# Course Change Request

Date Submitted: 07/12/23 12:06 pm

Viewing: **NEUR 406 : Zebrafish Neurodevelopment Laboratory**

Last approved: 11/17/21 5:27 am

Last edit: 07/12/23 12:06 pm

Changes proposed by: gscott21

**Catalog Pages referencing this course**

Interdisciplinary Program in Neuroscience (IPN)

Neuroscience (NEUR)

**Select modification type:**

~~Specialized Course Designation~~

Substantial

**Are you completing this form on someone else's behalf?**

## In Workflow

1. **NEUR Chair**
2. **SC Curriculum Committee**
3. SC Assistant Dean
4. Assoc Provost-Undergraduate
5. Registrar-Courses
6. Banner

## Approval Path

1. 08/26/23 11:51 am Saleet Jafri (sjafri): Approved for NEUR Chair

## History

1. Dec 7, 2017 by Gregory Craft (gcraft)
2. Dec 13, 2018 by Ginny Scott (gscott21)
3. Dec 21, 2018 by Gregory Craft (gcraft)
4. Mar 20, 2020 by Tory Sarro (vsarro)
5. Nov 17, 2021 by Tory Sarro (vsarro)

Yes ~~No~~

**Requestor:**

| Name | Extension | Email |
|---|---|---|
| Wendy Lewis | 3-6239 | glewis13@gmu.edu |

**Effective Term:** Spring 2024

**Subject Code:** NEUR - Neuroscience **Course Number:** 406

**Bundled Courses:**

**Is this course replacing another course?** No

**Equivalent Courses:**

**Catalog Title:** Zebrafish Neurodevelopment Laboratory

**Banner Title:** Zebrafish Neuro Laboratory

**Will section titles vary by semester?** No

**Credits:** 3

**Schedule Type:** Laboratory

**Hours of Lab or Studio per week:** 3

**Repeatable:** May be only taken once for credit, limited to 3 attempts (N3)

**Max Allowable Credits:** 9

**Default Grade Mode:** Undergraduate Regular

**Recommended Prerequisite(s):**
~~PSYC 300, BIOL 312 or equivalent.BIOL 213, NEUR 327 and NEUR 335.~~

**Recommended Corequisite(s):**

**Required Prerequisite(s) / Corequisite(s) (Updates only):**
NEUR 327 and BIOL 214 or STAT 250 or equivalent.

**Registrar's Office Use Only - Required Prerequisite(s)/Corequisite(s):**

| And/Or | ( | Course/Test Code | Min Grade/Score | Academic Level | ) | Concurrency? |
|---|---|---|---|---|---|---|
| | | | | | | |

**Registration Restrictions (Updates only):**

**Registrar's Office Use Only - Registration Restrictions:**

**Field(s) of Study:**

**Class(es):**

**Level(s):**

**Degree(s):**

**School(s):**

**Catalog Description:**

Introduction to experimental methods used in neurodevelopment research, using zebrafish as a model system. Includes zebrafish embryo manipulation, microscopy, and histology, with a focus on vertebrate nervous system development and disease. Experimental design, research methods, data analysis and ethical issues are addressed. Scholarly research projects are incorporated.

Notes: This requires working with live zebrafish embryos.

**Justification:**

Students need neuroscience and statistics knowledge to be successful in this research intensive course.

**Does this course cover material which crosses into another department?** No

**Learning Outcomes:**

**Will this course be scheduled as a cross-level cross listed section?**

**Attach Syllabus**

Neur 406 RS Syllabus.pdf

**Additional Attachments**

NEUR 406 Rationale and Learning Outcomes.pdf

**Specialized Course Categories:**

Mason Impact

# Application for Mason Impact

**Select the requested Mason Impact designation:**

MI + Research/Scholarship Intensive (RS)

## MI + Research/Scholarship Intensive (RS)

**I. Course must meet the following learning outcomes:**

Students will understand how knowledge is generated and communicated, and how it can be used to address questions or problems in disciplines and in society.
Students will be able to identify and negotiate multiple perspectives, work collaboratively within and across multiple social and environmental contexts, and engage ethically with their subject and with others.
Students will use inquiry skills to articulate a question; engage in an inquiry process; and situate the concepts, practices, or results within a broader context.
Students will design and carry out an individual or collaborative project that explores an original question, seeks a creative solution to a problem, applies knowledge to a professional challenge, or offers a unique perspective. Students engage deeply in this original work.
Students will communicate knowledge from their project through presentation, publication, or performance to an audience beyond the classroom.

**II.**

I affirm that I have attached the following using the syllabus and attachment buttons provided above: (see "?" for help with submission)

**III.**

Syllabus Containing:
Mason Impact Logo
Description of how your course connects with the Mason Impact.
Mason Impact Learning Objectives. Feel free to use our language or write your own. Please make the pertinent objectives bold for ease of review.

**IV.**

Narrative Statement Containing:

**(A) What is the rationale for designating this course as Entrepreneurship?**

**(B) Explain how this course meets the course criteria?**

**(C) How does your course fit into the educational career of an average student enrolled in the course?**

**(D) How will student work meet the project criteria?**

**(E) How does student learning progress through the course to aid students in the development of the skills needed to complete their project?**

**(F) Scaffold Map**

**V.**

Letter of Support from chair or dean

**Select any additional SaS learning outcomes which the course meets:**

**Describe how the course meets the required student learning outcomes and the selected methods outcome(s):**

**How will the course be supported by the appropriate subject area librarian?**

**Attach Curriculum Map** NEUR 406 Course Map (002).pdf

**Please affirm the following:**

**List Responsible Faculty Members:**

**The department has or will have an undergraduate research student learning outcome and will use the data fror this course in Academic Program Review.**

**Additional Comments:**

~~Fixing the MI/MCOR/UWIM/GL syncissue.~~

**Reviewer Comments**

Key: 15584