Application for a New Course v10.7

Discard instructional pages A-C before submitting application. Consult with program director and dean before changing responses in red type.

Course ID (*Subject and Number)*	PCM 605

I. Systems and Catalog Information Complete each item.

1	Course Developer	Rebecca Feldman, Ph.D.
2	Course Instructor	TBD
3	Course Title	Molecular Targets in Precision Medicine
4	Course Abbreviation for Banner if title is more than 30 characters	Molecular Targets
5	College	College of Graduate and Professional Studies
6	Department or School	School of Health and Human Services
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	*3*
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	no
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	X Traditional lecture _Traditional lab _Traditional lecture/lab _Experiential Learning _Seminar _Studio _Thesis _Dissertation

14	Number of faculty workload hours	*3*
15	Grade Mode	X Standard __Credit/No Credit (undergrad only)
16	Maximum Enrollment	None
17	**Catalog Description** (50 words or less)	This course introduces fundamental cancer theory and image analysis techniques in cancer histopathology. Students will explore topics in slide preparation and changes in tumorion cell morphology as it relates to image interpretation. An introduction to the application of digital image processing techniques for feature extraction and disease classification is provided.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None
19	List any corequisites (these *must* be taken at the same time; note that a single requirement cannot be both a prerequisite *and* a corequisite)	None
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	_X No __Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in **fall** terms?	__No X Yes If yes: all, even, or odd years?
22b	Will the course be offered in **spring** terms?	__No X Yes If yes: all, even, or odd years?
22c	Will the course be offered in **summer** terms?	__No X Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. *May not be earlier than two parts of the term in*	Fall 2, 2021

	the future.	
24	Is this course required for a degree/s?	_No XYes If yes, attach a revised degree plan(s) reflecting the placement of the new course. (done on 6/21/21)
25	Should the addition of this course be retroactively applied to the degree plan it supports? *This is rare, and rationale should explain compelling extenuating circumstances.*	X No _Yes If yes, provide rationale:
26	Has this course been offered as a Special Topics course? *New courses are not required to be taught as Special Topics courses prior to approval.*	X_No _Yes If yes, provide course ID, term, and enrollment:
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) *Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.*	None

II. Curriculum

A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan. This course will be required as part of the new Graduate Program in Precision Medicine (also up for CGPS Council Approval on 6/21/21).

B. Justify the addition of this course to the current curriculum, explaining the gap it meets. The identification of drug targets for disease has been central to pharmaceutical research for the past 50 years. This course offers students a historical understanding of key targets of drug development by providing a review to one of the most important aspects of drug discovery – the identification of drug targets for precision medicine.

III. Course Design

A. Audience and Course Goal

1. Describe the intended audience, including prerequisite skills. This is the second course that students in the Master's of Science in Precision Medicine, as well as the Graduate Certificate in Precision Medicine Administration. The intended audience are students who wish to earn a degree or certificate in either of these programs.
2. State the overarching course goal(s) in performance terms. The overarching goal of this course is to provide fundamental cancer theory and introduce image analysis techniques used in cancer histopathology, provide background information about slide preparation and discuss changes in tumor cell morphology as it relates to image interpretation, and introduce the application of digital image processing techniques used for feature extraction and disease classification.

B. Student Learning Outcomes and Measurements

C.

	Student Learning Outcome	**Measurement**
1	SLO #4.1: Students will demonstrate an understanding of healthcare systems and organizations.	Discussion and assignments
2	SLO #4.2: Students will demonstrate an understanding of the various roles of healthcare personnel and how they contribute to a well functioning healthcare organization.	Discussion and assignments
3	SLO #4.3: Students will demonstrate an understanding of the patient's perspective.	Discussion and assignments
4	SLO #4.4: Students will demonstrate an organ-based understanding of cancer morphology and how it relates to normal histology.	Discussion and assignments

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

A. full publication information; label **Undergraduate**.
B. full publication information; label **Graduate**.

Week	Materials

1	Handbook of Targeted Cancer Therapy and Immunotherapy: Section 2 – pgs. 120-146 (26) The growing role of precision and personalized medicine for cancer treatment (20) Oncogene addiction: setting the stage for molecularly targeted cancer therapy (15) The US Food and Drug Administration perspective on cancer biomarker development (6) Broad@15 Talk Series; The March Toward Cancer Precision Medicine (20) THE CANCER CONTINUUM (1) Evidence of clinical utility (15) Review of precision cancer medicine: Evolution of the treatment paradigm (10) Critical Review of Umbrella, Basket, and Platform Designs for Oncology Clinical Trials (7) Translating cancer genomes and transcriptomes for precision oncology (13) Basket trials: From tumour gnostic to tumour agnostic drug development (24)
2	Handbook of Targeted Cancer Therapy and Immunotherapy: pgs. 23, 95, 102, 192, 219-220, 225-229 The GIST paradigm: lessons for other kinase-driven cancers Gastrointestinal Stromal Tumors: The GIST of Precision Medicine A precision therapy against cancers driven by KIT/PDGFRA mutations Melanoma - What do all the mutations mean Exploring the best treatment options for BRAF-mutant metastatic colon cancer Classifying BRAF alterations in cancer: new rational therapeutic strategies for actionable mutations Genomically Driven Tumors and Actionability across Histologies: BRAF-Mutant Cancers as a Paradigm The improbable targeted therapy: KRAS as an emerging target in non-small cell lung cancer (NSCLC) KRASG12C Inhibition with Sotorasib in Advanced Solid Tumors One Step at a Time - Clinical Evidence That KRAS Is Indeed Druggable
3	Handbook of Targeted Cancer Therapy and Immunotherapy: pg. 230-232, 263-265, 211-212, 16, 81, 14-18, 287 Evolving concepts in HER2 evaluation in breast cancer: Heterogeneity, HER2-low carcinomas and beyond Targeted therapy for cancer: the HER-2/neu and Herceptin story https://www.gene.com/stories/her2/ "Right to Try" Laws: The Gap between Experts and Advocates PARP inhibitors: Synthetic lethality in the clinic Risk Assessment, Genetic Counseling, and Genetic Testing for BRCA-Related Cancer: US Preventive Services Task Force Recommendation Statement Do celebrity endorsements matter? Observational study of BRCA gene testing and mastectomy rates after Angelina Jolie's New York Times editorial The Angelina Jolie effect: Contralateral risk-reducing mastectomy trends in patients at increased risk of breast cancer Response of Brain Metastases From PIK3CA-Mutant Breast Cancer to Alpelisib

	PIK3CA Mutations as a Molecular Target for Hormone Receptor-Positive, HER2-Negative Metastatic Breast Cancer My Medical Choice by Angelina Jolie Jolie's Disclosure of Preventive Mastectomy Highlights Dilemma What is patient advocacy?
4	Handbook of Targeted Cancer Therapy and Immunotherapy: pg. 48-53, 182, 203-207, 213-222, 227, Section 2: RESISTANCE MUTATIONS Distribution of KRASG12C Somatic Mutations across Race, Sex, and Cancer Type Genomic Characterization of NSCLC in African Americans: A Step Toward "Race-Aware" Precision Medicine Lung Master Protocol (Lung-MAP)—A Biomarker-Driven Protocol for Accelerating Development of Therapies for Squamous Cell Lung Cancer: SWOG S1400 Association of Broad-Based Genomic Sequencing With Survival Among Patients With Advanced Non-Small Cell Lung Cancer in the Community Oncology Setting Genomic Profiling of Advanced Non-Small Cell Lung Cancer in Community Settings: Gaps and Opportunities Are there socio-economic inequalities in utilization of predictive biomarker tests and biological and precision therapies for cancer? A systematic review and meta-analysis Precision Oncology: Who, How, What, When, and When Not? Optimizing the sequencing of tyrosine kinase inhibitors (TKIs) in epidermal growth factor receptor (EGFR) mutation-positive non-small cell lung cancer (NSCLC) High Yield of RNA Sequencing for Targetable Kinase Fusions in Lung Adenocarcinomas with No Mitogenic Driver Alteration Detected by DNA Sequencing and Low Tumor Mutation Burden When Tissue is an Issue the Liquid Biopsy is Nonissue: A Review What It Takes to Improve a First-Generation Inhibitor to a Second- or Third-Generation Small Molecule
5	Handbook of Targeted Cancer Therapy and Immunotherapy: pg. 38-45, 54-79, 238-239, 289 Diagnosis and classification of hematologic malignancies on the basis of genetics Towards precision medicine for AML Precision medicine in myeloid malignancies Tyrosine Kinase Receptors in Oncology Developing Drugs for Tissue-Agnostic Indications: A Paradigm Shift in Leveraging Cancer Biology for Precision Medicine Defining and Targeting BRAF Mutations in Solid Tumors A Performance Comparison of Commonly Used Assays to Detect RET Fusions Tumour-agnostic therapies NTRK fusion-positive cancers and TRK inhibitor therapy NRG1 fusion-driven tumors: biology, detection, and the therapeutic role of afatinib and other ErbB-targeting agents Drugging Undruggable Molecular Cancer Targets Taking Aim at the Undruggable
6	Handbook of Targeted Cancer Therapy and Immunotherapy: pg. 266-275 , 238-239, 277-282

	Oncology meets immunology: the cancer-immunity cycle PD-L1 as a biomarker of response to immune-checkpoint inhibitors High and low mutational burden tumors versus immunologically hot and cold tumors and response to immune checkpoint inhibitors Development of tumor mutation burden as an immunotherapy biomarker: utility for the oncology clinic Resistance Mechanisms of Anti-PD1/PDL1 Therapy in Solid Tumors Exploiting Tumor Neoantigens to Target Cancer Evolution: Current Challenges and Promising Therapeutic Approaches Wedding of Molecular Alterations and Immune Checkpoint Blockade: Genomics as a Matchmaker
7	Targeting Multidrug resistance in cancer Multidrug resistance in cancer: role of ATP-dependent transporters 'Toxgnostics': an unmet need in cancer medicine Pharmacogenomics and Personalized Medicine | Learn Science at Scitable Revisiting the role of ABC transporters in multidrug-resistant cancer Antibody-Drug Conjugate-Based Therapeutics: State of the Science Precision Medicine Is Not Just Genomics: The Right Dose for Every Patient Therapy-Induced Senescence: Opportunities to Improve Anti-Cancer Therapy Chimeric Antigen Receptors Modified T-Cells for Cancer Therapy Therapeutic cancer vaccines Fecal microbiota transplant promotes response in immunotherapy-refractory melanoma patients Real-world data from a molecular tumor board demonstrates improved outcomes with a precision N-of-One strategy Molecular Tumor Boards in Clinical Practice: Trends in Cancer

IV. Supporting Documentation

Required of all applications	
1	**Approval Chart for Curriculum Changes**
2	**Syllabus** — **Attach** the syllabus for the course based upon the anticipated first-semester offering.
3	**Library** — Submit new course application and syllabus to the Library dean's office. **Attach** the Library's provisional memo of support.
Attach if applicable	
4	**Content Overlap** — Include one document for each course you listed in Section I-28. **Attach** statement from instructor/dept chair of existing course justifying the new

	offering.
5	**Program Resources** — List the resources that support the course and are available only through the program, if applicable. **Attach** the list of the holdings and the location/s.
6	**Resources** — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). **Attach** a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	**Expenses** — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). **Attach** a complete list of all items, the estimated cost of each and the source of the funds.
8	**Justification** — **Attach** any documents to which you refer in Section II-B.

PCM 605: Molecular Targets in Precision Medicine

Mission Statements:
University Mission Statement: The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.
This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement: The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement: The mission of the Master of Science in Precision Medicine is to provide students with both theory and skills in applying the latest molecular diagnostic techniques and analytics procedures to assist in the planning and implementation of precise treatment protocols for patients confronting serious illness, as well as a foundation for effective laboratory management.

Course Description: This course introduces fundamental cancer theory and image analysis techniques in cancer histopathology. Students will explore topics in slide preparation and changes in tumorion cell morphology as it relates to image interpretation. An introduction to the application of digital image processing techniques for feature extraction and disease classification is provided.

Program and Student Learning Outcomes

Program Goals/Outcomes	Student Learning Outcomes
PO #4: Knowledge of the Healthcare Environment: Graduates will demonstrate an understanding of the healthcare system and the environment in which healthcare leaders function.	SLO #4.1: Students will demonstrate an understanding of healthcare systems and organizations. SLO #4.2: Students will demonstrate an understanding of the various roles of healthcare personnel and how they contribute to a well functioning healthcare organization. SLO #4.3: Students will demonstrate an understanding of the patient's perspective. SLO #4.4: Students will demonstrate an organ-based understanding of cancer morphology and how it relates to normal histology. SLO #4.5: Student Learning Outcome #4.5: Students will demonstrate an understanding of the mechanistic basis of cancer treatment, chemotherapy and molecularly targeted therapy

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	● Differentiate precision medicine from other types of therapeutic approaches utilized in oncology ● Describe the most common carcinogenic processes that are exploited for drug development ● Evaluate biomarker driven drug development and the type of trials utilized to validate a predictive biomarker ● Assess the advantages and disadvantages between precision medicine versus standard treatment options from the patient's perspective, provider's perspective and the payer's perspective	Discussion & Assignments	4.1, 4.2, 4.3, 4.4, 4.5
2	● Explain how the development of imatinib changed the landscape of precision medicine for solid tumors. ● Describe BRAF classes and KRAS alleles and how they relate to BRAF inhibitors in melanoma and EGFR inhibition in colorectal cancer, respectively. ● Describe the views of KRAS as an undruggable target and all the new classes of therapies that are being developed to target KRAS.	Discussion & Assignments	4.1, 4.2, 4.3, 4.5
3	● Compare and contrast the varying mechanisms of HER2 activation in breast cancer and the therapies utilized to target each mechanism ● Describe how the patient advocacy movement propelled the development of trastuzumab ● Describe synthetic lethality and the mechanism of action of PARP inhibitors for BRCA-mutated tumors. ● Describe how the detection of BRCA1/2 mutations during a cancer diagnosis impacts the patient and their family ● Describe how clinical guidance based on medical science may conflict with direct to patient information ● Describe why blood-based testing in breast cancer is so important.	Discussion & Assignments	4.2, 4.3, 4.4, 4.5
4	● Describe the current and emerging molecular targets and therapeutics for non-small cell lung cancer and contrast it to the lack of targeted therapies for SCLC.	Discussion & Assignments	4.1, 4.2, 4.4, 4.5

	• Evaluate how drug development strategies for molecular subtypes of lung cancer may allow treatment as a chronic disease. • Compare and contrast technologies utilized for target identification in lung cancer and how these approaches address the central dogma of molecular biology. • Describe health disparities in oncology.		
5	• Describe the current molecular targets in hematological malignancies. • Describe molecular targets that bridge solid tumors and hematological malignancies. • Evaluate successful and unsuccessful tumor-agnostic targets.	Discussion & Assignments	4.1, 4.5
6	• Describe the mechanistic basis of immunotherapy for solid tumors. • Describe the mechanistic basis of how genomic signatures are related to response to immunotherapy in oncology. • Describe resistance mechanisms unique to immunotherapy.	Discussion & Assignments	4.5
7	• Evaluate the role of drug metabolism and pharmacogenomics in predicting treatment responses in oncology. • Evaluate the challenges in clinical development of inhibitors of ABC transporters. • Describe the mechanistic basis of all the different novel and emerging therapies being developed for the treatment of cancer (ADCs, senolytics, tumor vaccines, CAR-T, personalized vaccines, diabodies).	Discussion & Assignments	4.1, 4.3, 4.4, 4.5

Course Materials:

Week	Materials
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	Association of Broad-Based Genomic Sequencing With Survival Among Patients With Advanced Non-Small Cell Lung Cancer in the Community Oncology Setting Genomic Profiling of Advanced Non-Small Cell Lung Cancer in Community Settings: Gaps and Opportunities Are there socio-economic inequalities in utilization of predictive biomarker tests and biological and precision therapies for cancer? A systematic review and meta-analysis Precision Oncology: Who, How, What, When, and When Not? Optimizing the sequencing of tyrosine kinase inhibitors (TKIs) in epidermal growth factor receptor (EGFR) mutation-positive non-small cell lung cancer (NSCLC) High Yield of RNA Sequencing for Targetable Kinase Fusions in Lung Adenocarcinomas with No Mitogenic Driver Alteration Detected by DNA Sequencing and Low Tumor Mutation Burden When Tissue is an Issue the Liquid Biopsy is Nonissue: A Review What It Takes to Improve a First-Generation Inhibitor to a Second- or Third-Generation Small Molecule
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6	Handbook of Targeted Cancer Therapy and Immunotherapy: pg. 266-275 , 238-239, 277-282 Oncology meets immunology: the cancer-immunity cycle PD-L1 as a biomarker of response to immune-checkpoint inhibitors High and low mutational burden tumors versus immunologically hot and cold tumors and response to immune checkpoint inhibitors Development of tumor mutation burden as an immunotherapy biomarker: utility for the oncology clinic Resistance Mechanisms of Anti-PD1/PDL1 Therapy in Solid Tumors Exploiting Tumor Neoantigens to Target Cancer Evolution: Current Challenges and Promising Therapeutic Approaches Wedding of Molecular Alterations and Immune Checkpoint Blockade: Genomics as a Matchmaker
7	Targeting Multidrug resistance in cancer Multidrug resistance in cancer: role of ATP-dependent transporters

	'Toxgnostics': an unmet need in cancer medicine Pharmacogenomics and Personalized Medicine | Learn Science at Scitable Revisiting the role of ABC transporters in multidrug-resistant cancer Antibody-Drug Conjugate-Based Therapeutics: State of the Science Precision Medicine Is Not Just Genomics: The Right Dose for Every Patient Therapy-Induced Senescence: Opportunities to Improve Anti-Cancer Therapy Chimeric Antigen Receptors Modified T-Cells for Cancer Therapy Therapeutic cancer vaccines Fecal microbiota transplant promotes response in immunotherapy-refractory melanoma patients Real-world data from a molecular tumor board demonstrates improved outcomes with a precision N-of-One strategy Molecular Tumor Boards in Clinical Practice: Trends in Cancer

Course Requirements

Week 1:

Discussion Question

What are some of the challenges to making precision medicine an option for all cancer patients?

Activity (Assignment)

Create a brochure or infographic that explains precision medicine to cancer patients. Include sections on tumor biopsy, genomics and identification of molecular target, treatment paths and cost to the patient.

Week 2:

Discussion Question

How did the discovery of imatinib treatment in GIST change the landscape of precision medicine in oncology?

Activity (Assignment)

Write a paper that compares and contrasts the impact of KRAS mutation on a patient's treatment options if the patient has colorectal cancer vs. non-small cell lung cancer

Week 3

Discussion Question

"A close friend is diagnosed with HR+ / HER2- breast cancer. The only good news is that the cancer was caught early before metastasizing. Due to her age, the doctors recommended germline testing and it came back positive for BRCA1. After googling BRCA1 and breast cancer, your friend is now considering a double mastectomy but feels overwhelmed with all the information online. What do you tell your friend about BRCA1, preventive surgery and treatment options?

Activity (Assignment)

Create a mock patient advocacy group for a specific type of cancer that has no targeted therapies approved for treatment. Some scientific studies have been published that identify recurrent mutations that are potentially targetable in your cancer type. However, only one drug that relates to the most common mutation is in trials but for a different type of tumor. In presentation format, present the (1) name of your patient advocacy group, (2) your inspiration, (3) describe the unmet clinical need for that cancer type (4) goals and objectives of the group (4) recruitment strategy, (5) planned activities for engagement.

Week 4

Discussion Question

Discuss the varying views of value and barriers of molecular profiling in lung cancer. When discussing, choose one of the following point of views from the health care system: (1) patient, (2) oncologist, (3) biotech company, (4) pharmaceutical company, (5) insurance provider

Activity (Assignment)

Create a brochure or infographic that explains to a patient the role of molecular profiling in advanced stage lung cancer (NSCLC and SCLC). Include sections on options for genomic testing, targeted therapy, and future treatment strategies.

Week 5

Discussion Question

TBD

Activity (Assignment)

Write a research paper highlighting successful and unsuccessful development of tumor-agnostic therapeutics.

Week 6

Discussion Question

We now see commercials on broadcast television for immunotherapies for cancer treatment (example 1, example 2). After seeing these commercials again after attaining a new understanding of immunotherapy for cancer in this module, discuss any, or all of the following: (1) your previous misconceptions, (2) new understanding, (3) anything that sticks out in the commercial that you wouldn't have thought about before? With your new understanding of immunotherapy and the complexities associated with response, is there anything else you would add or emphasize in these commercials?

Activity (Assignment)

Create a presentation that outlines the drug target, mechanism of action, tumor types most effective, biomarkers for response/resistance, role of profiling and when, and expected response rates for any old or new immunotherapy for solid tumors.

Week 7

Discussion Question

Cancer cells survive according to the Darwinian Theory : survival of the fittest. Discuss the novel treatment strategies under development that have the most promise for making cancer a disease treatable as a chronic, and not a lethal disease.

Activity (Assignment)
Molecular tumor boards are now an important part of the oncology continuum of care. Come up with a tumor board presentation describing a patient's clinical history, resistance mechanism, and novel therapeutic options that clinicians must weigh to decide for the next line of treatment for the patient.

Course Policies
Note: Please see the Canvas course for information on the faculty as well as all due dates.
Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.
Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

All formatting and referencing should follow The Publication Manual of the American Psychological Association, 7th Edition. Papers should be written in Times New Roman, 12-point font and submitted as a .docx, .doc, or .pdf file. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor may return the paper without grading it. Your faculty will determine the date for submission for the revised paper and 10% will be automatically deducted in addition to any late penalty deductions if the assignment was submitted late.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office webpage, where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs of activities, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's

anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: http://www.acu.edu/student-life/anti-harassment.html.

ACU Online Student Handbook

The current version can be found here (https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJ s6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at http://guides.acu.edu/distance. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit http://guides.acu.edu/c.php?g=824708&p=5887421. For research assistance, you can visit http://asklibrary.acu.edu and submit your question through the web form or get help via text or chat.

Title IX Statement

As a professor, one of my responsibilities is to help create a safe learning environment on our Abilene Christian University Dallas Online campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel safe to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. I am required to share with the Title IX Coordinator information regarding sexual misconduct or harassment, dating or domestic violence, or stalking that occurred while you are or were enrolled as a student at ACU. If you would prefer to share information in a confidential setting, I encourage you to access counseling services through

TimelyMD. All of your options are available for review by clicking on the link to ACU's policy.

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. There are limitations to the number of C's you may accumulate in a graduate program based on the number of credit hours in the program. A cumulative 3.0 GPA must be maintained to graduate. Letter grades correspond with points as outlined below.

- 90-100 points A
- 70-79.9 points C
- 59 points and lower F

ABILENE CHRISTIAN UNIVERSITY

LIBRARY

M E M O R A N D U M

DATE: July 9, 2021

TO: Dr. Scott Self

FROM: Mark McCallon, Library Associate Dean for Library Information Services

RE: New Course Application - PCM 605 - Molecular Targets in Precision Medicine

Thank you for the opportunity to review the application for the proposed course. The Brown Library can provide a provisional endorsement of the new course with the agreement that the Library will have the opportunity to review and comment on the course as part of instructional design process.

dACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: PCM 605

Highlight the item that corresponds to the requested change.

	Change to a Course	Program	Dean	College Academic	Provost	President
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G *or* G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	Program	Dean	College Academic	Provost	President	Board of Trustees
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I
7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	Program	Dean	College Academic	UGEC	UUAC	Provost	Faculty	President
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information For Campus								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	--	A	--	A
2.	Admission requirements	--	--	A	--	--	A	--	A
3.	Policies governing academic probation and suspension	--	--	A	--	--	A	--	A
4.	Requirements for graduating with honors	--	--	A	--	--	A	--	A

Program Director/Department Chair

Jul 15, 2021

J. Scott Self | Date

Dean(s)

Nannette W. Glenn, Ph.D.
Nannette W. Glenn, Ph.D. (Jul 16, 2021 11:06 CDT)

Jul 16, 2021

Nannette Glenn | Date

College Academic Council

Joseph Halbert | Date

University General Education Council

N/A

Chair's signature | Date

Undergraduate Academic Council

N/A

Chair's signature | Date

Provost

Robert Rhodes | Date

Faculty

N/A

Faculty Senate Chair's signature | Date

President

Phil Schubert | Date