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Recommendations

Faculty Senate

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SR 21-22-23 UCC

Marshall University Faculty Senate

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University Curriculum Committee RECOMMENDATION

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Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs:

College of Arts and Media

Course Name Additions and Rationales:

ART 432 Illusion

Rationale: Illusion explores the history and application of various illusionist effects to assist in the understanding of why artists incorporate illusion in their work and how these concepts convey relevant meaning.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/Eei5w3Mz8D9IifpLS-ETfI0BRLto5ZUhnkXZDIRn7ODFrw?e=dKsYie>

College of Health Professions

Course Name Additions and Rationales:

HS 265 Fun Video Analy Mvmt (CT)

Rationale: Fundamental concepts and techniques for analyzing human movement during sport, exercise, and occupation. Students will develop qualitative and video-based analysis skills as used in sports science labs and rehabilitation clinics.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EbHKXG4f6fNGsKP1vVuXNpYBQga2ZkrmKtPQG64cfP1BPQ?e=aJjilX>

College of Science

Course Name Additions and Rationales:

BSC 104L Introduction to Biology Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course

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consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EfSPDUtJZwJPiZ9nZFzFLakBqyff3IVuXyzfhnjnckWQ?e=f3dsF1>

BSC 105L Human Biology Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EYIU279kr2xJrEsYFAa7NbYBmnP8WeRMU3Z9NLW4kMzt2g?e=Ez645I>

BSC 120L Principles of Biology I Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

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Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EZamyeZRUpHsgGwqiem-qlBEGeFQhq2SwUFdcYUrtgGog?e=uwi5i2>

BSC 120LH Principles of Biology I Lab Honors

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

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BSC 121L Principles of Biology II Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EU4KV9YhZrhBoYgYchEHJS4BOK6NIRDxZVDo8hW1YIJI4A?e=fEbNvi>

BSC 227L Human Anatomy Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the

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Curriculum:

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BSC 228L Human Physiology Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ES2hZ55f2-NHo3xAdX4cijgBNVfHkTzblpErBKaSAIW1Rw?e=PWgzuY>

BSC 250L Microbio and Human Disease Lab

Rationale: Biological Sciences is splitting all 100- and 200-level lecture/laboratory 4 credit courses into separate lecture and lab course numbers. Currently, a student enrolls in a single course consisting of lab and lecture with different instructors and different syllabi. While the content of our lectures and lab are closely related, the labs are not aligned to synchronize with lecture material. Indeed, the course and learning objectives of the laboratory are significantly different from those of the lecture. Students often expect the lecture and lab of a 4 credit course to be correlated, and when it isn't, that can be disappointing. By separating the two courses, we're simply updating the catalog to reflect our current teaching practice. This change is also expected to ease scheduling challenges for students as they will be able to pick lectures and labs independently from each other. Other than routine content and pedagogical updates that we do regularly, there will be no substantial changes to course content and this lecture will run as it always has.

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/EclDaxG1altMutsWk8RNazUBBXde8549j-jhuksdGuDWQ?e=8ugSLF>

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BSC 332 Principles of Human Anatomy

Rationale: An overview of the major anatomical regions and functional systems, with a focus on human anatomy in a comparative and evolutionary context.

A large percentage of our undergraduate majors identify as pre-professional students, targeting medical school, physical therapy school, pharmacy, and other allied health professions. These graduate programs generally require or strongly recommend rigorous anatomy and physiology courses, and some require specific human anatomy and physiology. Our department does not currently offer human anatomy or physiology courses for majors. Our current courses (BSC 227 and 228) are targeted to non-majors who may not have any science background. These courses are adequate for pre-nursing majors, but hard science majors need a more rigorous preparation for graduate school. This rationale concerns the new anatomy course specifically; this new course will have a syllabus and scope quite different from Human Anatomy 227. Because it is aimed at science majors, the new anatomy course will not need to address remedial topics like cell biology in the first unit, freeing up time for more focused anatomical study. The new course will also be at least partially region based, rather than system based, resulting in a radically different pedagogy. The associated lab will also be more elaborate and include real dissection, unlike 227. Both new courses (BSC 332 and 334) will be targeted to BSC and other science majors, and therefore will involve deeper investigation into the material including extensive use of primary literature. The course size will also be smaller, enabling increased opportunity for group learning, critical thinking, and other augmented, higher-level learning styles. These courses will serve as a bridge to our advanced 400 level comparative anatomy and physiology and other related courses. We are also adding a companion lab to be taken at the same time (BSC 332L).

Curriculum:

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BSC 332L Principles of Human Anatomy Lab

Rationale: This is the companion laboratory course for BSC 332. Full rationale for adding these courses attached to that paperwork. However, we emphasize that this laboratory will be a rigorous dissection course. The lab will be taught with digital human anatomy tools, and representative dissections of specific organs like pig heart, sheep brain, etc.; we will also have a model organism for muscles, probably fetal pig, as well as extensive human osteological resources. The lab will be an innovative mix of traditional dissection methodologies combined with digital human dissection tools. These new teaching methodologies have been researched extensively by Professor Chirchir, and a full cadaver-based course on similar lines has been developed by Professor O'Keefe in his role as course director for Human Anatomy PT 700 in the School of Physical Therapy. This broad experience base will allow us to develop a truly innovative majors anatomy lab.

Curriculum:

<https://livemarshall.sharepoint.com/:b/s/UniversityCurriculumCommittee/EUtwrz0VYIIAqiTJsrJw7HIBfaEbX2fGXDafJcCThx4grA?e=6DyEHD>

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BSC 334 Principles of Human Physiology

Rationale: An overview of the major physiological systems, with focus on comparative molecular and pathophysiology.

A large percentage of our undergraduate majors identify as pre-professional students, targeting medical school, pharmacy school, and other related graduate opportunities. Most of these graduate programs require, or strongly recommend anatomy and physiology courses, and some require specific human anatomy and physiology. Our department does not presently offer either human anatomy or human physiology for majors; our current courses (BSC 227 and 228) are targeted at non-majors who may not have any science background. Our new courses (BSC 332 and 334) will be targeted at BSC majors and other students who have completed introductory biology and chemistry. Thus, the instructor will now be able to delve deeper into the material and include extensive use of primary literature. These courses will serve as a bridge from our introductory principles courses to our advanced 400-level courses such as Comparative Vertebrate Anatomy and Animal Physiology courses. We are also adding a companion lab to be taken at the same time (BSC 334L).

Curriculum:

<https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ER8q4c6XCFxHtLJ-czApVZ4BYR9jXiG5luS5x8gS-iRgGg?e=1vR1Cc>

BSC 334L Principles of Human Physiology Lab

Rationale: This is the companion laboratory course for BSC 334. Full rationale for adding these courses attached to that paperwork.

Curriculum:

https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ETCzy_nypQ5JhflEIAxhe7UBxLFIFpdkWmPdkBYsXQYIPw?e=GSZvlg

BSC 465 Biology of Reptiles

Rationale: A survey of the reptiles of the world with special emphasis placed on forms resident to West Virginia, including aspects of ecology, physiology, zoogeography, anatomy, taxonomy, and behavior.

Our current course, BSC 406 Herpetology, covers amphibians and reptiles and includes a vast amount of information. I am proposing to split BSC 406 in half, such that amphibian biology will be covered in one course and reptile biology will be covered in BSC 465. This approach will streamline instruction and allow a more thorough assessment of reptile and amphibian biology without overloading students with the immense amount of taxonomic knowledge required in BSC 406.

Curriculum:

https://livemarshall.sharepoint.com/:b:/s/UniversityCurriculumCommittee/ERH9IJYS_6VNjdsW_pEZuDKBuE6B-OfRpx9gj4DaeOnPUQ?e=KwBRcV

**University Curriculum Committee
RECOMMENDATION**

SR 21-22-23 UCC

FACULTY SENATE CHAIR:

APPROVED BY THE FACULTY SENATE

J. H. ...

DATE: 12/16/21

UNIVERSITY PRESIDENT:

APPROVED:

Jerome A. ...

DATE:

2-1-2022

DISAPPROVED:

DATE:

COMMENTS:

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.