

Course Change Request

New Course Proposal

Date Submitted: 05/15/18 4:13 pm

Viewing: **CARC 101 : Cultural and Social Issues in the Natural, Built and Virtual Environment**

Last edit: 05/16/18 2:16 pm

Changes proposed by: nklein

Faculty Senate Number

Contact(s)

Name	E-mail	Phone
Nancy Klein	nklein@arch.tamu.edu	979-458-1328

Course prefix CARC Course number 101

Department College of Architecture

College/School Architecture

Academic Level Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level RubricAcademic Level
(alternate) Graduate

Effective term 2019-2020

Complete Course Title
Cultural and Social Issues in the Natural, Built and Virtual EnvironmentAbbreviated Course
Title CULTURAL SOCIAL ISSUES ENVIRONCatalog course
description

Introduction to cultural and social issues in planning, design, construction, creativity and the visual arts; exploration of how individual and collective values and beliefs are expressed in the practice of architecture, landscape architecture, urban planning, construction science and the arts; how these fields internalize and reify these values while creating the natural, built and virtual environments; emphasis on civil discourse to help recognize positionality and work collaboratively in a multicultural society.

Prerequisites and
Restrictions

Concurrent Enrollment No

Should catalog
prerequisites /
concurrent enrollment
be enforced? No

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester	3	Contact Hour(s)	Lecture:	3	Lab:	0	Other:	0	Total	3
Credit		(per week):								

In Workflow

1. CLAR Department Head
2. Curricular Services Review
3. AR Committee Preparer
4. AR Committee Chair
5. AR College Dean
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 05/15/18 5:39 pm
Leslie Feigenbaum (l-feigenbaum): Approved for CLAR Department Head
2. 05/16/18 2:17 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 05/24/18 10:46 am
Sandra Williams (sandra-williams): Approved for AR Committee Preparer
4. 06/29/18 12:20 am
Leslie Feigenbaum (l-feigenbaum): Approved for AR Committee Chair
5. 06/29/18 12:22 am
Leslie Feigenbaum (l-feigenbaum): Approved for AR College Dean
6. 07/11/18 10:12 am
Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 08/07/18 11:42 am
Sandra Williams (sandra-williams): Approved for UCC Chair

Hour(s)

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 0408010006

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? Yes

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)
(BED-EDAS) Environmental Design Architectural Studies - BED

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [CARC101_Syllabus_Final.pdf](#)

Letters of support or other documentation No

Additional information

Reviewer Comments **Terra Bissett (t.bissett) (05/16/18 2:17 pm):** Minor edits made to form.
Sandra Williams (sandra-williams) (05/24/18 10:46 am): Moving forward on behalf of the AR Committee
Preparer role as requested by the AR College Dean.
Sandra Williams (sandra-williams) (08/07/18 11:42 am): UCC approved August 2018.

Reported to state?



Course title and number	CARC 101 Cultural and Social Issues in the Natural, Built, and Virtual Environment
Term	Fall 2019
Meeting times and location	MW (lecture) and F (small group discussion sections), time and location TBD

Course Description and Prerequisites

Catalog Description: Introduction to cultural and social issues in planning, design, construction, creativity, and the visual arts. Exploration of how individual and collective values and beliefs are expressed in the practice of architecture, landscape architecture, urban planning, construction science, and the arts; how these fields internalize and reify these values while creating the natural, built, and virtual environments. Emphasis on civil discourse to help students recognize their own positionality and work collaboratively in a multicultural society.

Prerequisites: None

Learning Outcomes

Upon successful completion of the course, students should be able to:

1. Articulate a personal understanding of values and beliefs that influence creative activities and the construction of the natural, built, and virtual environment
2. Distinguish between culture, race, and ethnicity and recognize bias, prejudice, privilege, and discrimination in the practice, research, and pedagogy of architecture, landscape architecture, urban planning, construction science, and the arts
3. Identify multicultural perspectives and inclusive practices in design, planning, construction, and visualization
4. Discuss contentious issues respectfully
5. Articulate a personal understanding of inclusion and tolerance, including defining when intolerance is justified

Instructor Information

Prof. Cecilia Giusti, Ph.D.
979-458-4304
cgiusti@arch.tamu.edu
Office hours TBD
Langford A200

Course Requirements

Textbook and/or Resource Material

This course will be using excerpts from various published books, reports, and websites. All materials will be available for students via eCampus.

Assessment

Your grade in CARC 101 will be **earned** according to the criteria described below.

Class Participation: Your grade will be based upon attendance and **active participation** in all activities, both in and outside of class (group activities, small discussions, other activities). A student who attends all classes and activities, has prepared written responses to the assigned questions, contributes to discussion, and demonstrates their engagement with the material and their peers will earn an A for participation. The weekly class discussions will each contribute 2 points towards your final grade, 1 point for attendance and contribution to discussion, and 1 point for the draft of your reflection paper. Class participation will count for 20% of your total score.

Weekly Reflection Papers: There will be ten small group discussion/reflection papers during the semester where you will complete an assigned reading on a specific topic and respond to a series of questions. You will be required to prepare your answers and bring a written draft to the small group discussion. A final response will be submitted online through eCampus. Each reflection paper will count for 5%, for a total of 50% of the final grade.

Aggie Experience Activities: Students will be required to participate in activities outside of the classroom that are designed to use collaborative teamwork to respond to challenges faced by people today, to explore how history shapes contemporary society, and how to build consensus in responding to difficult issues. There will be at least six different “Aggie Experience Activities” scheduled during the semester. Each student will be required to participate in three activities and submit a written reflection and feedback regarding the experience. Participation in each event will contribute 5% (3 x 5% = 15%) and each reflection/feedback paper will count for 5% (3 x 5% = 15, for a total of 30% towards the final grade.

Makeup and Late Assignment Policy: Makeups/late assignments will be accepted without question for excused absences as defined by University regulations. Any written assignments without an excused absence will not be accepted.

Grading Policy:

Class Participation	20%
Weekly reflection papers (10 x 5%)	50%
Aggie Experience (participation 3 x 5%)	15%
<u>Aggie Experience (reflection/feedback 3 x 5%)</u>	<u>15%</u>
Total	100%

Grading scale

- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = <60

Texas A&M University Student Rules (<http://student-rules.tamu.edu/>)

Attendance: Texas A&M views class attendance as an individual student responsibility. Attendance is essential to complete the course successfully. University rules concerning excused absences may be found at <http://student-rules.tamu.edu/rule07>.

Excused absences: A list of excused absences can be found in Student Rule 7.1 Except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. **NOTE: The Texas A&M University Excused Statement of Absence Form will NOT be accepted as an adequate verification for an excused absence.**

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including

examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence.”

Academic Integrity “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: <http://aggiehonor.tamu.edu>

=> Each assignment that you turn in for this class must include your signature and the following statement. “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

Classroom Behavior Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor’s ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action. For additional information please visit: <http://student-rules.tamu.edu/rule21>

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

Course Topics and Calendar of Activities

This course will meet on MWF course with large group lecture and activities on Mondays and Wednesdays and small group discussions on Fridays.

Course Introduction		
Week	Topics	Activity/Assignment
Week 1	a. Course intro, terminology, class guidelines and rules for discussion. <i>Guest speaker: Multicultural Services</i> b. Introduction to the professions and practitioners in architecture, construction science, landscape architecture & urban planning, and visualization.	
Week 2	Living in a multicultural and global Society: Understanding self, personal bias and prejudices	Complete the Global Perspective Inventory and upload through TurnItIn (see link on eCampus).
Reading/Resources <ul style="list-style-type: none"> <i>Kiss, Bow, or Shake Hands</i>, Introduction and Cultural Orientation, pp. vii-xiii. 		
Theme 1: Attitudes and Behavior in Academic, Business, and Professional Practice		
Week 3	Gender Equity, Authority, Discrimination, and Sexual Harassment in the Construction Industry	Discussion/Reflection Paper: What does Sexual Harassment look like? What are the EEOC's five core principles for addressing and preventing sexual harassment in the workplace? Role-playing exercise in small group discussion.
Reading/Resources <ul style="list-style-type: none"> EEOC Principles for Preventing Sexual Harassment in the Workplace https://www.eeoc.gov/eeoc/publications/promising-practices.cfm?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term= <i>Women in Construction: Still Breaking Ground</i> https://nwlc.org/resources/women-construction-still-breaking-ground/ <i>Women in Construction: #MeToo in the Building Trades?</i> https://iwpr.org/women-construction-metoo-building-trades/ <i>Women in the Construction Trades: Earnings, Workplace Discrimination, and the Promise of Green Jobs</i> (Download the report and be prepared to discuss with small groups) https://iwpr.org/publications/women-in-the-construction-trades-earnings-workplace-discrimination-and-the-promise-of-green-jobs/ 		
Week 4	Challenges to Diversity in Architectural Practice and Pedagogy	Discussion/Reflection Paper: What do the most recent statistics tell us about the diversity or lack of diversity in architectural practice and pedagogy? What are some ways you believe the goal of a more inclusive and diverse workplace can be addressed, by individuals, institutions, and businesses?
Reading/Resources Diversity in the Profession of Architecture: Key Findings 2015 (available on eCampus)		
Week 5	Building Better Cities: Understanding the Role of Implicit Bias, Racism, and Poverty in Urban Planning	Discussion/Reflection Paper: How have individual and institutional racism played a role in urban planning? How have "advocacy planning" and "Gender mainstreaming" worked to change policy and practice?

Reading/Resources		
<ul style="list-style-type: none"> Walter W. Stafford & Joyce Ladner (2007) Comprehensive Planning and Racism, <i>Journal of the American Institute of Planners</i>, 35:2, 68-74. DOI: 10.1080/01944366908977575 City Lab: How to Design a City for Women https://www.citylab.com/transportation/2013/09/how-design-city-women/6739/ 		
Theme 2: Immigration and Globalization		
Week 6	Factors Driving Immigration and the Status of Immigrants	Discussion/Reflection Paper: One common argument against immigration is that a government should take care of "its own" first. How much does a democratic government owe its own? What responsibility, if any, does that government have to immigrants from other countries?
Reading/Resources		
<ul style="list-style-type: none"> How U.S. immigration laws have changed through history (Pew Research Center) http://www.pewresearch.org/fact-tank/2015/09/30/how-u-s-immigration-laws-and-rules-have-changed-through-history/ New York Times Immigration Explorer: https://archive.nytimes.com/www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html Excerpt from <i>Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration</i> (Massey, Durand, & Malone, 2002) 		
Week 7	The Immigrant Workforce	Discussion/Reflection Paper: How do you believe illegal workers affect the construction industry? Role-playing exercise in small group discussion.
Reading/Resources		
<ul style="list-style-type: none"> Immigration and Customs Enforcement (ICE) https://www.ice.gov/worksite U.S. Code section 1324a- Unlawful employment of aliens 		
Week 8	Global Business Practices and Corruption: Perception vs. Reality	Discussion/Reflection Paper: What is corruption? How can you distinguish between a culturally accepted practice and actions that may constitute criminal activity, such as corruption?
Reading/Resources		
<ul style="list-style-type: none"> Watch: Netflix: <i>The Mechanism</i> before class (based on the case) Read: Transparency.org - current article: Urging Leaders to Act Against Corruption in the Americas, April 2018. https://www.transparency.org/news/feature/leadership_corruption_in_the_americas Review Global Corruption Index: https://www.transparency.org/news/feature/corruption_perceptions_index_2017 		
Theme 3: Race and Identity in the natural, built, and virtual environment		
Week 9	Government policy and the built environment	Discussion/Reflection Paper: How has the federal government contributed to racial segregation in our land development patterns? What is our obligation to undo these patterns?
Reading/Resources		
<ul style="list-style-type: none"> Rothstein, Richard. 2018. <i>The Color of Law: The Forgotten History of How Our Government Segregated America</i> (ISBN-13: 978-1631494536). Chapter 3, "Racial Zoning," pp. 39-58; Chapter 4, "Own Your Own House," pp. 59-76. "House Rules" podcase from <i>This American Life</i>: https://www.thisamericanlife.org/512/house-rules Volunteer with Bryan/College Station Habitat for Humanity (See Aggie Experience Activities) 		

Week 10	Gentrification and Displacement	Discussion/Reflection Paper: What is Gentrification? How does gentrification change the composition of a neighborhood? What happens to the people who are displaced? Are they better off or worse off?
Reading/Resources <ul style="list-style-type: none"> • PBS Documentary: “<i>Flag Wars</i>” • Desmond, Matthew. 2017. <i>Evicted: Poverty and Profit in the American City</i>. (ISBN-13: 978-0553447453) 		
Week 11	Gender and Violence in Video Games	Discussion/Reflection Paper: When SXSW tried to host panels with people speaking on both sides of “Gamergate,” they were cancelled due to threats of violence. What were the issues they were trying to address? What does this illustrate about the difficulty of engaging people on different sides of an issue, and what suggestions do you have for facilitating conversation?
Reading/Resources <ul style="list-style-type: none"> • Watch <i>GTFO: The Movie</i> (https://youtu.be/w_0nGI7Pwx8) • “SXSW: Female gamers tell their story in in ‘GTFO’ which tackles industry sexism” (March 13, 2015) http://www.latimes.com/entertainment/herocomplex/la-et-hc-sxsw-female-gamers-tell-their-stories-gtfo-20150313-story.html • “SXSW festival pulls pro- and anti- Gamergate Panels” (October 17, 2015) https://www.theguardian.com/technology/2015/oct/27/sxsw-festival-pulls-pro-and-anti-gamergate-panels-after-threats 		
Week 12	Texas A&M Campus Identity: Art and Architecture	Discussion/Reflection Paper: What does art contribute to the identity of campus and how does the identity of individuals commemorated reflect Aggie values? If you were a member of the committee tasked with finding new works of art “to celebrate and acknowledge differing identities, values and ideas,” what person or aspect of Aggie identity/values do you think should be a part of the campus public art collection in the future and why?
Reading/Resources <ul style="list-style-type: none"> • 2017 Campus Master Plan https://campusplan.tamu.edu • Campus Sculpture https://uart.tamu.edu/campus-sculptures/ • Texas A&M Review of Historic Statues (available on eCampus) • “Texas A&M officials say Sul Ross statue will remain: University of Texas removes several Confederate monuments” (http://www.theeagle.com/news/local/texas-a-m-officials-say-sul-ross-statue-will-remain/article_945baa63-10fe-5d00-9687-ac98614a3d9f.html) • Participate in a PACSS Campus Tour (See Aggie Experience Activities) 		
Week 13	Heritage, Memory, and Commemoration in the Brazos Valley	Discussion/Reflection Paper: What historical events and individuals are commemorated in public spaces throughout Bryan-College Station? Is this a complete and inclusive depiction of our community? What events or individuals do you feel should be included, or excluded?
Reading/Resources <ul style="list-style-type: none"> • Visit the Brazos Valley Veterans Park (See Aggie Experience Activities) http://www.bvvm.org • Visit the Brazos Valley African American Museum (See Aggie Experience Activities) http://www.bvaam.org/ 		
Week 14	Course Summary and Reflection	Discussion/Reflection: Planning for the future in the Natural, Built, and Virtual Environments

Examples of Aggie Experience Activities

Brazos Valley African American Museum

<http://www.bvaam.org/>

Visit the Brazos Valley African American Museum and write a reflection paper on what you have learned about the African American experience in the Brazos Valley and how this has changed your perception of the community.

City of College Station Veterans Memorial Park (<http://www.bvvm.org>)

Visit Veteran's Memorial Park and create a photo documentary to be shared online that explores the identity and representation of individuals and events in this public space.

Bryan/College Station Habitat for Humanity (<https://habitatbcs.org/>)

Volunteer to work with local Habitat for Humanity (minimum one day/event). Write a reflection paper summarizing who benefits from participation in this activity.

Preservation and Conservation Students Society Campus Tour

Participate in PACSS campus tour that explores campus identity of minorities and women at Texas A&M.

Become STAND Up Certified (<http://studentlife.tamu.edu/standup>)

The STAND Up workshop is designed to assist individuals in learning positive and helpful ways to have conversations with individuals who have been involved in a traumatic event

Complete Green Dot Bystander Training (<https://greendot.tamu.edu/>)

Green Dot teaches Aggie faculty/staff and students to be aware of potential violence around them and provides the skills, strategies, and tactics to use the power of peer influence to intervene appropriately and safely in high-risk situations. Green Dot teaches how to become an active bystander when acts of power-based personal violence are witnessed.

RISE (Race, Identity and Social Equity) Conference (<http://dms.tamu.edu/event/tamu-rise-conference/>)

Attend/participate in the RISE conference.

Texas Target Communities (<https://ttc.arch.tamu.edu/>)

Participate in an activity with the Texas Target Communities initiatives.

Course Change Request

New Course Proposal

Date Submitted: 07/30/18 1:00 pm

Viewing: **GEOS 483 : Service Learning in the Geosciences**

Last edit: 07/30/18 1:00 pm

Changes proposed by: wjepson

In Workflow

1. CLGE Department Head UG
2. Curricular Services Review
3. GE Committee Preparer UG
4. GE Committee Chair UG
5. GE College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 05/15/18 8:32 am
Christian Brannstrom (cbrannst): Approved for CLGE Department Head UG
2. 05/15/18 1:25 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 05/18/18 10:02 am
Roxanna Russell (rrussell): Approved for GE Committee Preparer UG
4. 05/18/18 11:01 am
Christian Brannstrom (cbrannst): Approved for GE Committee Chair UG
5. 05/18/18 11:06 am
Christian Brannstrom (cbrannst): Approved for GE College Dean UG
6. 05/18/18 3:53 pm
Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/23/18 8:47 am
Sandra Williams (sandra-williams): Rollback to GE College Dean UG for UCC Chair
8. 07/30/18 12:10 pm
Christian Brannstrom

Contact(s)

Name	E-mail	Phone
Wendy Jepson	wjepson@tamu.edu	979 458 2224

Course prefix: GEOS Course number: 483

Department: College of Geosciences

College/School: Geosciences

Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric

Effective term: 2019-2020

Complete Course Title
Service Learning in the Geosciences

Abbreviated Course Title: SERVICE LEARNING IN GEOS

Catalog course description

Integrates community-engaged experiences with academic course content; includes service activities, critical reflection on the relationship between course content and service experience; emphasis on the ethical and civic dimensions of service in geosciences; professional development training.

Prerequisites and Restrictions

Approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No Crosslisted With

Stacked: No Stacked with

Semester Credit Hour(s)	3	Contact Hour(s) (per week):	Lecture: 0 Total 3	Lab: 0	Other: 3
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Repeatable for credit? Yes

Number of times repeated for credit: - OR - Maximum number of hours: 6

When will this course be repeated? Within a student's career

CIP/Fund Code: 0301030002

Default Grade Mode: Satisfactory/Unsatisfactory (S)

Method of instruction

Practicum
Research

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No

Will this course be taught as a distance education course? No

Is 100% of this course going to be taught in Texas? No

Will classroom space be needed for this course? Yes

This will be a required course or an elective course for the following programs:

Required (select program)

Elective (select program)

Program(s)
(BS-ENGS) Environmental Geosciences - BS
(BS-ENST) Environmental Studies - BS

Has/will this course be(en) submitted for core curriculum consideration? No

Has/will this course be(en) submitted for Writing or Communication consideration? No

Has/will this course be(en) submitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [SERVICELEARNINGGEOS_3.docx](#)

Letters of support or other documentation No

Additional information As a variable credit course, contact hours will be reduced for fewer than 3 credit hours.

Reviewer Comments **Christian Brannstrom (cbrannst) (04/24/18 8:52 am):** -use GEOS 483 course number -use CIP/Fund Code 4006010002 (same as GEOS 484)
E. Brendan Roark (broark) (04/24/18 9:58 am): HI Wendy Looking over this some changes need to be made.

- (cbrannst): Rollback to Initiator
- 9. 07/30/18 4:15 pm
Christian Brannstrom
(cbrannst): Approved for CLGE Department Head UG
- 10. 07/30/18 4:55 pm
Sandra Williams
(sandra-williams): Approved for Curricular Services Review
- 11. 07/30/18 5:12 pm
Roxanna Russell
(rrussell): Approved for GE Committee Preparer UG
- 12. 08/03/18 2:07 pm
Christian Brannstrom
(cbrannst): Approved for GE Committee Chair UG
- 13. 08/03/18 2:11 pm
Christian Brannstrom
(cbrannst): Approved for GE College Dean UG
- 14. 08/09/18 2:23 pm
Sandra Williams
(sandra-williams): Approved for UCC Preparer
- 15. 08/09/18 2:23 pm
Sandra Williams
(sandra-williams): Approved for UCC Chair

Christian and I have tried to do the changes but it is confusing about who can approve. In any case we can't make changes so we have to send it back to you. -- contact hours are not filled in the CARS system. They are listed in the syllabus but 0 on CARS form. I'd say do 1 hour lecture per week and 2 hours "other" per week for 3 hours per week x 15 weeks gets you the required 45 hours. The only thing there is if it is a non-traditional course that requires the extra worksheet to calculate equivalency. You have 2 contact hours per week for weeks 1-5 and 10-12 and 32 contact hours weeks 6-9 for the "service learning project" component. I presume that is when you will be in the field with the students doing the project. Those 32 hours are what I suggest be put in the CARS sheet as the "others" category. -- It needs a GEOS # I'd suggest GEOS 483 --CIP/Fund Code 3000000000 is wrong I'd suggest CIP/Fund Code 0301030002 or CIP/Fund Code 4006010002 which is the one we use for the internship. Full disclosure I don't know how these CIP/Fund codes work. If you need help, please work Allison and I to sort out any remaining questions. Thanks Brendan

Christian Brannstrom (cbrannst) (04/25/18 8:19 am): Rollback: please see comments, make edits, then resubmit into workflow

Terra Bissett (t.bissett) (05/04/18 10:20 am): Minor edits made to form.

Terra Bissett (t.bissett) (05/04/18 10:24 am): Rollback: Please answer Undergraduate course level justification question on form; Semester credit hours are variable - Credit hours do not match contact hours; Syllabus: Missing course number; Missing instructor information; Prerequisites must match form/syllabus; Update ADA Statement with current ADA statement referencing White Creek location; Committees will want learning outcomes to answer the question, "At the end of the course, the student will be able to..."

Christian Brannstrom (cbrannst) (05/14/18 1:36 pm): Rollback: Please answer Undergraduate course level justification question on form; ==> answer should be, "College/Program Course Level Rubric" Semester credit hours are variable - Credit hours do not match contact hours; Syllabus: Missing course number; Missing instructor information; Prerequisites must match form/syllabus; Update ADA Statement with current ADA statement referencing White Creek location; Committees will want learning outcomes to answer the question, "At the end of the course, the student will be able to..."

Terra Bissett (t.bissett) (05/15/18 1:25 pm): Updates Received.

Jon Jasperson (jon.jasperson) (07/03/18 3:03 pm): A) The minimum syllabus requirement of "If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined" has not been met. More details about how class participation will be graded and determined is needed. What is the "Institutional Teamwork Assessment" form? B) Minimum syllabus requirements checklist specifies the syllabus should show 14 weeks of content.

Sandra Williams (sandra-williams) (07/23/18 8:47 am): Rollback: Please update as requested.

Christian Brannstrom (cbrannst) (07/30/18 12:10 pm): Rollback: please respond to Jasperson's comments

Sandra Williams (sandra-williams) (08/01/18 4:10 pm): Update received. Concerns have been addressed.

Please move forward so that the UCC Chair role can move it forward to Faculty Senate.

Sandra Williams (sandra-williams) (08/09/18 2:23 pm): UCC approved in July 2018.

TEXAS A&M UNIVERSITY

Service Learning in the Geosciences

GEOS 483

INSTRUCTOR: DR. WENDY JEPSON

EMAIL: WJEPSON@TAMU.EDU

PREREQUISITE: APPROVAL OF INSTRUCTOR

This course offers students learning experiences to integrate community-engaged experiences with academic course content. The course includes service activities, critical reflection on the relationship between course content and service experience, and an emphasis on the ethical and civic dimensions of service in geosciences. Professional development training will be included in course.

LEARNING OUTCOMES

AT THE END OF THIS COURSE, STUDENTS WILL BE ABLE TO....

- Demonstrate inter/personal development achieved via the service-learning component in this class
- Identify, discuss and apply material learned in the course, to new/relevant situations in the community, via the service-learning experience.
- Describe the complexities of social issues and actively attempt to apply geoscience and environmental knowledge to community situations
- Identify, discuss and demonstrate their understanding of environmental issues by working with their community partners
- Demonstrate an ability to analyze (controversial) issues, evaluate competing claims, and justify their positions
- Connect scholarly research and academic inquiry to actions that will improve society and serve their communities

COURSE EVALUATION SCHEME:

Service-Learning Activity	35%
Presentations	15%
Journal Reflections	20%
Class Participation	10%
Teamwork Assessment	10%
Trip Prep Activities	10%

CLASS PARTICIPATION: You will be evaluated on several criteria that include frequency and quality of engagement with students in discussion and activities, listening skills, and constructive feedback to others. This will be monitored by the instructor throughout the semester and feedback will be provided to students at the end of the semester.

TEAMWORK PARTICIPATION: Participation will be evaluated using a **Peer Teamwork Assessment** framework. You will be evaluated on several criteria. The role of each group member is integral to obtaining a complete dataset and/or completing the analyses and discussing the results in the group assignments. Your group members will provide structured feedback based on the criteria include: (1) contributes individually to the team; (2) supports others' contributions to the team; (3) fosters constructive team climate; (4) completes assigned tasks in a timely manner; (5) communicates well with team members. Feedback will be provided to you at the end of the semester.

ASSIGNMENTS: There will be a total of 6 assignments that require you to demonstrate 90% of your final grade with the additional 10% achieved through attendance/participation. Please note that the dates and topics of the lectures and laboratories are subject to change. All readings will be topic specific, related to the particular service-learning activity.

GRADING SCHEME:	A	Excellent	≥90%
	B	Good	80-89%
	C	Satisfactory	70-79%
	D	Passing	60-69%
	F	Failing	≤59

SCHEDULE

Week/Date	Activity	Contact Hours
Week 1	Introduction	2
Week 2	Service Learning and Community Ethics in Practice	2
Week 3	Topic Specific Preparation	2
Week 4	Topic Specific Preparation	2
Week 5	Topic Specific Preparation	2
Week 6-9	<i>Service Learning Project</i>	32
Week 10	Reflections/Discussion	2
Week 11	Presentations	2
Week 12	Presentations	2
Week 13	Building Community Linkages in Geosciences	2
Week 14	Review; What have we learned	2
		52 TOTAL

COURSE AND UNIVERSITY POLICIES

CLASS ATTENDANCE: The University views class attendance as the responsibility of the student. Students will be assigned a time when they are required to attend the online laboratories, which will also be attended by the professor and teaching assistant. While attendance is not part of your assessment, your performance is directly related to your attendance- the more classes you miss the lower your grade tends to be. Students who miss class are responsible for getting the notes from a classmate. For more information on University Excused Absences please <http://student-rules.tamu.edu>.

Students will be provided the opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work or exam must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are detailed in Student Rule 7 (<http://studentrules.tamu.edu/rule07>). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation for their absence. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

EMAIL: All Texas A&M students should use their official TAMU e-mail accounts when e-mailing the instructor or the teaching assistant. I may send out class announcements via the neo e-mail system and it is your responsibility to check your account regularly.

THE AMERICANS WITH DISABILITIES ACT (ADA) The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit <http://disability.tamu.edu>.

COPYRIGHT AND PLAGIARISM POLICY: All materials used in this class are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, <http://student-rules.tamu.edu/>, under the section "Scholastic Dishonesty."

HONOR SYSTEM AND ACADEMIC DISHONESTY: "An Aggie does not lie, cheat, or steal, or tolerate those who do." Texas A&M has a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University's Scholastic Dishonesty Policy, please review the Student

Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. The Aggie Honor program website is located at <http://aggiehonor.tamu.edu/>.