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 WSU REGISTRAR

Washington State University
MAJOR CURRICULAR CHANGE FORM -- COURSE
 (Submit original signed form and ten copies to the Registrar's Office, zip 1035.)

Future Effective Date: 01/01/2014 New course Temporary course Drop service course
 (effective date cannot be retroactive) There is a course fee associated with this course (see instructions)

- Variable credit _____
- Increase credit (former credit _____)
- Number (former number _____)
- Crosslisting (between WSU departments)
(Must have both departmental signatures)
- Conjoint listing (400/500)
- Request to meet Writing in the Major [M] requirement (Must have All-University Writing Committee Approval)
- Request to meet GER in _____ (Must have GenEd Committee Approval) Fulfills GER lab (L) requirement
- Professional course (Pharmacy & Vet Med only) Graduate credit (professional programs only)
- Other (please list request) _____

- Repeat credit (cumulative maximum _____ hours)
- Lecture-lab ratio (former ratio _____)
- Prefix (former prefix _____)
- Cooperative listing (UI prefix and number _____)
 taught by: WSU UI jointly taught
- S, F grading

GLANHLTH 504 Multidisciplinary Approaches to Global Health Challenges
 course prefix course no. title

1	16			Graduate and Professional students
credit	lecture hrs per week	lab hrs per week	studio hrs per week	prerequisite

Description (20 words or less) _____
 Multidisciplinary collaboration around an important global health problem that includes a significant animal health component.
 Note that this course is delivered over a concentrated weekend and not across the semester (see syllabus).

Instructor: Gretchen Kaufman Phone number: 335-4058 Email: gkaufman@vetmed.wsu.edu
Contact: Gretchen Kaufman Phone number: 335-4058 Email: gkaufman@vetmed.wsu.edu
Campus Zip Code: 7090

- Please attach rationale for your request, a current and complete syllabus, and explain how this impacts other units in Pullman and other branches (if applicable).

Secure all required signatures and provide 10 copies to the Registrar's Office.

G. Kaufman 8/28/13 [Signature] 9-3-13
 Chair/date Dean/date General Education Com/date

 Chair (if crosslisted/interdisciplinary)* Dean (if crosslisted/interdisciplinary)* Graduate Studies Com/date

 All-University Writing Com/date Academic Affairs Com/date Senate/date

***If the proposed change impacts or involves collaboration with other units, use the additional signature lines provided for each impacted unit and college.**

✓

To: Suzanne Lambeth, Assistant Registrar
From: Gretchen E. Kaufman
Subject: 2 Major Change Requests
Date: September 18, 2013

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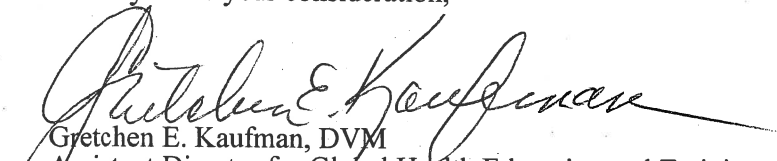
Enclosed please find two Major Change Request forms and corresponding syllabi to establish new graduate course listings for the Allen School. One course has been taught under a temporary Vet Med number for several years and the other course is entirely new. Both courses are meant to build the Allen Schools graduate curriculum and are also key components of the new Professional Certificate in Global Animal Health. We understand that this request will go on to the Graduate Studies Committee for review.

The course entitled Animal Human Disease Interface was developed several years ago as part of the Global Animal Health Pathway (GAHP) program. This course provides GAHP students the opportunity to fully explore the concept of the animal human interface, a defining element of global animal health, in a seminar setting that encourages discussion and interchange with a diverse range of experts. Previously, due to the nature of the developing Pathway program, this course was given a temporary number VM597.05 as a topics course in the veterinary curriculum. Since the certificate has now been established we feel that this course should stand on its own as part of both the Professional Certificate and the Allen School's curriculum with an Allen School specific designation and number (GLANHLTH503). In addition, through adoption of a graduate level course number, we would like to encourage Allen School graduate students, and other interested graduate students at WSU, to take this course as part of their elective curriculum. Including graduate students will enhance the interdisciplinary discussion that is fundamental to the course content and objectives.

The second request is to initiate a new course offering for the Allen School: Multidisciplinary Approaches to Global Health Challenges (GLANHLTH504). This course will be open to graduate and professional students across the University and will become an elective for Professional Certificate students in the Global Animal Health Pathway. This course will be highly interactive and creative and will provide a unique opportunity for students of diverse backgrounds to work together in teams to solve an important global health case challenge. This course, occurring in the third year of the Professional Certificate program, will compliment other courses in the series and will round out the curriculum offered by the Allen School.

Please let me know if there are any problems with this major change request and don't hesitate to contact me with any questions.

Thank you for your consideration,


Gretchen E. Kaufman, DVM
Assistant Director for Global Health Education and Training
Paul G. Allen School for Global Animal Health
(509) 335-4058
gretchen.kaufman@wsu.edu

Cc: Guy Palmer
Bryan Slinker
Karen Hornfelt

GAH 504. Multidisciplinary Approaches to Global Health Challenges

Credit

1 course credit (16 contact hours) – this course is an approved elective option for the Professional Certificate in Global Animal Health

Course Coordinators

Gretchen E. Kaufman, Assistant Director, Paul G. Allen School for Global Animal Health
Office: Allen Center #311, Office hours by appointment
Telephone: 509-335-4058
Email: gkaufman@wsu.edu

Terry McElwain, Associate Director, Paul G. Allen School for Global Animal Health
Office: Allen Center #231
Telephone: 509-335-9696
Email: tfm@wsu.edu

- Guy Palmer, Director, Paul G. Allen School for Global Animal Health
Office: Allen Center #101c
Telephone: 509-335-6033
Email: gpalmer@wsu.edu

Contributing Instructors/Faculty

Additional faculty will be selected from WSU Colleges, Schools and Programs as appropriate for case development and mentoring. This will be expected to vary from year to year depending on the case topic and needs for disciplinary expertise.

Course and Learning Goals

The main goal of this course is to stimulate multidisciplinary collaboration among graduate students at various departments and schools at WSU around an important global health problem that includes a significant animal health component. Students will develop competencies in the following areas:

- 1) synthesizing information under pressure within a short timeframe
- 2) prioritizing and coming to consensus on key issues with collaborating partners
- 3) recognizing and working within resource constraints commonly encountered in a developing country context
- 4) working within and appreciating multidisciplinary teams
- 5) integrating various perspectives and methods into a workable product
- 6) applying evidence-based decision-making to global health problems

Design

This is a graduate elective course offered by the Paul G. Allen School for Global Animal Health. It is designed to be part of the Global Animal Health Pathway and Professional Certificate program and is open to all graduate and professional students at WSU. The course is modeled on the Global Health Case Competition at Emory University.

(see <http://www.globalhealth.emory.edu/fundingOpportunities/casecompetition.php>).

Students will be recruited at the beginning of the semester and selected for course participation based on the disciplinary diversity desired to make up at least 4 balanced interdisciplinary teams of 5 members

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each. The case challenge scenario and supporting information will be presented to accepted students in advance. Students will be asked to come prepared to represent their discipline on a multidisciplinary team. The course will be conducted in an intensive fashion over 2 ½ days, and held over a weekend so as not to conflict with students schedules. [First offering will be in Spring 2014, followed by Fall 2014, then every Fall]

Course Schedule	
2 weeks prior to Course	Case materials are sent out to each participant.
Friday	Friday night (5 pm) Dinner and kick off Teams meet and organize), develop team leadership, communication and workplan.
Saturday	Saturday all day Research/Discovery Student teams work toward drafting of key points for presentation. Saturday evening Mentor Consultation 1 hour session scheduled for consultation with faculty subject matter expert/mentor.
Sunday	Sunday morning Synthesis Student teams work on synthesizing findings and developing final presentation. Optional mentor consultation. Sunday afternoon Team Presentations Student teams deliver powerpoint presentations in front of judges, mentors and other teams. Sunday evening Award Reception Students receive feedback and first place honors and mingle with judges, mentors, and guests.

Assignments

Students will work in multidisciplinary teams of 5 to develop a practical implementable solution to a real-world global health problem set in a developing country. Students will provide documentation of their work, including individual effort within each team, as a portfolio at the end of the course for evaluation. Student teams will produce a 20 minute powerpoint oral presentation detailing their proposed solution, with consideration for educational, infrastructure, economic and political realities; a plan for sustainability; and expectations for impact/outcomes and how this would be measured.

Attendance

Full participation is a critical component of this course and will be expected for all enrolled students. Any exceptions must be justified in writing and approved by the course coordinator.

Grading

Students will be evaluated based on participation (30%), the team portfolio (30%), and the team presentation (40%). This course will utilize the 4.0 A-F letter grade system, compatible with other graduate courses. The criteria are as follows: Grade of (A, 90% and above), will be given for consistently excellent scholastic performance; thorough comprehension; ability to correlate the material with other

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ideas, to communicate and to deal effectively with course concepts and new material; reliability in attendance and attention to assignments. A (B, 80-89%) will be given for superior scholastic performance overall, reliability in attendance, and attention to assignments; may demonstrate excellence but be less consistent than the work of an A student. A (C, 70-79%) will be given for satisfactory performance overall, as well as reliability in attendance, and attention to assignments. A (D, 60-69%) will be given for minimal, barely passing performance overall; limited knowledge of subject matter. An (F, below 60%) will be given for unsatisfactory performance and comprehension or unfulfilled requirements.

Students with Disabilities

Reasonable accommodations are available for students with a documented disability. If you have a disability and may need accommodations to fully participate in this class, please visit the Access Center. All accommodations MUST be approved through the Access Center (Washington Building, Room 217). Please stop by or call 509-335-3417 to make an appointment with an Access Advisor.

WSU Safety Statement/ Policy.

Read the WSU Safety Policy (<http://oem.wsu.edu/Emergencies>) and Safety Plan (<http://safetyplan.wsu.edu/>).

WSU Statement on Academic Integrity.

Academic integrity will be strongly enforced in this course. Any student caught cheating on any assignment will be given an F grade for the course and will be reported to the Office of Student Standards and Accountability. Cheating is defined in the Standards for Student Conduct WAC 504-26-010 (3). It is strongly suggested that you read and understand these definitions:

<http://conduct.wsu.edu/default.asp?PageID=338>

Evans, Marc A.

From: Kaufman, Gretchen
Sent: Monday, October 21, 2013 2:54 PM
To: Evans, Marc A.
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504
Attachments: AHI Syllabus 2014 (GAH503) Revised 2.docx; Assignments for Animal Human Disease Interactions VM597 2013.docx; Multidisciplinary Approaches Syllabus rev.docx

Marc, thanks so much for your patience in getting this right. Attached are revised syllabi for the two courses, plus the assignments for the Animal Human Disease Interface course from 2013. Since the Multidisciplinary course is entirely new, we do not have examples of the student products, but grading would be based on their participation, the portfolios and the presentation. Would you like me to provide more detail of what we would expect for these three things in addition to the percentage breakdown?

Best, gk

From: Evans, Marc A.
Sent: Thursday, October 17, 2013 1:28 PM
To: Kaufman, Gretchen
Cc: McElwain, Terry
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504

Hi Gretchen:

The components making up a grade are, as you stated, participation (30%), the team portfolio (30%), and the team presentation (40%). If you could simply say the percent needed to make an A, B, C, etc. For example, A is 90% or above, B is 80% up to 90%, etc., that would be great. As for the assignments (paper and presentation) issue, if you could present an example of each that would also be great. The committee realizes that the assignments may change from year to year, but we do like a typical example. I will ask the registrar to make GLANHLTH 504 temporary for Spring 2014 (both 503 and 504 will be put forward as permanent for fall 2014). I think this covers everything. If you have any questions, please let me know. I am happy to help.

Regards, Marc

From: Kaufman, Gretchen
Sent: Thursday, October 17, 2013 11:48 AM
To: Evans, Marc A.
Cc: McElwain, Terry
Subject: RE: Catalog Subcommittee Review of GLANHLTH 503 and 504

Marc, thanks for the feedback. The language regarding grading was taken verbatim out of the Academic regulations posted on the Registrars site (<http://www.registrar.wsu.edu/Registrar/Apps/AcadRegs.ASPX>) and sited in the Graduate School Policies and Procedures Manual. We wanted to make sure we were within the University policy. However, we can develop a more rigorous breakdown of the percentages provided if this is desired. Would the committee want a full grading rubric for each category, for example in the Multidisciplinary course, we have stated that "Students will be evaluated based on participation (30%), the team portfolio (30%), and the team presentation (40%)"? We can provide, within each category what would constitute and A, B, etc.

I can also provide an example of the paper and presentation assignment for the Animal-Human Disease Interface course that we have used in the last few years.

We would like to hold the Multidisciplinary Course (504) this spring, and could do that provisionally. Due to recent changes in the DVM curriculum, we now will not hold the Animal Human Disease Interface course (504) until the spring of 2014. I can easily change the dates for implementation.

If my suggestions above are not what you're looking for and you think we would benefit from talking to you in person, let me know. I certainly want to return with a winning proposal. It might help me a great deal to see a sample curriculum that I could model from and that the committee has recently passed with flying colors. I'd really appreciate anything you might recommend to review.

Thanks so much for your help,

gk

From: Evans, Marc A.
Sent: Thursday, October 17, 2013 9:06 AM
To: Kaufman, Gretchen
Cc: McElwain, Terry
Subject: Catalog Subcommittee Review of GLANHLTH 503 and 504

Hi Gretchen:

The catalog subcommittee is currently reviewing the proposed courses GLANHLTH 503 and 504. The committee raised several issues that are common to both courses. First, the grading system is obscure. Letter grades should be assigned based on the percentages obtained for the assignments, not based on a subjective system (e.g., "Grade of (A) will be given for consistently excellent scholastic performance..."). A student cannot determine their final grade based on their graded assignments when using such a system. Also, the section on assignments is a little weak and could use further explanation. Lastly, both courses are marked to begin in Spring 2014. These courses cannot make the catalog as permanent courses until Fall 2014, since they cannot make it through the Faculty Senate this year. However, they can be put in the online catalog as temporary for Spring 2014 if they pass the committee and you desire such. Please let me know what you would like to do here.

Regards, Marc

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