



NEW PROGRAM PERMISSION TO PLAN FORM

Originating Unit:

Type of action:

New program

Online program (hybrid, synchronous, or asynchronous)

We encourage consultation with the TCU Office of Institutional Effectiveness and the Koehler Center for Instruction, Innovation, and Engagement Resources (i.e., if an online or distance learning component is proposed for the new program) prior to submission of this form.

Semester and year course/program will take effect:

New program title:

Description of program:

Strategic Plan:

Job Market Need:

Enrollment Projections:

Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty:

Program Staff & Administration:

Graduate Student Support:

Space & Facility Needs:

Equipment Needs:

Library Resources:

IT Resources:

Tuition:

Tuition Discount Request:

Student Fees:

Other Funding:

External Accreditation Required (outside of SACSCOC)? Yes No

Change in Teaching Load: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.

Projected program cost to student.

Projected graduate starting salary.

Program Contact Person (person to contact with questions regarding program or individual completing form):

Name:

Extension:

Email:

REQUIRED SIGNATURES:

Chair of Originating Unit

Unit:

Endorse Program: Yes No

Name:

Signature:

Date:

Dean of Originating Unit

College/School:

Endorse Program: Yes No

Name:

Signature: *Stuart Flynn*

Date:

Provost and Vice Chancellor of Academic Affairs:

Unit:

Permission to Proceed Granted: Yes No

Name:

Signature: *Floyd Wormley*

Date: 3/13/2024



Originating Unit:

Type of action: Undergraduate program Graduate program

Online program (hybrid, synchronous, or asynchronous)

Certificate program (if yes, will certificate appear on transcript) Yes No

Licensure

External Accreditation Required (outside of SACCS)? Yes No

Semester and year course/program will take effect:

New program title:

This is a TCU STEM Program Yes No

Proposed four-letter plan abbreviation (ex. GRAD):

Proposed 6-digit CIP Code?

for reference, please visit: <https://nces.ed.gov/ipeds/cipcode/resources.aspx?y=56>

Description of program:

Strategic Plan

Job Market Need:

Student Demand:

Enrollment Projections (provide brief description here and attach a table as Appendix material):

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments



Five-Year Costs and Funding Sources Summary (please submit *New Program Budget Form*)

Faculty:

Program Staff & Administration:

Graduate Student Support:

Space & Facility Needs:

Equipment Needs:

Library Resources:

Signature Dean, TCU Library

Date

Comments

IT Resources:

**Koehler Center for Instruction,
Innovation, and Engagement Resources:**

Tuition:

Tuition Discount Request:

Student Fees:

Other Funding:

Change in Teaching Load: Yes No

Courses taught via Teaching Overload: Yes No

Will this program affect any other units within the university? Yes No

If yes, submit supporting statement signed by chair of affected unit.



NEW PROGRAM SUBMISSION FORM

Curriculum:

Diversity Equity and Inclusion (DEI) Essential Competency Components:

Candidacy and Dissertation/Thesis (if applicable):

Delivery Modes, Use of Distance Technologies, and Delivery of Instruction:

Program Evaluation:

Administrative Oversight:

Faculty:

Program Faculty Productivity: (Doctoral programs only; Appendix material requested):

**attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments**

Collaborative Arrangements (if applicable):



NEW PROGRAM SUBMISSION FORM

Program Contact Person (person to contact with questions regarding program or individual completing the form):

Name:

Extension:

Email

REQUIRED SIGNATURES:

Chair of Originating Unit:

Unit:

Endorse Program: Yes No

Name:

Signature:

Date:

College/School Curriculum Committee Review:

Curriculum Committee Review Date:

Endorse Program: Yes No

Curriculum Committee Chair Name:

Signature:

Date:

Dean of Originating Unit:

College/School:

Endorse Program: Yes No

Name:

Signature: *Stuart Flynn*

Date:



Required Appendices (if applicable):

attached files can be seen and managed in Acrobat Pro by clicking on View > Show/Hide > Navigations Panes > Attachments

- A. Completed and Signed Permission to Plan Form**
- B. Assessment Plan and Curriculum Map (after approval by the Undergraduate or Graduate Council, the University Assessment Committee will review and approve these documents prior to approval from University Council)**
- C. Course Descriptions and Prescribed Sequence of Courses**
- D. New Program Budget Form**
- E. College or Departmental Policy on Faculty Teaching Load**
If teaching load policy is set at the departmental level, include that information.
- F. Table of Program Full-time and Support Faculty (table template found at <https://gradcouncil.tcu.edu/submission-forms/> or <http://www.ugradcouncil.tcu.edu/>)**
- G. Program Faculty Productivity Tables (table template found at <https://gradcouncil.tcu.edu/submission-forms/>)**
- H. Curricula Vitae for Program Full-time Faculty**
- I. Curricula Vitae for Program Support Faculty**
- J. Articulation Agreements with Partner Institutions**
Include copies of any agreements or Memoranda of Understanding related to the proposed program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the proposed program and student research/residency opportunities.
- K. List of Specific Clinical or In-Service Sites to Support the Proposed Program, if applicable**
- L. Letters of Support**
Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of support or commitments to shared research projects from any similar or partner institutions.

GRADUATE COUNCIL: NEW COURSE PROPOSAL

Originating Unit:

Type of action: New course Full online course**

Semester and year course will take effect:

New course title:

Appropriate computer abbreviation (30 spaces or less):

Course instructional methodology:

course component types: [ugradcouncil.tcu.edu/forms/Course Component Types.pdf](http://ugradcouncil.tcu.edu/forms/Course%20Component%20Types.pdf)

New course number:

Prerequisites for new course: *include an attachment if additional space is needed*

Description of new course (catalog copy): *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
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Fully Online Courses**

All online courses, and /or distance learning offerings must meet State Compliance regulations as defined by specific state legislation. TCU Distance Learning is any for-credit instruction provided to a TCU student outside the State of Texas. This includes internships, clinical, video conferencing, online, or any other delivery format that crosses state lines. Contact the Koehler Center for Teaching Excellence for guidelines. Include a letter of support from the Koehler Center with this proposal.

Supporting evidence or justification: (For a new course, attach proposed syllabus, including course objectives, course outline, and representative bibliography.)

Describe the intended outcomes of the course and how they will be assessed: *include an attachment if additional space is needed*

attached files can be seen and managed in Acrobat Pro by clicking on
View > Show/Hide > Navigations Panes > Attachments

Additional resources required:

Faculty:

Space:

Equipment:

Library:

Financial Aid:

Other:

Change in teaching load:

Does this change affect any other units of the University? Yes No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Name:

Unit:

Signature:

Stuart Flynn



OFFICE OF THE
PROVOST

INSTITUTIONAL EFFECTIVENESS

February 8, 2024

Dear Dr. Flynn:

I have reviewed the proposed Master of Science in Medicine for the Burnett School of Medicine and determined that the course work is subsumed by the Doctor of Medicine degree. Therefore, this change is not a significant departure from existing curricula offered at the institution and thus neither a substantive change prospectus nor notification should be submitted to SACSCOC.

As the courses for this degree already exist and the associated learning objectives for this program are subsumed by existing curriculum for the Doctor of Medicine degree, an independent annual TCU assessment plan/report and curriculum map are not required for the Master of Science in Medicine degree.

Sincerely,

A handwritten signature in black ink, appearing to read 'David Allen', is written over a white background.

David Allen, Ph.D.
Executive Director of Institutional Effectiveness
SACSCOC Institutional Accreditation Liaison
Texas Christian University

REQUIRED APPENDICES FOR PLANNING
Masters in Medical Sciences
February 2024

Required Appendices (if applicable):

A. Completed and Signed Permission to Plan Form

B. Assessment Plan and Curriculum Map (after approval by the Undergraduate or Graduate Council, the University Assessment Committee will review and approve these documents prior to approval from University Council) This is embedded in all of our medical school documents so please advise since this Master's is represented 100% by course work these students will have taken as medical students (and of course, vetted and accredited by the LCME-the accreditation body for allopathic medical schools)

C. Course Descriptions and Prescribed Sequence of Courses

D. New Program Budget Form

E. College or Departmental Policy on Faculty Teaching Load If teaching load policy is set at the departmental level, include that information. **The SOM faculty do not have the same issues for teaching load similar to the other schools at TCU and it is not set at the department level-please advise on how to broach this.**

F. Table of Program Full-time and Support Faculty (table template found at <https://gradcouncil.tcu.edu/submission-forms/> or <http://www.ugradcouncil.tcu.edu/>) We have 1200 faculty, any one of whom may teach one hour in one of our courses. Again, how would you like me to address this (same true for G, H, and I-pretty sure you do not want all of these CVs.

G. Program Faculty Productivity Tables (table template found at <https://gradcouncil.tcu.edu/submission-forms/> See above

H. Curricula Vitae for Program Full-time Faculty See above

I. Curricula Vitae for Program Support Faculty See above

J. Articulation Agreements with Partner Institutions Include copies of any agreements or Memoranda of Understanding related to the proposed program. These include formal and sustained arrangements with other universities, private businesses, or governmental agencies that contribute directly to the proposed program and student research/residency opportunities. **NA**

K. List of Specific Clinical or In-Service Sites to Support the Proposed Program, if applicable NA

L. Letters of Support Letters from regional and national companies who have made commitments to hire graduates from the proposed new program are particularly helpful. Also, include statements of

support or commitments to shared research projects from any similar or partner institutions. This is not applicable.

**MASTERS IN MEDICAL SCIENCES
COURSE DESCRIPTIONS AND SEQUENCE
Burnett School of Medicine**

MEDS 80031 Mechanisms of Health and Disease I

The first course of the MHD sequence establishes foundational understanding, integration, and application of the sciences of human systems in clinical care over twelve weeks. This course addresses normal and abnormal structure and function of the human body and rationale for investigation, treatment, and other key clinical decisions. Course content is encompassed in three sections: "Health and Wellness," "When Things Go Wrong," and "The Body's Sentinels."

Credits

12

MEDS 80032 Mechanisms of Health and Disease II

This seven-week course establishes foundations of human form and function along with understanding, integration, and application of the sciences of human endocrine, musculoskeletal and integumentary systems in clinical care. The course is designed to address normal and abnormal structure and function, and rationale for investigations, treatment, and other key clinical decisions pertaining to the disorders of the listed organ systems. The first two weeks are focused on the endocrine system (Section 1), followed by two weeks of hands-on experience in the anatomy lab (Section 2). The last three weeks are focused on the musculoskeletal and integumentary systems (Section 3).

Credits

7

MEDS 80033 Mechanisms of Health and Disease III

This ten-week course takes the learner through the continuum of learning experience of integration of complex biological, more specially, physiological communication and feedback, mediated via structural, functional, cellular, and biochemical mechanisms, between the heart, the lungs, and the kidneys. The course is designed to address normal and abnormal structure and function, and rationale for investigations, treatment, and other key clinical decisions pertaining to the disorders of the cardiovascular, pulmonary, and renal systems. The first four weeks are focused on the cardiovascular system (Section 1), followed by three weeks on pulmonary system (Section 2). The last three weeks are focused on the renal system (Section 3).

Credits

10

MEDS 80034 Mechanisms of Health and Disease IV

Mechanisms of Health and Disease 4 is a ten-week course that begins with a one-week deep dive into anatomical structure and function of various organ systems. It is followed by a dedicated seven weeks, split into two sections that covers the nervous system structure and function, including normal and abnormal clinical presentations. The final two weeks of the course will cover behavior and psychiatry, giving students foundational content integrated between the basic and clinical sciences.

Credits

10

MEDS 80035 Mechanisms of Health and Disease V

The final course in the MHD sequence, this eight-week course consists of two components. First, students spend three weeks exploring integrated content related to the structure and function of the male and female reproductive systems. Then the students will finish the course with five weeks dedicated to the gastrointestinal system and nutritional science.

Credits

8

MEDS 88204 Future Accelerators of Medicine and Beyond

This unique course exposes students to emerging or predicted concepts and ideas that are likely to have a significant impact on the delivery of healthcare during their career. Using design thinking and other strategies, students will learn about and contribute to the use and development of novel approaches for applying technology to improve the health of patients and populations.

Credits

4

MEDS 81004 Longitudinal Integrated Clerkship Phase I: Foundational Experience

This introductory clinical course exposes first-year medical students to the clinical environment through regular experiences with a designated primary care provider preceptor, including a panel of continuity patients. The focus of patient care in Phase 1 is communication, patient education and advocacy.

Credits

4

MEDS 83102 Preparation for Practice I

This novel course prepares students for multidimensional aspects of the medical profession and provides students with practical tools and information to solve real-world problems. Topics include the business of medicine, medical ethics, health equity, healthcare policy, patient safety, informatics, public health, global health, communication and the compassionate practice, and team-based care.

Credits

3

MEDS 84103 Scholarly Pursuit and Thesis I

The Scholarly Pursuit and Thesis course provides students with tools to become a life-long learners and skills to perform initial steps in a scholarly research project. Phase 1 of SPT includes choosing a research mentor and creating a prospectus for a 4-year research project.

Credits

3

PRESCRIBED SEQUENCE OF COURSES

MEDS 80031 Fall 1

MEDS 80032 Fall 1

MEDS 80033 Spring 1

MEDS 80034 Spring 1

MEDS 80035 Fall 2

MEDS 88204 Fall 1/Spring 1

MEDS 81004 Fall 1/Spring 1

MEDS 83102 Fall 1/Spring 1

MEDS 84103 Fall 1/Spring 1