc. related to weekly topics in the syllabus, will be provided to student either through UofL email or Blackboard. Note: Some materials used for this class may be copyrighted.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#)
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins.
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Blackboard Collaborate Ultra for synchronous meetings. For the best experience, Blackboard recommends Google Chrome browser or Mozilla Firefox browser. Links to Blackboard Collaborate Help and Tutorials are on the Start Here page and on the Tech Support tab in Blackboard.
- [Adobe Acrobat Reader](#) may be needed to read some files. This plug-in is available free. See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](#)
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

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

- [Blackboard Support Center](http://marshall.edusupportcenter.com) (URL: <http://marshall.edusupportcenter.com>)
- Marshall [Information Technology \(IT\) Service Desk](#) (Help Desk)
 - Huntington: (304) 696-3200
 - South Charleston: (304) 746-1969
 - Email itservicedesk@marshall.edu

Course Purpose

To examine a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Students will explore biological, psychological, social, spiritual, and economic perspectives of aging and older adults.

Course Structure

This course is organized in 8 units presented in folders in Blackboard. Each unit consists of student learning objectives, learning activities, resources, and assessment.

Course Objectives/Outcomes

The student will be able to:

- Understand the biological, psychological, and social theories of aging that relate to social work practice with older adults and their families.
- Understand contemporary issues in aging including roles and responsibilities of social workers in an aging population.
- Integrate theories of respect, dignity, and self-determination in to social work practice.
- Apply critical thinking to the social construction of age and development of older adults
- Examine personal biases related to aging
- Apply ethical principles to common dilemmas related to aging.

Desired Learner Outcomes

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

Course student learning Competencies Students will	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Competency 2: Engage Diversity and Difference in Practice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)

Course student learning Competencies Students will	How students will practice each outcome in this course	How student achievement of each outcome will be assessed in this course
Competency 3: Advance Human Rights and Social, Economic, and Environmental Justice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
Competency 5: Engage in Policy Practice	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Discussion Boards Reflection Papers Exams	Participation (20%) Total Papers (35%) Total Exams (20%) Final Paper (25%)

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

This is not a self-paced course. Every effort has been made to present content in different formats to accommodate individual differences. Students are expected to go to the Weekly Folders and follow the required due dates.

Online Communication Expectations

Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, through any electronic means or methods.

- Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:
 - Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.

- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.
- Use good grammar and spelling and avoid using text messaging shortcuts.

Grading Policy

Grading Scale

A letter grade will be earned based on the following learning assignments. The grade percentage weights assigned to the assignments are as follows:

Assignments/Activities	%
Participation (Syllabus survey and Discussion Boards)	20 %
Reflection Papers	35 %
Exams	20%
Final Paper	25 %
Total	100%
	A = 100 – 90%
	B = 89.99 – 80%

Late Work Policy

All assignments are due on the date outlined in the syllabus unless other arrangements are made ahead of time with the instructor. ***Late assignments for ANY REASON (including taking the final grade of Incomplete) are subject to a 15%- deduction for each assignment. EXCEPTIONS ONLY if instructor is NOTIFIED 24 hours prior to due date.***

Anticipated Response Time for Grading and Feedback

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. NO text. Grading and feedback on assignments will be posted within a week after the due date. Assignments submitted AFTER the due date may not receive any feedback.

Evaluation Criteria

Criteria	35 points	50 points	80 points	100 points
Participation 20%	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
Reflection Papers 35%	References none of materials and readings with no original thought	References materials and readings with <i>minimal original thought</i>	References materials and readings with <i>some original thought</i>	References all materials and readings <i>with critical thinking</i>
Exams 20%	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
Final Paper 25%	Weak demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Moderate demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Somewhat clear demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Strong demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion

University Policies

(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](#).

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

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](#) and read the section, **Students with Disabilities**.

Course Schedule

Week	Activity/Assignment
August 28	Introduction, Syllabus Review and Outline of Expectations.
September 4	The Growth of Social Gerontology and Aging in Other Countries and Across Cultures in the United States. Chapters 1 & 2
September 11	The Social Consequences of Physical Aging. Chapter 3
September 18	Managing Chronic Diseases and Promoting Well-Being in Old Age. Chapter 4
September 25	Cognitive Changes With Aging. Chapter 5
October 2	Personality and Mental Health in Old Age. Chapter 6
October 9	Love, Intimacy, and Sexuality in Old Age. Chapter 7
October 16	Social Theories of Aging, Chapter 8 Importance of Social Supports for Older Adults, Chapter 9
October 23	Opportunities and Challenges of Informal Caregiving. Chapter 10
October 30	Enhancing Older Adults' Lives Through Technology. Chapter 12 & Productive Aging. Chapter 13
November 6	Death, Dying, Bereavement, and Widowhood. Chapter 14
November 13	Resilience of Elders of Color, Chapter 15 Resilience of Older Women, Chapter 16
November 20	Living Arrangements and Social Interactions. Chapter 11 Social Policies to Address Social Problems, Health and Long-Term Care Policy and Programs. Chapters 17 & 18
November 27 Dead Week December 4	Completion of Semester

Bibliography

Administration on Aging Website:

http://www.aoa.gov/Aging_Statistics/Profile/2011/9.aspx

Alzheimer's Association Website: www.alz.org

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: American Psychological Association.

Hooyman, Nancy R., Kawamoto, Kevin Y. & Kiyak, H. Asuman. (2018) *Social Gerontology* 10th edition. Boston, MA: Pearson Education, Inc.

Kaplan, D. B., & Berkman, B. (2011). Dementia Care: A global concern and social work challenge. *International Social Work, 54*(3) 361-373. doi: 10.1177/0020872810396255

Lee, A., Bigger, J.R., Taylor, W., and Ray, C. (2014). The effects of a Nintendo Wii exercise on gait in older adults. *Activities Adaptations and Aging, 38*, 1- 10.

Reinhardt, J., Chichin, E., Posner, L., Iassabian, S. (2014). Vital Conversations in the Nursing Home: Preparation for End-Stage Dementia Care. *Social Work in End-of-Life and Palliative Care, 10*(2). Doi: 10.1080/15524256.2014.906371

Wilkins, J. (2015). More Than Capacity: Alternatives for Sexual Decision-Making Individuals with Dementia. *The Gerontologist, 55*(5), 716-723. Doi: 10.1093/geront/gnv098

Request for Graduate Course Addition

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

College: COHP Dept/Division: SWK Alpha Designator/Number: 700 Graded CR/NC

Contact Person: Dr. Theresa Hayden Phone: 304-696-3142

NEW COURSE DATA:

New Course Title: Aging and End of Life Issues

Alpha Designator/Number:

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Title Abbreviation:

A	g	i	n	g		&		E	n	d		o	f		L	i	f	e		I	s	s	u
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(Limit of 25 characters and spaces)

Course Catalog Description: This course examines aging and end of life issues. Resources including alternatives to the traditional medical model such as Hospice and other community services are explored.
(Limit of 30 words).

None ~~Fall 2021~~ Fall 2024 *DSD*

None 3

None

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

Dept. Chair/Division Head <u>Peggy Proudfoot Harman</u>	Date <u>3/4/24</u>
Registrar <u>[Signature]</u>	Date <u>3/4/24</u>
College Curriculum Chair <u>Zach Garrett</u>	Date <u>3/21/24</u>
Graduate Council Chair <u>[Signature]</u>	Date <u>5-6-24</u>

Request for Graduate Course Addition - Page 2

College: **COHP**

Department/Division: **SWK**

Alpha Designator/Number: **700**

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.

Theresa Hayden
Peggy Proudfoot Harman

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.

There is no duplication of this course

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.

None

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

The student will be able to: The student will be able to: The student will be able to:

1. Identify the fears and concerns of dying patients and their families across the life span.
2. Identify concerns students may have as practitioner in the field of hospice.
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of care.
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and families.

Request for Graduate Course Addition - Page 3

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

Week Activity/Assignment

August 28 Introduction, Syllabus Review and Outline of Expectations.

September 4 The Growth of Social Gerontology and Aging in Other Countries and Across Cultures in the United States. Chapters 1 & 2

September 11 The Social Consequences of Physical Aging. Chapter 3

September 18 Managing Chronic Diseases and Promoting Well-Being in Old Age. Chapter 4

September 25 Cognitive Changes With Aging. Chapter 5

October 2 Personality and Mental Health in Old Age. Chapter 6

October 9 Love, Intimacy, and Sexuality in Old Age. Chapter 7

October 16 Social Theories of Aging, Chapter 8
Importance of Social Supports for Older Adults, Chapter 9

October 23 Opportunities and Challenges of Informal Caregiving. Chapter 10

October 30 Enhancing Older Adults' Lives Through Technology. Chapter 12 & Productive Aging.
Chapter 13

November 6 Death, Dying, Bereavement, and Widowhood. Chapter 14

November 13 Resilience of Elders of Color, Chapter 15
Resilience of Older Women, Chapter 16

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

Callanan, M. (2009). Final journeys. New York: Poseidon Press.

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

Lecture, Take Home Midterm, Paper, Research Project, Discussion

Request for Graduate Course Addition - Page 4

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

See attached syllabus for additional information. " Take Home Midterm. Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. Exam date will be on course outline.

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

None

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

Please see attached syllabus

Request for Graduate Course Addition - Page 5

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

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

Department: Social Work
Course Number and Title: SWK 700/Aging and End of Life Issues
Catalog Description: Catalog description: This course examines aging and end of life issues. Resources including alternatives to the traditional medical model such as Hospice and other community services are explored.
Prerequisites: None
First Term Offered: Fall 2024
Credit Hours: 3



Marshall University Syllabus
College of Health Professions
Department of Social Work MSW Program

Course

Social Work 700 Aging and End of Life Issues

Course Description

Catalog description: This course examines aging and end of life issues. Resources including alternatives to the traditional medical model such as Hospice and other community services are explored.

Credits

3 credit hours - graduate

Prerequisites

Admitted as a student in the Gerontology Certificate Program

Term/Year

Fall 2024

Format (and Meeting Days/Times/Location)

This course format is 100% asynchronous online course with no required synchronous meetings. This course should be completed in one [fall/spring/summer/accelerated] term.

Academic Calendar

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

Instructor

Theresa C. Hayden, PhD., MSSW

Contact Information

- Office: Off campus
- Office Hours: By virtual appointment
- Office Phone: 502-235-487 MY cell.
- Marshall Email: haydent@marshall.edu

Preferred Communication Method and Expected Response Time

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. **NO text.**

Preferred Communication Method and Expected Response Time

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. **NO text.**

Marshall University E-Mail Accounts

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

About Me

I completed my doctorate in social work from the University of Louisville Kent School of Social Work, earned two master's degrees (social work Kent School and religious education Fordham University New York City), and a bachelor's in psychology from Brescia University Owensboro KY. I have taught courses in research methods, statistics, policy, and human trafficking. I have presented on the topic of human trafficking at international, state, and local conferences. I am the on the Board of Directors for the non-profit People Against Trafficking Humans (PATH) Coalition of Kentucky and actively engaged with community awareness on the crime of human trafficking.



Health and Safety Information

All members of the Marshall University community are expected to always observe health and safety protocols. This includes general health and safety protocols as well as specific protocols that might emerge in response to community and campus health conditions.

Required and/or Recommended Texts and Materials

Required Texts and Materials

Callanan, M. (2009). *Final journeys*. New York: Poseidon Press.

Technology and Technical Skill Requirements

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at [Student Resources: First Steps](#). See also [IT: Recommended Hardware](#) (URLs: <https://www.marshall.edu/design-center/students/> and <https://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the [Blackboard Browser Checker](#) and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard: course messages, assignments, discussion board forums, tests, blogs, journals, wikis, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.

- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams (or Zoom, with permission from IT) for synchronous meetings.
- [Adobe Acrobat Reader](https://get.adobe.com/reader/) may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit [Marshall IT: Office 365](https://www.marshall.edu/it/microsoft365/) (URL: <https://www.marshall.edu/it/microsoft365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.

Technology Assistance

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

- [Blackboard Support - Service Portal \(service-now.com\)](https://marshallu.service-now.com/sp/) (URL: <https://marshallu.service-now.com/sp/>). After logging in, enter "Blackboard" in the search box and enter. Next, click on "Blackboard Support" at the top of the screen.
- Marshall [Information Technology \(IT\) Service Desk](https://www.marshall.edu/it/departments/it-service-desk/) (Help Desk) (URL: <https://www.marshall.edu/it/departments/it-service-desk/>) via Live Chat ○ (304) 696-3200
 - [Email the IT Service Desk](mailto:itservicedesk@marshall.edu) (itservicedesk@marshall.edu)

Course Purpose

To examine a broad range of theories and contemporary issues in aging that relate to social work practice with older adults and their families. Students will explore biological, psychological, social, spiritual, and economic perspectives of aging and older adults.

Course Objectives/Outcomes

The student will be able to:

1. Identify the fears and concerns of dying patients and their families across the life span.
2. Identify concerns students may have as practitioner in the field of hospice.
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of care.
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and families.
6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.
7. Discuss available services within the community for dying patients and families including bereavement.
8. Recognize cultural diversity in serving dying patients.

9. Demonstrate knowledge and skill in communication.

Desired Learner Outcomes

(QM Standard 2.4) The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Course Objectives	EPAS Competencies	Generalist Practice Behaviors	Assignments
1. Identify the fears and concerns of dying patients and their families.	Comp #7 Apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Gen 7.2 Critique and apply knowledge to understand person and environment.	Readings, class participation, group project, exam, research project
2. Identify concerns students may have as practitioner in the field of hospice.	Comp #7 Apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation Gen 7.2 Critique and apply knowledge to understand person and environment.	Readings, class participation, group project, exam, research project
3. Describe the hospice philosophy, values, concepts, ethical stance and a hospice program of	Comp #3 Apply critical thinking to inform and communicate professional judgments.	Gen 3.1 Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom. Gen 3.2 Analyze models of assessment, prevention, intervention, and evaluation.	Readings, class participation, group project, exam, research project
	Comp #7 Apply knowledge of human	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	
	behavior and the social environment.	Gen 7.2 Critique and apply knowledge to understand person and environment.	

	Comp #9 Respond to contexts that shape practice.	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
	Comp #10 Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities.	Gen 10.1 Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities. Gen 10.7 Select appropriate intervention strategies. Gen 10.10 Help clients resolve problems. Gen 10.13 Social workers critically analyze, monitor, and evaluate interventions.	
4. Indicate the physical, psychological, social, spiritual, and sexual needs of dying patients and their families.	Comp #7 Apply knowledge of human behavior and the social environment.	Gen 7.1 Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation. Gen 7.2 Critique and apply knowledge to understand person and environment.	Readings, class participation, group project, exam, research project
	Comp #9 Respond to contexts that shape practice.	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
5. Critique the various theories, approaches, program models in meeting the needs of dying patients and their families.	Comp #3 Apply critical thinking to inform and communicate professional judgments.	Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Readings, class participation, group project, exam, research project

Course Objectives	EPAS Competencies	Generalist Practice Behaviors	Assignments
6. Critique interventions utilized in meeting the needs of dying patients and families including bereavement.	Comp #3 Apply critical thinking to inform and communicate professional judgments.	Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	Readings, class participation, group project exam, research project
7. Discuss available services within the community for dying patients and families including bereavement	Comp #3 Apply critical thinking to inform and communicate professional judgments.	Gen 3.3 Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues.	Readings, class participation, group project, exam, research project
	Comp #9 Respond to contexts that shape practice.	Gen 9.1 Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services; Gen 9.2 Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	
8. Recognize cultural diversity in serving dying patients	Comp #4 Engage diversity and difference in practice.	Gen 4.1 Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power; Gen 4.2 Gain sufficient selfawareness to eliminate the influence of personal biases and values in working with diverse groups; Gen 4.3 Recognize and communicate their understanding of the importance of difference in shaping life experiences; Gen 4.4 View themselves as learners and engage those with whom they work as informants.	Readings, class participation, group project exam, research project

9. Demonstrate knowledge and some level of skill in communication skills. (Graduate students must demonstrate higher level of skill.)	Comp #3 Apply critical thinking to inform and communicate professional judgments.	Course Structure Gen 3.3 Demonstrate effective and written communication in class working with individuals, families, groups, organizations, communities, and colleagues	Readings, oral participation, group project, exam, research project
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(QM Standard 1.2) [Describe the course structure, For example: This course is organized in 8 units presented in folders in Blackboard.]

Course Policies

By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

This is not a self-paced course. Every effort has been made to present content in different formats to accommodate individual differences. Students are expected to go to the Weekly Folders and follow the required due dates.

Online Communication Expectations

Professional and respectful tone and civility are used in communicating with fellow learners and the instructor, through any electronic means or methods.

- Netiquette is a set of rules for behaving properly online. Something about cyberspace makes it easy for people to forget that they are interacting with other real people. The following bullet points cover some basics to communicating online:
- Be sensitive to the fact that there will be cultural and linguistic backgrounds, as well as different political and religious beliefs, plus just differences in general.
- Use good taste when composing your responses in Discussion Forums. Swearing and profanity is also part of being sensitive to your classmates and should be avoided. Also consider that slang can be misunderstood or misinterpreted.
- Do not use all capital letters when composing your responses as this is considered "shouting" on the Internet and is regarded as impolite or aggressive. It can also be stressful on the eye when trying to read your message.
- Be respectful of your others' views and opinions. Avoid "flaming" (publicly attacking or insulting) them as this can cause hurt feelings and decrease the chances of getting all different types of points of view.
- Be careful when using acronyms. If you use an acronym, it is best to spell out its meaning first, then put the acronym in parentheses afterward, for example: Frequently Asked Questions (FAQs). After that you can use the acronym freely throughout your message.

- Use good grammar and spelling and avoid using text messaging shortcuts.

Grading Policy

Grading Scale

A letter grade will be earned based on the following learning assignments. The grade percentage weights assigned to the assignments are as follows:

Assignments/Activities	%
Participation (Syllabus survey and Discussion Boards)	20 %
Reflection Papers	35 %
Exams	20%
Final Paper	25 %
Total	100%
	A = 100 – 90%
	B = 89.99 – 80%

Late Work Policy

All assignments are due on the date outlined in the syllabus unless other arrangements are made ahead of time with the instructor. **Late assignments for ANY REASON (including taking the final grade of Incomplete) are subject to a 15%- deduction for each assignment. EXCEPTIONS ONLY if instructor is NOTIFIED 24 hours prior to due date.**

Anticipated Response Time for Grading and Feedback

Initial contact through Marshall Email with response in 24 hours. Emergency communication by cell phone 502-235-4874 with response in 1 hour. NO text. Grading and feedback on assignments will be posted within a week after the due date. Assignments submitted AFTER the due date may not receive any feedback.

Evaluation Criteria

Criteria	35 points	50 points	80 points	100 points
Participation 20%	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points
Reflection Papers 35%	References <i>none of</i> materials and readings with no original thought	References materials and readings with <i>minimal original thought</i>	References materials and readings with <i>some original thought</i>	References <i>all</i> materials and readings with <i>critical thinking</i>
Exams 20%	Accumulate 35% of points	Accumulate 50% of points	Accumulate 80% of points	Accumulate 100% of points

Final Paper 25%	Weak demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Moderate demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Somewhat clear demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion	Strong demonstration of case summary, case facts, and Micro, Mezzo, and Macro conclusion
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University Policies

(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to [MU Academic Affairs: University Policies](#).

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

Students with Disabilities

For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](#) and read the section, **Students with Disabilities**.

Course Schedule

Week	Activity/Assignment
August 28	Introduction, Syllabus Review and Outline of Expectations.
September 4	The Growth of Social Gerontology and Aging in Other Countries and Across Cultures in the United States. Chapters 1 & 2
September 11	The Social Consequences of Physical Aging. Chapter 3
September 18	Managing Chronic Diseases and Promoting Well-Being in Old Age. Chapter 4

September 25	Cognitive Changes With Aging. Chapter 5
October 2	Personality and Mental Health in Old Age. Chapter 6
October 9	Love, Intimacy, and Sexuality in Old Age. Chapter 7
October 16	Social Theories of Aging, Chapter 8 Importance of Social Supports for Older Adults, Chapter 9
October 23	Opportunities and Challenges of Informal Caregiving. Chapter 10
Week	Activity/Assignment
October 30	Enhancing Older Adults' Lives Through Technology. Chapter 12 & Productive Aging. Chapter 13
November 6	Death, Dying, Bereavement, and Widowhood. Chapter 14
November 13	Resilience of Elders of Color, Chapter 15 Resilience of Older Women, Chapter 16
November 20	Living Arrangements and Social Interactions. Chapter 11 Social Policies to Address Social Problems, Health and Long-Term Care Policy and Programs. Chapters 17 & 18
November 27 Dead Week December 4	Completion of Semester

Evaluation Criteria

Describe the typical types of student projects that will be the basis for evaluating student performance:

- Take Home Midterm. Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**
- Paper/Research Project. An 8-10 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. Project paper due date will be on course outline.
- Attendance and Participation in Classroom Discussions. This includes being prepared to discuss assigned readings, handouts, reports, films, etc. Part of your final grade will be based on participation.

- Group Topic – Case Study. There will be a group project which identifies a original case study. All students are expected to sign up for age group from list offered 3rd class session. Graduate students will be expected to coordinate group presentation. Five to six students are expected to work together and present a 30 minute case review which will be graded on A)

Complexity of the Case B) Comprehensive Plan of Care C) At least 3 community resources are utilized. D) Handout with contact for community resources is available. No more than 30 minutes for discussion.

- Take Home Midterm Choose five questions that deal with general topics covered in this course. Answers should contain evidence along with bibliographic citations (two outside of course material) for graduate students. **Exam date will be on course outline.**
- Paper/Research Project. A 10-12 page paper on a particular area of care of the dying patient and family that interests you (e.g., physical needs of dying patients, political aspects of hospice, costs of hospice care, etc.). You may be as innovative as you wish. Paper can be a literature review or actual experiential project if you are presently working with a clientele who would be appropriate for subject matter. Project paper due date will be on course outline.
- Small group discussion leaders as directed by the Instructor.

Describe the typical basis for determining the final grade (e.g. weighting of various student projects):

Class Participation	10%
Case Study	20%
Midterm Exam	35%
Research Project	35%
Total	100%

A+ = 98% or Above C+ = 78 to 80.9%

A = 94 to 97.9% C = 74 to 77.9%

A- = 91 to 93.9% C- = 71 to 73.9%

B+ = 88 to 90.9% D+ = 68 to 70.9% B

= 84 to 87.9% D = 64 to 67.9%

B- = 81 to 83.9% D- = 61 to 63.9%

F = 60.9% and below

University Policies

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

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Pre-Finals Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy- Title IX prohibits the harassment of students based on sex, which includes pregnancy, childbirth, and related conditions. This includes that students will not be penalized for taking medically necessary leave related to pregnancy, childbirth, or related conditions. Marshall's Title IX Office may be contacted at TitleIX@marshall.edu
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to [MU Academic Affairs: University Policies](https://www.marshall.edu/academic-affairs/policies/) and read the section, **Students with Disabilities**. (URL: <https://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit [Marshall IT: Office 365](https://www.marshall.edu/it/microsoft365/) (URL <https://www.marshall.edu/it/microsoft365/>).

Course Schedule

Typical schedule:

	Date	Topic	Reading	Assignment Due
1	8/25	<ul style="list-style-type: none"> • Introductions and syllabus review • Introduction to and history of hospice concept • Characteristics of a hospice program of care 	---	
2	9/1	<ul style="list-style-type: none"> • Fears and concerns of dying patients and their families • Small group discussion 	Callanan: pp. 1- 48	
3	9/8	<ul style="list-style-type: none"> • Physical needs of dying patients and their families • Sexual needs of dying patients and their families • Students choose case study groups 	Callanan: pp. 49-91	
4	9/15	<ul style="list-style-type: none"> • Psychological needs of dying patients and their families • Social needs of dying patients and their families 	Callanan: pp. 92-126	

	Date	Topic	Reading	Assignmen
5	9/22	<ul style="list-style-type: none"> Spiritual needs of dying patients and their families Small group discussion 	Callanan: pp. 127-164; Selected articles	
6	9/29	<ul style="list-style-type: none"> Ethnic and cultural considerations Case study: Group #1 	Callanan: pp. 165-201; Selected articles	Group #1 turns i study
7	10/6	<ul style="list-style-type: none"> Community services available to dying patients and their families Bereavement services Small group discussion 	Callanan: pp. 202-233 Selected articles	
8	10/13	<ul style="list-style-type: none"> Models of intervention used with dying patients and their families Case study: Group #2 	Selected articles	Group #2 turns i study
9	10/20	<ul style="list-style-type: none"> Communication skills and techniques used with dying patients and their families Small group discussion 	Callanan: pp. 234-267	Take home mid i
10	10/27	<ul style="list-style-type: none"> Ethical issues Controversies (i.e. needs of AIDS patients and social justice issues) Case study: Group #3 	Callanan: pp. 268-290; Selected articles	Group #3 turns i study
11	11/3	<ul style="list-style-type: none"> Administration of hospice programs Political connotations of hospice programs Small group discussion 	Callanan: 291-332; Selected articles	
12	11/10	<ul style="list-style-type: none"> Self-Help programs for dying patients Simonton approach Case study: Group #4 	Selected articles	Group #4 turns i study
13	11/17	<ul style="list-style-type: none"> Recognition and prevention of burnout in hospice staff Case study: Group #5 	Selected articles	Group #5 turns i study
14	11/24	• No class- Thanksgiving	---	
15	12/1	<ul style="list-style-type: none"> Complementary interventions for patients who have trouble expressing themselves Small group discussion 	Selected articles	
16	12/8	<ul style="list-style-type: none"> Course wrap-up Discuss final papers Course evaluations 	---	Final research p

Bibliography

Clark, R. A., Maupin, R. T., & Hammer, J. H. (2004). *A woman's guide to living with HIV infection*. Baltimore: Johns Hopkins University Press.

Colby, W. H. (2006). *Unplugged: Reclaiming our right to die in America*. New York: AMACOM/American Management Association.

Corless, I. B., Germino, B. B., & Pittman, M. (Eds.). (2003). *Dying, death, and bereavement: A challenge for living* (2nd ed.). New York: Springer Pub.

- Csikai, E. L. (2006). Bereaved hospice caregivers' perceptions of the end-of-life care communication process and the involvement of health care professionals. *Journal of Palliative Medicine, 9*, 1300-1309.
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