Course Change Request

Date Submitted: 01/28/19 12:21 pm

Viewing: EDCI 715: Academic Writing for International Graduate Students

Last approved: 04/19/17 3:23 am
Last edit: 03/05/19 11:28 am
Changes proposed by: ambyrrios

Catalog Pages referencing this course
Department of Teaching, Learning and Culture
EDCI - Educ Curriculum & Dev.

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
<td>9798628122</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
Other
The proposed changes are part of a routine curriculum review.

Explain other rationale
These changes support an online distance education version of the course to be offered for online distance education students.

Course prefix: EDCI
Course number: 715
Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2020-2021

Complete Course Title
Academic Writing for International Graduate Students
<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
<th>ACADEMIC WRITING GRAD  ACAD WRIT INTL GRAD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catalog course description</td>
<td>Introduction to concepts central to graduate-level writing; designed specifically to benefit those whose native language is not English; exploration of writing productivity strategies; investigation of strategies for synthesizing research; focused study and implementation of writing process elements; strategies and library-based research skills; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing for dissemination within school-based environments. writing genres.</td>
</tr>
<tr>
<td>Prerequisites and Restrictions</td>
<td>Graduate classification.</td>
</tr>
<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
<tr>
<td>Semester Credit</td>
<td>3</td>
</tr>
<tr>
<td>Contact Hour(s) (per week):</td>
<td>Lecture: 3 Lab: 0 Other: 0 Total: 3</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>1303010004</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term,</td>
<td>Yes</td>
</tr>
</tbody>
</table>

History
1. Apr 19, 2017 by sarah.gordon
2. 02/15/19 3:26 pm Beverly Irby (irbyb): Approved for ED College Dean GR
3. 02/26/19 11:50 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
4. 03/07/19 4:01 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through the assignments, assessments, readings, and class lectures/activities, as indicated on the syllabus.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The number of hours of student work required each week is listed on the syllabus, and accountability for those hours will be indicated by the work submitted for grading each week, as well as the discussion interactions within the course.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Yes

Will classroom space be needed for this course?

No

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

<table>
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<th>Program(s)</th>
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<tr>
<td>(MED-EDCI) Master of Education in Curriculum and Instruction</td>
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<tr>
<td>(MS-EDCI) Master of Science in Curriculum and Instruction</td>
</tr>
<tr>
<td>(PHD-EDCI) Doctor of Philosophy in Curriculum and Instruction</td>
</tr>
<tr>
<td>(EDD-EDCI) Doctor of Education in Curriculum and Instruction</td>
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</tbody>
</table>

Course Syllabus
This course is being submitted for distance education equivalency with hopes of teaching the course in Summer 2019. The course will be offered for online doctoral students who are not international students, which is the reason for the slight name change.
EDCI 715: Academic Writing for Graduate Students

Sharon D. Matthews, PhD
Clinical Assistant Professor
sharon.matthews@tamu.edu

(I will work to answer all emails within 24 hours, M-F, until 8:00pm).

Office: 203 Harrington
Office Hours: TBD
*and by appointment
Main TLAC office phone: (979) 845-8384 (leave a message)

Course Description
Introduction to concepts central to graduate-level writing; exploration of writing productivity strategies; investigation of strategies for synthesizing research; focused study and implementation of writing process elements; development of clarity for written expression; improvement in command over textual, rhetorical and discursive conventions common in academic writing for dissemination within school-based environments.

This course combines skill development with the teaching of content for education professionals. Students will participate in hands-on writing activities to critically evaluate their articulation through various modes. Key components of the course include ongoing low-stakes writing tasks, formative feedback and assessment of course objective application, and several formal writing tasks to showcase writing skill and growth. Activities promote the development of a clear and purposeful academic voice. The course will culminate in a translation task; thus bringing together content, theory, and course-related experiences.

Prerequisites
Graduate Classification (G7 or G8)

Student Learning Outcomes
By the end of the course, successful students be able to:

a. Content Student Learning Outcomes
   1. Identify current issues in research on academic writing
   2. Explain the role of contextual factors in academic writing
   3. Critically reflect on writing methodologies/practices, tasks and texts
   4. Provide effective and appropriate feedback to peer writings
   5. Identify the types of behaviors that constitute academic misconduct and the process to expect for misconduct
   6. Articulate their philosophy of writing and development by connecting theory to practice

b. Skill Student Learning Outcomes
1. Increase the quality and quantity of writing (fluency, accuracy, academic vocabulary, and other linguistic aspects)
2. Apply the writing-as-a-process approach to create compositions following norms of research ethics and academic writing (APA style)
3. Demonstrate understanding of academic integrity and how to use sources responsibly
4. Articulate philosophy of writing and development by connecting theory to practice

**Required Textbook and Resource Materials**


**Recommended Textbook**


Additional required readings, videos/films and other resources will be posted in our eCampus course.

**Course Grading Policy**

Grading of all assignments will follow this scale:

A = 90–100: outstanding/excellent articulation of competence
B = 80–89: very good articulation of competence
C = 70–79: good articulation of competence that meets minimum expectations
D = 60–69: unsatisfactory and/or inadequate articulation of competence
F = below 60: does not meet established expectations

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personalized Schematic of Discourse Communities/Forms</td>
<td>5 points</td>
</tr>
<tr>
<td>Project Management Plan (15 points) and Group Check-ins (15 points, 3 at 5 points each)</td>
<td>30 points</td>
</tr>
<tr>
<td>Articulation Task: Communicating Informally</td>
<td>10 points</td>
</tr>
<tr>
<td>Articulation Task: Communicating with Stakeholders</td>
<td>10 points</td>
</tr>
<tr>
<td>Articulation Task: Communicating with Supervisors</td>
<td>10 points</td>
</tr>
<tr>
<td>Reflection on Feedback Value and Revision Plan</td>
<td>10 points</td>
</tr>
<tr>
<td>Articulation Task: Revising &amp; Editing EDCI 605 Case Study</td>
<td>20 points</td>
</tr>
<tr>
<td>Participation and Professionalism</td>
<td>5 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

*points will not be rounded

To aid your progress and ensure you earn the grade that best exemplifies your effort, all assignments are required to be completed on time. Late assignments are not accepted unless university-approved documentation is provided within 48 hours of need. It is your responsibility to keep track of documentation (see Student Rule 07).
All assignments are due at the end of each week on Sundays, by 11:59pm. Assignment links will be posted on Thursdays to accommodate those who wish to complete and submit before the due date.

**Overview of Course Assignments:** These course assignments are meant to be directly tied to your personal context, and will therefore be compositions to support your professional growth and efforts.

**Personalized Schematic of Discourse Communities/Forms**
This assignment serves as the basis for several assignments to follow. Create a visual organizer (using the platform of your choice) to outline the scope of your communication across various communities. You should consider: informal communities (blogs), stakeholders (parents), supervisors, and the translation of your practice (state-level organizations, professional development). Once the communities have been noted, note the various types/forms that align with each.

**Project Management Plan and Group Check-ins**
Each student will reflect on who they are as a writer, and how that impacts their writing productivity prior to outlining a project management plan to address course requirements across both EDCI 605 and EDCI 715. At three points in the course, assigned groups will meet to check-in, outline their project management plan, discuss the most recent articulation productions in both classes, and set goals for the next section.

**Articulation Task: Communicating Informally**
Based on the personal schematic, select one informal audience and mode of communication on which to craft a complete a representative example. The task must represent a minimum of 250 words. Additional requirements will be provided.

**Articulation Task: Communicating with Stakeholders**
Based on the personal schematic, select one stakeholder to address through one mode of communication. The completed element must contain a minimum of 300 words. Additional requirements will be provided.

**Articulation Task: Communicating with Supervisors**
Based on the personal schematic, select one supervisory role to address through one mode of communication. The completed element must contain a minimum of 300 words. Additional requirements will be provided.

**Reflection on Feedback Value and Revision Plan**
Assigned groups will meet in week 8 to conduct peer review of the EDCI 605 Case Study. Each group member will receive at least two full peer reviews. After completion of the task, write a statement of value and create a revision plan to address concerns prior to final submission. These revisions will be visible in the final translation task.

**Translation Task: Revising and Editing EDCI 605 Case Study**
EDCI 715 culminates in a translation task. To complete this course element, you will participate in a peer-reviewed writing process assignment (prewriting, drafting, peer review, and revising). You will edit, and revise the EDCI 605 Case Study by utilizing EDCI 715 course elements such as appropriate vocabulary, tone, format, and revision approaches.

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**Expanded Course Calendar**
The calendar is subject to change at the discretion of the instructor.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Tasks/Resources</th>
<th>Assignments Due ~ Sundays by 11:59pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1: For which audiences and purposes do you write? How does that become apparent in your communication?</td>
<td>▪ Select a platform to visually present elements</td>
<td>Schematic of Discourse Communities/Forms</td>
</tr>
<tr>
<td>Week 2: Who are you as a writer? What contingencies support management of your productivity? How can you develop a healthy writing habit?</td>
<td>▪ Create project management plan for course requirements,</td>
<td>Project Management Plan</td>
</tr>
<tr>
<td>Week 3: What variations in tone and word choice must be considered? How do audience and format impact the message?</td>
<td>▪ How tone differs across audiences (content-specific versus lay audiences)</td>
<td>Informal Communication</td>
</tr>
<tr>
<td>▪ When to use academic vocabulary</td>
<td></td>
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</tr>
<tr>
<td>Week 4: Using a matrix to organize and synthesize the literature review</td>
<td>▪ Noting requirements of the case study (word count, sections to include, connections to a larger topic or theme, etc...)</td>
<td>Stakeholder Communication</td>
</tr>
<tr>
<td>Week 5: Drafting the Case Study</td>
<td>▪ How does the writing process approach factor in as you craft your case study?</td>
<td>Project Management Check-in</td>
</tr>
<tr>
<td>Week 6: Sentence-level and paragraph-level coherence</td>
<td>▪ Nominalizations</td>
<td>Supervisor Communication</td>
</tr>
<tr>
<td>▪ Active versus passive voice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7: Manuscript-level coherence</td>
<td>▪ Reverse outlining</td>
<td>Project Management Check-in</td>
</tr>
<tr>
<td>Week 8: The value and use of formative feedback. How does feedback impact your writing?</td>
<td>▪ Peer review two group members’ translation pieces and provide substantive feedback</td>
<td>Reflection on Feedback Value and Revision Plan</td>
</tr>
<tr>
<td>Week 9: Revising your work.</td>
<td>▪ Use formative feedback from peers to prepare the final draft</td>
<td>Reflection on Feedback Value and Revision Plan</td>
</tr>
<tr>
<td>Week 10: Who are you as a writer? Extending your project management approach across your program.</td>
<td>▪ How you can use this course to inform your future work</td>
<td>Case Study Revision Verification</td>
</tr>
</tbody>
</table>

**Course Expectations and Policies**

For EACH online 3-credit course, expect to spend at least 9 hours each week on readings, videos, discussions, and assignments. As the agent in your own professional development, the more effort you put into the course, the more you will get out of it.
**Attendance and Participation**
Regular attendance is expected. Your preparation and participation are critical to your success of this course. The course depends heavily on discussions, and these activities will be graded and evaluated with regard to the quality of your analysis of the assigned readings and topics, the depths of your discussion, and your willingness to engage others in interaction. All students will be accountable for participating in discussions and interacting with the instructor according to expectations.

Although attendance does not earn you points, if you are inactive in class you will miss critical moments of learning. A consistent pattern of inactivity will result in a reduction in the final grade for the course.

**Absences**
Students who are inactive in class remain responsible for completing work and maintaining connection with the instructor and peers. Please submit all documents verifying excused absences via the *Documentation* link on eCampus.

The only acceptable documentation for absences is (1) official notification of the student’s involvement in an activity, or (2) an original document showing the student’s name and date of the illness/appointment from a physician or a medical professional. See website on absence policy at [http://student---rules.tamu.edu/rule07](http://student---rules.tamu.edu/rule07)

Undocumented absences/inactivity without prior approval by instructor will be penalized at 5% rate deduction at the end of the course from the final grade.

**Late Assignment/Make-Up Policy**
Only university-approved absences are accepted and these are detailed in [Student rule 7](http://student-rules.tamu.edu/rule07). These, however, require proper and timely documentation. The student is responsible to provide prior notification and satisfactory evidence to the instructor to substantiate the reason for the absence in a timely manner, i.e. within 48 hours of date of absence including an explanation of why notice could not be sent prior to the class and official note. Absences listed under “university-excused absences” does not relieve the student of responsibility for prior notification and documentation.

Failure to provide notification and/or documentation properly may result in an unexcused absence and thus in loss of privilege to make up missed assignment during the course. Falsification of documentation is a violation of the Honor Code. In cases where prior 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, including an explanation of why notice could not be sent prior to the assignment deadline. If a make-up opportunity is provided, students must complete the work in the given timeframe. In general, late submissions are not accepted. However, under certain circumstances, as defined by the university, assignments may be submitted late for grading. These include: if (a) the student is involved in an official university activity and provides documentation, or (b) if he/she is ill and presents acceptable documentation within two days of the absence.

**Submission guide for all written work**
All written assignments must be typed and submitted via eCampus unless otherwise noted. Please check that your MS-word program is properly set up (margins, line spacing, etc.).

All submissions must formatted according to APA, Times New Roman font type, letter size 12-point font, and double-spaced. To maintain high standards of professionalism, please
edit your work and use academic language. When submitting files online, please follow requested naming conventions. These typically take the form of your last name and assignment name. For example: Matthews Instructor Meeting.docx.

**Professionalism in the classroom**
Participating in this class is part of your professional development. Therefore, mutual respect for all members of the class is expected at all times to create and maintain an appropriate learning environment.

**Office hours**
Office hours are a great opportunity for me to learn about you and for you to get help. You may schedule a meeting if you have questions or concerns about the course or if you need help with an assignment. Please email to schedule a meeting time.

**Knowledge of Technology and Your Responsibilities**
Please consider the following:
- Technological problems do not constitute an excuse for incomplete or late online assignments, so plan accordingly.
- Always double-check eCampus to make sure your work was submitted successfully.
- If you need help with eCampus, please use the online help materials and/or contact ITS Helpdesk.
- Always back-up your work---save a copy of every submission, as well as ongoing work.

**Communication, Feedback, and Netiquette**
When communicating with your peer(s) and instructor, be sure to adhere to online etiquette. Netiquette is a set of rules or guidelines for acceptable and polite communication online. When crafting emails, take the time to include: a salutation, outline of the topic, and a closing. Your professional communication extends to all aspects related to the course.

In case there is a technological issue beyond your control, (e.g. error message appearing when completing or submitting an assignment), you must take a screenshot and attach it to a request sent to the instructor. Requests will be considered on an individual basis.

**Social Media Policy**
When students in the College of Education and Human Development at Texas A&M University choose to join or engage with social networking groups, they do so as future educators and as such assume the responsibility for monitoring content and addressing inappropriate behavior or activity on these networks. This includes acting to protect the safety of minors online, peers, and district personnel. Any concerns should be immediately brought to the attention of any faculty member at Texas A&M University.

**Americans with Disabilities Act Statement**
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](http://disability.tamu.edu).
I will be glad to support you by accommodating any documented need you may have. Please email me to submit documentation and discuss avenues for support.

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**Academic Integrity Statement**

An Aggie does not lie, cheat, or steal or tolerate those who do.

For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. For additional information, visit [www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Academic honesty is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. All students within the Department of Teaching, Learning, and Culture must comply with the Honor System Rules with regard to all aspects of community responsibility and academic misconduct. Students identified as violating academic honesty will be reported to the Aggie Honor Code office. Any academic misconduct confirmed by the Honor Council will result in dismissal from the TLAC program.

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Failure to comply with the Honor Code in any way can lead to dismissal from the program. The decision to be removed from the program is made at the departmental level.

All materials generated for this class, which include but are not limited to: syllabi, quizzes, exams, in-class materials, review sheets, and additional activities, are copyrighted. Because these materials are copyrighted, you do not have the right to copy or post materials, unless I expressly grant permission. 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. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

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**TLAC Diversity Statement**

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin or disability in employment, programs and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff and students.
Course Change Request

Date Submitted: 11/09/18 11:54 am

Viewing: **EDTC 608 : Online Course Design**

Last approved: 06/22/18 3:39 am

Last edit: 03/05/19 11:28 am

Changes proposed by: skallina

Catalog Pages referring to this course: **EDTC - Educational Technology**

Faculty Senate Number: **FS.35.154**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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<tr>
<td>Sally Kallina</td>
<td><a href="mailto:skallina@tamu.edu">skallina@tamu.edu</a></td>
<td>979-845-1833</td>
</tr>
<tr>
<td>Noelle Sweany</td>
<td><a href="mailto:nsweany@tamu.edu">nsweany@tamu.edu</a></td>
<td>979-862-2086</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: **EDTC**  
Course number: 608

Department: Educational Psychology

College/School: Education & Human Development

Academic Level: Graduate

Effective term: 2020-2021 2018-2019

Complete Course Title: Online Course Design

Abbreviated Course Title: ONLINE COURSE DESIGN

Catalog course description:

Application of systematic instructional design principles to the development of online instruction within a learning management system; experience designing and facilitating both asynchronous and...
synchronous e-learning environments according to evidence-based practices.

Prerequisites and Restrictions

**Graduate classification**, EDTC 645 or approval of instructor, approval of department head; graduate classification.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

No Yes

Crosslistings

No

Crosslisted With

Stacked

No

Stacked with

Semester 3

Credit Hour(s)

3

Contact Hour(s) (per week):

Lecture: 3

Lab: 0

Other: 0

Repeatable for credit?

No

Three-peat?

No

CIP/Fund Code

1312010004

Default Grade Mode

Letter Grade (G)

Alternate Grade Modes

Satisfactory/Unsatisfactory

Method of instruction

Lecture

Will this course be taught at another branch?

No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.

Program faculty collaborate to ensure that course objectives are rigorous and comprehensive. The course has been QM-certified. This course is part of the Educational Technology M.Ed. program, which is an online-only program. There is no face-to-face version of this course, but if there were, the learning objectives would be the same. The designer and instructor of this course has been designated an ‘Exemplary Distance Educator’ by TAMU, according to QM standards.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Graduate courses in the Educational Technology program are designed to require approximately 12 hours of work per week to complete. In this course, this includes time for readings, online discussions, small group collaboration, interaction with instructor, and completion of weekly assignments. Interaction with the instructor as well as other students is ongoing. This is a project-based course with a series of revision cycles. The same projects would be used if the course was taught face-to-face.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Yes

Will classroom space be needed for this course?

No

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

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<tr>
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<th>Program(s)</th>
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</thead>
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<td>(MS-EPSY) Master of Science in Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>(MED-EPSY) Master of Education in Educational Psychology</td>
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Course Syllabus

Syllabus: Upload syllabus
<table>
<thead>
<tr>
<th>Upload syllabus</th>
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</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
</tr>
<tr>
<td>Additional information</td>
</tr>
</tbody>
</table>

**Reviewer**

Terra Bissett (t.bissett) (01/31/19 11:44 am): Course previously approved for non-traditional format.

**Reported to state?**

- Change
- No
March 1, 2018

MEMORANDUM

TO: Mr. Michael K. Young
President

THROUGH: Dr. Carol A. Fierke
Provost and Executive Vice President

FROM: Dr. Michael Benedik
Vice Provost

SUBJECT: January 22, 2018 Faculty Senate Items

All of the attached January Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, Course Inactivations, and Change in Curriculum Requests

Approval recommended. FS.35.153; FS.35.154; FS.35.155; FS.35.156; FS.35.157; FS.35.158; FS.35.159; FS.35.162; FS.35.163; FS.35.164; FS.35.166; FS.35.167; FS.35.168; FS.35.169; FS.35.170; FS.35.171; FS.35.172; FS.35.173; FS.35.174; FS.35.175; FS.35.176; FS.35.177; FS.35.178; FS.35.179; FS.35.180; FS.35.181; FS.35.182; FS.35.183; FS.35.184; FS.35.185; FS.35.186; FS.35.187; FS.35.188; FS.35.189; FS.35.190; FS.35.191; FS.35.192; FS.35.193; FS.35.194; FS.35.195; FS.35.196; FS.35.197; FS.35.198; FS.35.199; FS.35.200; FS.35.201; FS.35.202; FS.35.203; FS.35.204; FS.35.205; FS.35.206; FS.35.207; FS.35.208; FS.35.209; FS.35.210; FS.35.211; FS.35.212; FS.35.213; FS.35.214; FS.35.215; FS.35.216; FS.35.217; FS.35.218; FS.35.219; FS.35.220; FS.35.221; FS.35.227.


FS.35.161: Approval recommended. Graduate Courses Taught in Non-Traditional Formats—Spring 2018—third Request. Graduate Courses Taught in Non-traditional Formats—Spring 2018. All colleges within Texas A&M performed a comparison of the learning outcomes for distance education and non-traditional courses for equivalency to traditional face-to-face courses to determine if the courses met compliance to University Rule 11.03.99.Ml. No external action.

FS.35.165: Approval recommended. Certificate is being discontinued to align Engineering Honors with the other Texas A&M honors programs. The closure will have no impact on faculty, staff or students. There are currently no students enrolled in the program. 
External action: Notification of closure to SACSCOC.
Mr. Michael K. Young
March 1, 2018
Page 2

FS.35.222: Approval recommended. College of Liberal Arts Department of Communication, CERT-SMDI
Social Media Certificate. Certificate requires 15 SCH and does not surpass the maximum SCHs allowed
by TAC, Chapter 5, Subchapter C, Rule Section 5.48. No external action.

FS.35.223: Approval recommended. Mays Business School, Department of Finance, CERT-CFIN
Corporate Finance Certificate. Certificate requires 19 SCH and does not surpass the maximum SCHs
allowed by TAC, Chapter 5, Subchapter C, Rule Section 5.48. No external action.

FS.35.224: Approval recommended. Mays Business School, Department of Finance, CERT-CMIN
Capital Markets and Investments Certificate. Certificate requires 12 SCH and does not surpass the
maximum SCHs allowed by TAC, Chapter 5, Subchapter C, Rule Section 5.48. No external action.

FS.35.225: Approval recommended. Mays Business School, Department of Finance, CERT-CMIN
Capital Markets and Investments Certificate. Certificate requires 12 SCH and does not surpass the
maximum SCHs allowed by TAC, Chapter 5, Subchapter C, Rule Section 5.48. No external action.

FS.35.226: Approval recommended. Courses Taught in Non-traditional Formats-Spring 2018- Second
Request. Undergraduate Courses Taught in Non-traditional Formats—Spring 2018. All colleges within
Texas A&M performed a comparison of the learning outcomes for distance education and non-traditional
courses for equivalency to traditional face-to-face courses to determine if the courses met compliance to
University Rule 11.03.99.M1. No external action.

FS.35.228: Approval recommended. Changes update/reflect core curriculum as mandated by the THECB
and the Core Curriculum Council of the Faculty Senate. The requested changes will not affect the required
total degree program hours. Life & Physical Sciences, Creative Arts, and Language, Philosophy and
Culture areas.

FS.35.229: Approval recommended. Proposed Revisions to Student Rule 24.4.20.3, Student Conduct
Code, regarding Sexual Exploitation. Please note that within the Justification Statement on the Faculty
Senate item, it states that there is additional language that would allow Student Affairs to address students
who may choose to prostitute themselves and/or those who choose to solicit prostitutes. However, there is
no new language in the revised rule regarding prostitution. We confirmed with Student Affairs that the
proposed language was removed by the Student Rules and Regulation Committee prior to submitting the
revised rule to the Faculty Senate. Leaving the description in the Justification Statement was an oversight.

Attachments
Course Change Request

Date Submitted: 01/30/19 2:38 pm

Viewing: EPSY 618: Neurodevelopment and Genetic Disorders in Children

Last edit: 03/05/19 11:28 am
Changes proposed by: gbyrns

Catalog Pages referencing this course
- Department of Educational Psychology
  EPSY - Educational Psychology.

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix  EPSY
Course number  618
Department      Educational Psychology
College/School  Education & Human Development
Academic Level  Graduate
Academic Level (alternate) Undergraduate
Effective term  2018-2019 Summer

Complete Course Title
Neurodevelopment and Genetic Disorders in Children

Abbreviated Course Title
NEURO/GENETIC DISORDERS

Catalog course description
Comprehensive coverage of a broad array of neurodevelopment and genetic disorders in children; emphasis on cognitive and emotional sequelae of these disorders and their relationship to medical,
psychological, and educational interventions.

Prerequisites and Restrictions
Graduate classification; approval of department head.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Semester 3
Credit Hour(s)
3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
4228060004

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Objectives are the same as in a face-to-face course
### Hours

**Meets traditional face-to-face hours.**

Describe how hours are met or provide justification why they are not met.

Each topic includes a video lecture by the instructor, discussion forms, and other interactive activities.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes  
No

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

Will classroom space be needed for this course?  
No

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

- Required (select program)
- Elective (select program)

### Course Syllabus

Syllabus:  
Upload syllabus

Upload syllabus  
EPSY 618 Online SyllabusSUII2018rev.docx

Letters of support or other documentation  
No

Additional information

Reviewer Comments

Reported to state?  
CS  
No
EPSY 618  
Neurodevelopmental and Genetic Disorders in Children  
Summer II 2019

Instructor:  Cynthia A. Riccio (criccio@tamu.edu or access through eCampus; I generally respond within 24 hours)  
Office:  715B4 Harrington  
Phone:  (979) 862-4906  
Office Hours: T, W 1:30-4:30, and by appointment

PREREQUISITES:  Graduate Standing or permission of instructor

COURSE DESCRIPTION:

This is a survey course designed to provide coverage of a broad array of neurodevelopmental and genetic disorders in children with an emphasis on the cognitive and emotional sequelae of these disorders in conjunction with medical, psychological, and educational implications (i.e., brain-behavior relations). This includes whether special education needs exist and how these are best provided.

COURSE FORMAT:

This course is online and asynchronous. Each topic includes a video lecture by the instructor, discussion forums, and other suggested activities.

TECHNOLOGY REQUIREMENTS:

This course is deployed through eCampus, http://ecampus.tamu.edu. All course materials and activities will be made available to registered participants via this course website. You will need a computer or laptop with a working high speed Internet connection to access the course. Additionally, you will need a headset with a microphone to allow for interactions during class. Cell phones do not allow adequate course access. Note about taking quizzes or tests on eCampus: If you keep a website, a PowerPoint, a chapter, etc. open during a test/quiz it is important to demonstrate caution, particularly if you use a Mac computer. It is easy to swipe the website, chapter, etc. and unintentionally submit the test before you are finished. This error is on your part, not an error on the part of eCampus or the Internet and will be treated as such. There is a full list of technical requirements for this online course in the Technology Requirements folder.

COURSE GOALS AND OBJECTIVES:

The major goal of this course is for the student to obtain knowledge and understanding of a broad array of disorders. Specific objectives to be met include the following:

The student will:

• demonstrate knowledge and understanding of the contribution of neurology and neuropsychology to a systems perspective for understanding neurobehavioral and genetic disorders;
• demonstrate knowledge and understanding of basic human genetics and methods of transmission of genetic disorders including autosomal transmission, X-linked transmission, and spontaneous chromosomal changes;
• demonstrate knowledge and understanding of the etiology, nature, key physical characteristics, and cognitive, emotional, and behavioral sequelae of a variety of disorders;
• demonstrate knowledge and understanding of how these disorders impact on educational and psychological outcomes;
• demonstrate knowledge and understanding of how these disorders affect the lives and functioning of family members, including both parents and siblings;
• demonstrate knowledge and understanding of “what works” with children with a variety of disorders to the limited extent that interventions/treatments have been identified;
• demonstrate knowledge and understanding of a limited range of medical interventions, including the most frequently prescribed medications.

TEXTS:
Required:

Recommended:

Readings and other activities:
Readings, in addition to the text and lecture, are provided to supplement and ensure current coverage of the topics. These are available through eCampus. You are NOT required to read all the articles, but reading those of interest to you will help with your participation in the discussion and understanding of the material. Activities, usually videos, websites, or resources, are also provided in eCampus to add to the coverage of the content.

DESCRIPTION OF ASSIGNMENTS AND CLASS REQUIREMENTS:
The specific disorders covered will emphasize low incidence disorders (LID) not usually covered in other courses. The course has been divided into Topics/Weeks; in each Topic, you will find a close-captioned lecture video, and you will be given activities for that Topic including reading assignments, links to audio and/or video, resources, and discussion questions. It is required that you complete assignments according to the schedule. Three-credit graduate courses typically require 42 hours of class time plus study time; therefore, expect to spend 10-20 hours per week for each of the 5 weeks of the course. All materials (other than the text) are on eCampus. Lectures are recorded with availability of captioning, and powerpoints are posted (without audio or caption) as well.

(1) Discussions. Each Topic will include an online discussion (computer conference). After watching the lecture, you should read the required readings and enter a response to at least 1 question posted preferably by the second or third day in the week, in order to have posts on four (4) different days within the same Topic/Week. The Instructor will be the moderator for all the discussions and will score student participation each week. Discussion participation for each Topic is valued at 12 points maximum using the Online Discussion Rubric that can be found on the eCampus and on the last page
of this syllabus. Online discussions start at the beginning of the Topic and end prior to the start of the next Topic, unless otherwise indicated. Discussions account for 30% of your grade.

(2) **Quizzes.** For each Topic you will complete a quiz (multiple choice). These become available at the start of the Topic, and must be completed by 11:59 PM the last day for that Topic. You can take as much time on the quizzes as you need but you MUST complete them within the time frame for the Topic. The online system will close the quiz as of 11:59 PM prior to the start of the next Topic unless otherwise indicated. The purpose of the quiz is to make sure that you are doing the readings and have mastered material. Quizzes are open-book, but are to be completed by each individual independently. Quizzes count for 50% of your grade. If you feel a question/answer is graded incorrectly, please let me know!

(3) **Presentation Proposal.** Imagine that you are asked to present on a topic related to neurodevelopmental disorders for colleagues as an in-service or as a guest speaker at a conference. Choose a topic of interest to you, and supplementing what is in the text and readings, develop a proposal for this presentation identifying what your objectives would be and then the content. The proposal should be no more than 800 words, not including the objectives or references. References should be primary source (published research articles) and not websites. The presentation proposal accounts for 20% of your grade. It is due no later than August 8, 2017 and should be submitted via email (not eCampus). Required elements:

a. Cover page with title, your name, and your intended audience
b. Objectives of the presentation (what should your audience expect you to talk about)
c. Summary of the proposed presentation: introductory paragraph including the rationale/significance of this topic followed by a summary of the research literature you would be presenting (no more than 800 words)
d. References (in APA 6th edition format)

In grading, consideration will be given to whether those elements are there; organization and clarity of your summary; spelling, grammar, and usage errors; adherence to APA style in formatting of references and citations. You will receive these back with detailed feedback.

**Procedures for Determining Final Grade:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Grade Range</th>
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<tbody>
<tr>
<td>Discussion-Participation</td>
<td>30%</td>
<td>90-100 = A</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50%</td>
<td>80-89 = B</td>
</tr>
<tr>
<td>Presentation Proposal</td>
<td>20%</td>
<td>70-79 = C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60-69 = D</td>
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<tr>
<td></td>
<td></td>
<td>&lt;60 = F</td>
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</table>

**Weekly Expectations:**

**Discussion**

Each Topic begins on Wednesday to match the start of the summer session. Check the Module to identify the Topic requirements. Access readings, activities; read the appropriate chapters in the text. Each week includes two - three units.

**By the second or third day of the Topic (Friday this session),** you should be able to respond to the discussion questions for at least one topic. It is suggested that you post a *substantial answer* to at least one question of a discussion group on or before Friday. A *substantial answer* a) references the
required readings, b) includes personal or professional experience(s), and c) contains at least 50 words. Please post to the appropriate thread/Topic!

By the following Tuesday night, post at least 3-4 additional responses in the online discussion; posting on at least 4 different days! At least 2 of these responses must support or challenge someone else’s response; responses must include personal or professional experience or references. References are not limited to those assigned. These posts do not have to be any specific length. IN ORDER TO GET ALL 12 POINTS, YOU MUST GO ON LINE AND PARTICIPATE ON AT LEAST 4 DAYS EACH WEEK WITH AT LEAST ONE (1) SUBSTANTIAL RESPONSE PER TOPIC/WEEK!!!!!!

Quizzes

Also by the last day of the Topic (Tuesday for this session; Wednesday for first week) at midnight, complete the quiz for that week – the system will automatically LOCK YOU OUT OF TAKING THE QUIZ AT MIDNIGHT! Quizzes are 25 multiple choice questions over the material in the text and lecture for the week. You can only submit your responses once. Quizzes are open book, open notes, but are to be taken independently.

There are no extensions on the due dates for these activities. If there are extenuating circumstances, it is your responsibility to discuss these with the instructor as soon as possible. A grade of Incomplete only will be given for certifiable medical reasons or in other extraordinary circumstances not under control of the student with approval by the instructor consistent with Student Rules.

Instructor Responsibilities

Each week, the Instructor will provide a video lecture covering the main points of the Topic. She will post the discussion questions; she also will moderate the discussions during the week and be available to answer any questions. Your discussion responses will be graded and posted as will your quiz grades (these are done automatically when you submit the quiz) by the middle of the following week. If you have a question or think there is an error, please contact me via email criccio@tamu.edu or stop by my office.

Tolerance Statement

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University Topic, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
Americans with Disabilities Act

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 accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Student Services Building (845-1637).

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., that 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 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 current issue of the Texas A & M University Student Rules, under the section, “Scholastic Dishonesty.”

Student Support Services

Although this is an online class and some of you are at a distance, please note that as a student you continue to have access (via email, phone, or in person) to the support services available in terms of access to library resources, advising, accommodations for disability as requested through Disability Services, and computer services (IT) if needed.

Student Support Services in the course toolbar in eCampus provides a brief list of services available to A&M students. These services include the library, student counseling, writing center, and career center.

Accessibility Statement

The A&M Accessibility Statement can be found at http://cio.tamu.edu/Accessibility_Statement.php Accessibility in the course toolbar in eCampus provides a folder containing accessibility information and links to commonly used systems in this course. A second folder contains TAMU accessibility information.

ACADEMIC INTEGRITY STATEMENT

As of September 1, 2004, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

AGGIE HONOR CODE: “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: www.tamu.edu/aggiehonor/
On all course work, assignments, or examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by the student:

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

All quizzes, self-assessments, jeopardy, final exam are open book, but are NOT to be completed with peers.

Please note, although all quizzes are open book/open notes, the expectation is that you are doing these independently. Answers are randomized.

Topics and Assignments
These are arranged by “week” – **for Summer II, weeks begin on Wednesday and end on Tuesday** (sorry!)

<table>
<thead>
<tr>
<th>Topic</th>
<th>Date</th>
<th>Components</th>
</tr>
</thead>
</table>
| **Get familiar with eCampus** | 7/5-7/12 | • Video: Getting Started! Power Point/Lecture  
• Video/Lecture Overview  
• Readings: Ch. 1 Riccio, Sullivan, & Cohen  
  Davis & Phelps, 2008; Lenroot & Giedd, 2011; Koziel et al., 2014;  
  Insel, 2014; Crump et al., 2013  
• eCampus Help Desk Central:  
  [http://hdc.tamu.edu/Academics/eCampus/index.php](http://hdc.tamu.edu/Academics/eCampus/index.php)  
• Discussion |
| **Topic # 1: Overview**  
**Topic 1: Systems approach to understanding neurobehavioral disorders** | | |
| **Topic 2: Medical genetics; blood disorders – Sickle Cell, Tay Sachs, Thalassemia, Hemophilia** | | • Video/Lecture  
• Readings: RS&C, Ch. 11; Daly et al., 2008; Dyson et al., 2010; Berg et al., 2012, Marsac et al., 2014; Hensler et al., 2014  
• Sickle Cell Video:  
  [http://www.youtube.com/watch?v=skWYKOcptLQ](http://www.youtube.com/watch?v=skWYKOcptLQ)  
• Hemophilia video:  
  [http://www.youtube.com/watch?v=oExbzAJP7t4](http://www.youtube.com/watch?v=oExbzAJP7t4)  
• Discussion |
| **Topic 3: Basics of Neuroanatomy; Hydrocephalus, Cerebral Palsy** | | • Video/Lecture  
• Readings: Kulkarni et al., 2007; Nadeau et al., 2006; Smits et al., 2010; Bottcher et al., 2010; Vinchon et al. 2012  
• Discussion  
  Videos  
• Pediatric Playbook: Hydrocephalus (short)  
  [http://www.youtube.com/watch?v=bHD8zY1mKqA](http://www.youtube.com/watch?v=bHD8zY1mKqA)  
• Hydrocephalus and Shunts:  
  [http://www.youtube.com/watch?v=OyEoEDI_V7Q](http://www.youtube.com/watch?v=OyEoEDI_V7Q)  
  Resources  
• Discussions  
• Quiz on Topics #1, 2, 3 – submit by midnight of 7/13 (extra day provided this week only) |
<table>
<thead>
<tr>
<th>Week 2: High Incidence Disorders</th>
<th>7/12-18</th>
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</thead>
<tbody>
<tr>
<td><strong>Topic 4: Specific Learning Disabilities</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Ch. 2 &amp; 3 in RS&amp;C.; Davis et al., 2009; Wu et al., 2014 (math); Wang &amp; Gathercole, 2013 (reading); Carlson et al., 2013 (reading); Seifert &amp; Espin, 2012 (reading); Davis et al., 2011 (RTI effects); Prater et al. 2014; Tolar et al., 2016; Maki et al., 2015 (defining)</td>
</tr>
<tr>
<td></td>
<td>Neurological basis for LD: <a href="http://www.youtube.com/watch?v=mYvCT85kOXk">http://www.youtube.com/watch?v=mYvCT85kOXk</a></td>
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<tr>
<td></td>
<td>Discussion</td>
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<tr>
<td><strong>Topic 5: Attention Deficit Hyperactivity Disorder</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Ch 5 RS&amp;C.; Nigg et al., 2010; Weyandt et al., 2013; Sexton et al., 2012; Riccio &amp; Gomes, 2013; Smith et al., 2014</td>
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<tr>
<td></td>
<td>Cowan video (Inattentive type): <a href="http://www.youtube.com/watch?v=spdSSKFKZNU">http://www.youtube.com/watch?v=spdSSKFKZNU</a></td>
</tr>
<tr>
<td></td>
<td>Barkley ADHD and Executive Function: <a href="http://www.youtube.com/watch?v=GR1IZJXc6d8">http://www.youtube.com/watch?v=GR1IZJXc6d8</a></td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
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<td>Quiz #2 – Topics 4 &amp; 5 – submit by midnight 7/19</td>
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<table>
<thead>
<tr>
<th>Week 3: Low Incidence Disorders</th>
<th>7/19-25</th>
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<tbody>
<tr>
<td><strong>Topic 6: Autism Spectrum Disorders</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Ch. 6 in RS&amp;C; Blakely-Smith et al., 2009; Kayfitz et al., 2010; Barendse et al., 2013; Zablotsky et al., 2012; Gray et al., 2012; Gray et al., 2014; Granader et al. 2014; Carrington et al., 2014; Ecker et al., 2015; Hall &amp; Riccio, 2012</td>
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<tr>
<td></td>
<td>Video: Early signs of ASD <a href="http://www.youtube.com/watch?v=YtvP5A5OHpU">http://www.youtube.com/watch?v=YtvP5A5OHpU</a></td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Topic 7: Chromosomal Disorders: Down Syndrome, Fragile X, Williams Syndrome</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Ch. 15 RS&amp;C; Howlin et al., 2010; Greenberg et al., 2012; Steele et al., 2013; Acharya &amp; Schindler, 2013; Esbensen et al., 2013; Williams et al., 2013</td>
</tr>
<tr>
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<td>Discussion</td>
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<tr>
<td><strong>Topic 8: Angelman &amp; Prader-Willi Syndrome, Other Chromosomal Disorders</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
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<td>Readings: Ch 15, RS&amp;C; Kundert, 2008; Reddy &amp; Pfeiffer, 2007; Nuovo &amp; Buono, 2011; Moss et al., 2013; Wulffaert et al., 2010; Powis &amp; Oliver, 2014</td>
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<tr>
<td></td>
<td>Discussion</td>
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<td>Quiz #3 – Topics 6, 7, 8 - Complete by midnight 7/26</td>
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<thead>
<tr>
<th>Week 4: Chronic Illness, Trauma and Neurodevelopmental Issues</th>
<th>7/26-8/1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Topic 9: Seizure Disorders, Epilepsy</strong></td>
<td><strong>Video/Lecture</strong></td>
</tr>
<tr>
<td></td>
<td>Readings: Ch 10 in RS&amp;C; Bujoreanu et al., 2010; Moreira et al., 2013; Mott et al., 2012; Russ et al., 2012; Longo et al., 2013; Rzezak et al., 2012; Riccio, Pliego, Cohen, &amp; Park, 2015; Simon et al., 2016</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
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<td></td>
<td>Videos</td>
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</tbody>
</table>
| Topic 10: Metabolic Disorders | • Video/Lecture  
• Reading: Ch. 17 RS&C; Wodrich & Cunningham, 2008; Plante & Lobato, 2008; Fidika et al., 2013; de Wit et al., 2012; Moore et al., 2013; Hood et al., 2014; Lasing et al., 2016  
• Discussion |
| Phenylketonuria, Diabetes, Others | • Video/Lecture  
• Readings: Ch. 8, RS&C; Loher et al., 2012; Daoud et al. 2013; Crowe et al., 2013; Strand et al., 2015; Glang et al. 2015; Andersson et al., 2016  
• Video: Survivor of TBI http://www.youtube.com/watch?v=Hs3J4Bwe9kw  
• Video: Family after TBI: http://www.youtube.com/watch?v=7JSN3HMDxh4  
• Video: Problems by lobe: http://www.youtube.com/watch?v=w1YiDxNcMdc  
• Discussion  
• Quiz – Topics 9, 10, 11 – submit by midnight 8/1 |

**Week 5: Other Considerations**

| Topic 12: Tourette Syndrome | 8/2-8/8 | • Video/Lecture  
• Readings: Ch 7 RS&C; Knight et al., 2012; Termine et al., 2011; Eddy et al., 2009; Scahill et al., 2013; Cavanna et al., 2013; Riverana Navarro et al., 2013; Budman, 2014; O’Hare et al., 2016  
• I Have Tourette’s Teachers Guide (TSA)  
• Discussion  
• Video: CNN interview with Dash Mihok  
• Video: Followup interview with Dash Mihok  
• Video: I have Tourette’s… |
| Topic 13: Teratogenic Effects: Pesticides, Lead, Mercury, Arsenic; Fetal Alcohol Syndrome, Fetal Valproate Syndrome | • Video/Lecture  
• Readings: RS&C Chapters 13 and 14; Cory-Slechta et al. 2013; Mohai et al., 2011; Haverinen-Shaughnessy et al., 2011; Kodituwakku, 2009; Nadebaum et al., 2012; Meador et al., 2013; Rauh et al., 2016; Reid et al., 2015; Kable et al., 2016  
• Discussion  
• Complete course evaluation online! |
| Topic 14: Wrap up – Lessons Learned | • Readings Ch 18, RS&C; Decker, 2008; Norbury et al., 2012 (cultural differences); Mickley et al., 2013; Forns et al. 2012; Veenstra-VanderWeele & Warren, 2015  
• Discussion  
• Topic 5 Quiz - Topics 12, 13, 14 to be completed by midnight on 8/9 |
| Presentation Proposal | 8/8/2017 | • Please submit via email to me directly! |
### Online Discussion Participation Rubric
EPSY 618 Summer II 2017

<table>
<thead>
<tr>
<th>Points</th>
<th>Quality of Response</th>
<th>Rate of Participation</th>
<th>Interaction with Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td><strong>Answer to at least one (1) thread per Topic for the week</strong> that integrates readings, lecture, personal or professional experience, AND contained at least 50 words.</td>
<td><strong>Student participated 4 or more days</strong>, making substantive contributions to threads for each Topic</td>
<td>Subsequent responses for each Topic <strong>supported or challenged someone else’s response.</strong></td>
</tr>
<tr>
<td>3</td>
<td>Answer to at least one thread for two Topics that referenced readings, included personal or professional experience, AND contained at least 50 words.</td>
<td><strong>Student made subsequent posts on 3 or more days in all 3 Topics</strong></td>
<td><strong>Subsequent responses supported or challenged someone else’s responses for 2 Topics</strong></td>
</tr>
<tr>
<td>2</td>
<td>Answer to at least one thread for one Topic that referenced the required readings, included personal or professional experience AND contained at least 50 words.</td>
<td><strong>Student made only 2 posts in the course of the week or only posted to 2 Topics</strong></td>
<td><strong>Student responded to others’ contributions by asking questions or agreeing with points made for only 1 Topic or thread.</strong></td>
</tr>
<tr>
<td>1</td>
<td>Student posted brief, superficial responses OR repeated/summarized technical information as a response OR did not have a response of at least 50 words.</td>
<td><strong>Student only made 2 posts, both to a single Topic</strong></td>
<td><strong>Although s/he posted multiple times, the student did not respond to others’ contributions.</strong></td>
</tr>
<tr>
<td>0</td>
<td>Student did not post to any threads during the week.</td>
<td><strong>Student participated on only one day or not at all.</strong></td>
<td><strong>Student was disrespectful in their manner of responding.</strong></td>
</tr>
</tbody>
</table>

- Two (2) - Three (3) Units per week (Wednesday – Tuesday) – post to at least one (1) thread per Unit, with substantive response
- Post on four (4) **different days** – so you have to post at least 4 times
- Respond to others’ post for each unit
References


Course Change Request

Date Submitted: 01/24/19 9:09 am

Viewing: **SCSC 605 : Pedology**

Last edit: 03/05/19 11:30 am

Changes proposed by: taylor_barfield

Catalog Pages referencing this course:
- Department of Soil and Crop Sciences
  - SCSC - Soil and Crop Sciences

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Barfield</td>
<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

*The proposed changes are to meet the demand/interest of students.*

Course prefix: SCSC  
Course number: 605

Department: Soil & Crop Sciences

College/School: Agriculture & Life Sciences

Academic Level: Graduate

Effective term: **2019-2020**

Complete Course Title: Pedology

Abbreviated Course Title: PEDOLOGY

Catalog course description:

Soil genesis, morphology and classification; development of a working knowledge of soil taxonomy and diagnostic horizons used in placement of soils. Two 2-day field trips for which departmental fees may be assessed to cover costs.
### Prerequisites and Restrictions

SCSC 301 or equivalent; or approval of instructor.

### Concurrent Enrollment

<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No</strong> Yes <strong>Yes</strong></td>
</tr>
</tbody>
</table>

### Crosslistings

<table>
<thead>
<tr>
<th>No</th>
<th>Crosslisted With</th>
</tr>
</thead>
</table>

### Stacked

<table>
<thead>
<tr>
<th>No</th>
<th>Stacked with</th>
</tr>
</thead>
</table>

### Semester 3

<table>
<thead>
<tr>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3</strong></td>
<td><strong>3</strong></td>
</tr>
</tbody>
</table>

### Repeatable for credit?

| No |

### Three-peat?

| No |

### CIP/Fund Code

| 0112010005 |

### Default Grade Mode

| Letter Grade (G) |

### Alternate Grade Modes

| Satisfactory/Unsatisfactory |

### Method of instruction

| Lecture |

### Will this course be taught at another branch?

| No |

### 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 |

---

Committee Preparer GR
5. 02/20/19 3:09 pm
Dawn Kerstetter (dkerstetter):
Approved for AG Committee Chair GR
6. 02/20/19 3:12 pm
Dawn Kerstetter (dkerstetter):
Approved for AG College Dean GR
7. 02/26/19 11:51 am
LaRhesa Johnson (lrjohnson):
Approved for GC Preparer
8. 03/07/19 4:02 pm
LaRhesa Johnson (lrjohnson):
Approved for GC Chair
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-SOSC) Master of Science in Soil Science</td>
</tr>
<tr>
<td>(PHD-SOSC) Doctor of Philosophy in Soil Science</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No

Additional information  Changing prerequisites.

Reviewer Comments

Reported to state?  No

Key: 14498
Course Change Request

Date Submitted: 01/24/19 9:12 am

Viewing: SCSC 624: Soil Chemistry

Last edit: 03/05/19 11:30 am
Changes proposed by: taylor_barfield

Catalog Pages referencing this course:
- Department of Soil and Crop Sciences
  - SCSC - Soil and Crop Sciences

Faculty Senate
Number

Contact(s)

<table>
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<tr>
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<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC
Course number: 624

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2019-2020

Complete Course Title:
- Soil Chemistry

Abbreviated Course Title: SOIL CHEMISTRY

Catalog course description:
Chemistry of clay minerals, inorganic solid phases, and organic colloids in soil; mass transfer reactions in soils: absorption/desorption, precipitation/dissolution, gas/liquid phase exchange; principles of soil acidity and salinity; introduction to application of equilibrium concepts in soils.

Approval Path

1. 01/24/19 11:29 am
   Wayne Smith (cwsmith):
   Approved for SCSC Reviewer GR

2. 01/24/19 11:36 am
   Wayne Smith (cwsmith):
   Approved for SCSC Department Head

3. 01/25/19 9:23 am
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review

4. 01/25/19 9:25 am
   Dawn Kerstetter (dkerstetter):
   Approved for AG

5. 03/05/19 11:30 am
   Taylor Barfield:
   Approved for SCSC Reviewer GR

6. 03/05/19 11:33 am
   Wayne Smith (cwsmith):
   Approved for SCSC Department Head
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>SCSC 301 or approval of instructor.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Concurrent Enrollment</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
<th>No Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Stacked</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>Lecture: 3 Lab: 0 Other: 0</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>0112010005</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alternate Grade Modes</th>
<th>Satisfactory/Unsatisfactory</th>
</tr>
</thead>
<tbody>
<tr>
<td>Method of instruction</td>
<td>Laboratory Lecture Lecture and Laboratory</td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Committee Preparer GR
5. 02/20/19 3:09 pm Dawn Kerstetter (dkerstetter): Approved for AG Committee Chair GR
6. 02/20/19 3:12 pm Dawn Kerstetter (dkerstetter): Approved for AG College Dean GR
7. 02/26/19 11:52 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 03/07/19 4:03 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
taught in Texas?

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-SOSC) Master of Science in Soil Science</td>
</tr>
<tr>
<td>(PHD-SOSC) Doctor of Philosophy in Soil Science</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

No

Key: 14516
Course Change Request

Date Submitted: 01/24/19 9:15 am

Viewing: **SCSC 625 : Biofuels and the Environment**

Last edit: 03/05/19 11:31 am
Changes proposed by: taylor_barfield

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
</tr>
<tr>
<td>Taylor Barfield</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC  
Course number: 625

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Effective term: 2019-2020

Complete Course Title: Biofuels and the Environment
Abbreviated Course Title: BIOFUELS AND ENVIRONMENT

Catalog course description:
Biofuel crop use and disposal; production systems; conversion technologies; impacts of bioenergy production on sustainability, environment, and soil and water quality; carbon and energy budgets.

In Workflow
1. SCSC Reviewer GR
2. SCSC Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 01/24/19 11:29 am
Wayne Smith (cwsmith):
Approved for SCSC Reviewer GR
2. 01/24/19 11:36 am
Wayne Smith (cwsmith):
Approved for SCSC Department Head
3. 01/25/19 9:24 am
Terra Bissett (t.bissett):
Approved for Curricular Services Review
4. 01/25/19 9:25 am
Dawn Kerstetter (dkerstetter):
Approved for AG
SCSC 301 or approval of instructor.

Concurrent Enrollment

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Crosslistings

Stacked

Semester Credit Hour(s) Contact Hour(s) (per week):
Lecture: 2 Total 2
Lab: 0 Other: 0

Repeatable for credit?

Three-peat?

CIP/Fund Code
0111020005

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-AGRO) Master of Science in Agronomy</td>
</tr>
<tr>
<td>(PHD-AGRO) Doctor of Philosophy in Agronomy</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information

Reviewer Comments

Reported to state? No

Key: 14517
Course Change Request

Date Submitted: 01/24/19 11:31 am

Viewing: **SCSC 641 : Plant Breeding I**

Last approved: 01/31/18 3:25 am
Last edit: 03/05/19 11:31 am
Changes proposed by: taylor_barfield

Catalog Pages referencing this course
- Department of Soil and Crop Sciences
- SCSC - Soil and Crop Sciences

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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<tbody>
<tr>
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<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC  
Course number: 641

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate  
Academic Level (alternate): Undergraduate

Effective term: **2019-2020**

Complete Course Title
- Plant Breeding I

Abbreviated Course Title: PLANT BREEDING I

Catalog course description
- Theoretical and practical aspects of plant breeding including genetic basis; application of breeding methods and interdisciplinary considerations in breeding problems.

Approval Path

1. 01/24/19 11:30 am  
   Wayne Smith (cwsmith): Rollback to Initiator
2. 01/24/19 11:38 am  
   Wayne Smith (cwsmith): Approved for SCSC Reviewer GR
3. 01/24/19 2:13 pm  
   David Baltensperger (dbaltensperger): Approved for SCSC Department Head
4. 01/25/19 9:25 am  
   Terra Bissett (t.bissett): Approved for
Prerequisites and Restrictions

SCSC 304 or HORT 404; GENE 301; STAT 651.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

No Yes

Crosslistings

No Crosslisted With

Stacked

No Stacked with

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

Lecture: 3

Repeatable for credit?

No

Three-peat?

No

CIP/Fund Code 0111040005
Default Grade Letter Grade (G)

Mode Alternate Grade

Method of instruction

Lecture

Will this course be taught at another branch?

No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Previously approved via memo (Spring 2018).
**Hours**

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Previously approved via memo (Spring 2018).

<table>
<thead>
<tr>
<th>Will this course be taught as a distance education course?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-PLBR) Master of Science in Plant Breeding</td>
</tr>
<tr>
<td>(MS-PLBR) Master of Science in Plant Breeding</td>
</tr>
<tr>
<td>(PHD-PLBR) Doctor of Philosophy in Plant Breeding</td>
</tr>
</tbody>
</table>

**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional information</th>
<th>Changing prerequisites</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th>Wayne Smith (cwsmith) (01/24/19 11:30 am): Rollback: ck distance edu</th>
</tr>
</thead>
</table>

Reported to state? | No |
Course Change Request

Date Submitted: 01/24/19 9:20 am

Viewing: **SCSC 650: Mode of Action and Environmental Fate of Herbicides**

Last edit: 03/05/19 11:31 am

Changes proposed by: taylor_barfield

### Catalog Pages referencing this course
- Department of Soil and Crop Sciences
  - SCSC - Soil and Crop Sciences

<table>
<thead>
<tr>
<th>Faculty Senate Number</th>
<th>Contact(s)</th>
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</thead>
<tbody>
<tr>
<td></td>
<td><strong>Name</strong></td>
</tr>
<tr>
<td></td>
<td>Taylor Barfield</td>
</tr>
</tbody>
</table>

**Rationale for Course Edit**

*The proposed changes are to meet the demand/interest of students.*

**Course prefix**  SCSC  
**Course number**  650

**Department**  Soil & Crop Sciences  
**College/School**  Agriculture & Life Sciences  
**Academic Level**  Graduate  
**Academic Level (alternate)**  Undergraduate  
**Effective term**  **2019-2020**

**Complete Course Title**

**Mode of Action and Environmental Fate of Herbicides**

**Abbreviated Course Title**

**MOA & ENVIR FATE HERB**

**Catalog course description**

Relationships between physical-chemical characteristics of herbicides and their biological activity, selectivity, environmental fate in soil, water, and plants. Laboratory includes practical applications of gas and liquid chromatography, liquid scintillation counting and plant bioassays.
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>SCSC 450 or approval of instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>Yes</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
<tr>
<td>Semester Credit Hour(s)</td>
<td>3</td>
</tr>
<tr>
<td>Lecture Hour(s) (per week)</td>
<td>2</td>
</tr>
<tr>
<td>Lab</td>
<td>3</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>0111050005</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Laboratory</td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
</tr>
<tr>
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<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be</td>
<td>Yes</td>
</tr>
</tbody>
</table>
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
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<tr>
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</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Changing prerequisites

Additional information

Reviewer Comments

Reported to state?

No
Course Change Request

Date Submitted: 01/24/19 9:19 am

Viewing: **SCSC 651 : Weed Biology and Ecology**

Last edit: 03/05/19 11:32 am

Changes proposed by: taylor_barfield

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Taylor Barfield</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC 651

Department: Soil & Crop Sciences

College/School: Agriculture & Life Sciences

Academic Level: Graduate

Academic Level (alternate): Undergraduate

Effective term: 2019-2020

Complete Course Title:

Weed Biology and Ecology

Abbreviated Course Title:

WEED BIOLOGY & ECOLOGY

Catalog course description:

Fundamentals of weed invasion, development, persistence and competition with agronomic crops; consideration of ecological concepts important to weed-crop relationships as influenced by weed control and other cultural practices. Practical consideration of integrated weed management systems and weed identification.
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>SCSC 303; MEPS 313.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No Yes</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
</tbody>
</table>

| Semester | 3 |
| Credit Hour(s) | Contact Hour(s) (per week): |
| Lecture: | 2 |
| Lab: | 2 |
| Other: | 0 |
| Total: | 4 |

| Repeatable for credit? | No |
| Three-peat? | No |
| CIP/Fund Code | 0111050005 |
| Default Grade Mode | Letter Grade (G) |
| Alternate Grade Modes | Satisfactory/Unsatisfactory |
| Method of instruction | Laboratory Lecture Lecture and Laboratory |
| Will this course be taught at another branch? | No |
| 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 | Yes |
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)

<table>
<thead>
<tr>
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</tr>
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</tr>
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</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information: Changing prerequisites

Reviewer Comments

Reported to state? No
Course Change Request

Date Submitted: 01/24/19 9:33 am
Viewing: SCSC 657: Environmental Soil and Water Science
Last edit: 03/05/19 11:32 am
Changes proposed by: taylor_barfield

Catalog Pages referencing this course
- Department of Soil and Crop Sciences
  SCSC - Soil and Crop Sciences

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Barfield</td>
<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC  
Course number: 657

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2019-2020

Complete Course Title
Environmental Soil and Water Science

Abbreviated Course Title
ENVRON SOIL & WATER SCI

Catalog course description
Discussion of physical, chemical, and biological properties of soil and water and the impact on productivity and sustainability of various ecosystems; application of the knowledge of properties and soil processes to develop and evaluate strategies for protecting and/or improving soil and water quality.

In Workflow
1. SCSC Reviewer GR
2. SCSC Department Head
3. Curricular Services Review
4. AG Committee Preparer GR
5. AG Committee Chair GR
6. AG College Dean GR
7. GC Preparer
8. GC Chair
9. Faculty Senate Preparer
10. Faculty Senate
11. Provost II
12. President
13. Curricular Services
14. Banner

Approval Path
1. 01/24/19 11:32 am
Wayne Smith (cwsmith):
Approved for SCSC Reviewer GR
2. 01/24/19 11:37 am
Wayne Smith (cwsmith):
Approved for SCSC Department Head
3. 01/25/19 9:36 am
Terra Bissett (t.bissett):
Approved for Curricular Services Review
4. 01/25/19 9:41 am
Dawn Kerstetter (dkerstetter):
Approved for AG

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
### Prerequisites and Restrictions

SCSC 301.

### Concurrent Enrollment

No

### Should catalog prerequisites / concurrent enrollment be enforced?

No Yes

### Crosslistings

No Crosslisted With

### Stacked

No Stacked with

<table>
<thead>
<tr>
<th>Semester</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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<table>
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<tr>
<th>Repeatable for credit?</th>
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</thead>
<tbody>
<tr>
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</tr>
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</table>

<table>
<thead>
<tr>
<th>Three-peat?</th>
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</thead>
<tbody>
<tr>
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<table>
<thead>
<tr>
<th>CIP/Fund Code</th>
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<tbody>
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<table>
<thead>
<tr>
<th>Default Grade Mode</th>
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<tbody>
<tr>
<td>Letter Grade (G)</td>
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<table>
<thead>
<tr>
<th>Alternate Grade Modes</th>
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<tbody>
<tr>
<td>Satisfactory/Unsatisfactory</td>
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<table>
<thead>
<tr>
<th>Method of instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will this course be taught at another branch?</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</th>
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<tbody>
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<tr>
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<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
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)

<table>
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<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-SOSC) Master of Science in Soil Science</td>
</tr>
<tr>
<td>(PHD-SOSC) Doctor of Philosophy in Soil Science</td>
</tr>
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</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

*Changing prerequisites.*

Reviewer Comments

Reported to state?  
No

Key: 14541
Course Change Request

Date Submitted: 01/24/19 9:34 am

Viewing: **SCSC 660: Experimental Designs in Agriculture**

Last approved: 11/27/18 3:24 am
Last edit: 03/05/19 11:32 am
Changes proposed by: taylor_barfield

Catalog Pages referencing this course
- Department of Soil and Crop Sciences
- SCSC - Soil and Crop Sciences

Faculty Senate Number: **FS.36.047**

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LeAnn Hague</td>
<td><a href="mailto:leann.hague@tamu.edu">leann.hague@tamu.edu</a></td>
<td>9798456148</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

- The proposed changes are part of a routine curriculum review.
- The proposed changes are to meet the demand/interest of students.

Course prefix: SCSC  
Course number: 660

Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: **2019-2020 2018-2019**

Complete Course Title: Experimental Designs in Agriculture
Abbreviated Course Title: EXPT DESIGNS IN AGRIC

Catalog course description:
Fundamental principles and procedures of experimental designs in agricultural sciences; emphasis includes factorial designs, predicting outputs, use of covariance, balanced and unbalanced
experimental designs as related to common agricultural research projects under field, greenhouse or growth chamber culture; familiarization with computer programming of common statistical software.

Prerequisites and Restrictions
STAT 651.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes No

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
<td></td>
<td>STAT 651</td>
<td>D</td>
<td>GR</td>
<td></td>
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</tbody>
</table>

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

Semester 3 Credit
Contact Hour(s) (per week):

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
0111020005

Default Grade Mode
Letter Grade (G)
Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Learning outcomes are identical in the face to face and distance course sections.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Hours are identical to face to face hours through the use of lecture recording, correspondence and discussions.

Will this course be taught as a distance education course?
Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

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)
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### Course Syllabus

- **Syllabus:** [Upload syllabus](SCSC 660 Exp Design in Ag syllabus.pdf)
- **Letters of support or other documentation:** No
- **Additional information:** Changing prerequisite enforcement.
- **Reviewer Comments:**
- **Reported to state?** No

---

Key: 14543
Course Change Request

Date Submitted: 01/28/19 10:40 am

Viewing: WFSC 614: Down River: Biology of Gulf Coastal Fishes

Last approved: 06/23/17 3:17 am
Last edit: 03/05/19 11:34 am
Changes proposed by: lhutchins

Catalog Pages referencing this course:
- Department of Wildlife and Fisheries Sciences
- WFSC Wildlife & Fisheries Sci.

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lindsay Hutchins</td>
<td><a href="mailto:lhutchins@tamu.edu">lhutchins@tamu.edu</a></td>
<td>979-845-5704</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: WFSC  Course number: 614

Department: Wildlife & Fisheries Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2020-2021

Complete Course Title:
Down River: Biology of Gulf Coastal Fishes

Abbreviated Course Title:
DOWN RVR BIOL GULF COAST FISH

Catalog course description:
Understanding the biological complexity of Gulf Coast river systems while gaining hands-on experience in field and museum ichthyological techniques; sampling of the Guadalupe and San

Approval Path

1. 01/22/19 11:57 am
   David Caldwell (caldwell): Approved for WFSC Department Head
2. 01/25/19 8:41 am
   Terra Bissett (t.bissett): Rollback to Initiator
3. 01/25/19 1:51 pm
   David Caldwell (caldwell): Approved for WFSC Department Head
4. 01/28/19 8:52 am
   Terra Bissett (t.bissett): Rollback to Initiator
5. 01/28/19 11:13 am
   David Caldwell
Antonio rivers; participation in lectures, museum preparation and archiving specimens at the Biodiversity Research and Teaching Collections (BRTC).

Prerequisites and Restrictions
Graduate classification.

Concurrent
No

Enrollment

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Crosslisted With

Stacked
No

Stacked with

WFSC 314 - Down River: Biology of Gulf Coastal Fishes

<table>
<thead>
<tr>
<th>Semester</th>
<th>Contact Hour(s) (per week)</th>
<th>Lecture Total</th>
<th>Lab</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 3</td>
<td>02</td>
<td>3 5</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
0303010005

Default Grade
Letter Grade (G)

Mode

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture and Laboratory

Laboratory

Will this course be taught at another branch?
No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
Yes

History
1. Jun 23, 2017 by sarah.gordon
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes will be assessed via both instructor-student one-on-one discussions, via written synthesis document (compiled as a group effort by all class members), and through examination.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Students will be working closely with instructors for the entirety of this course. Instructions will provide demonstrations on a daily basis at off-campus locations and will work side by side students in the lab. Instructors will therefore be available at all times throughout the course to aid students who may require assistance or have questions and also to provide instructor feedback and/or aid problem solving.

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? No

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

Required (select program)
Elective (select program)

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<td>(MS-WFSC) Master of Science in Wildlife and Fisheries Sciences</td>
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<tr>
<td>(MWS-WISC) Master of Wildlife Science in Wildlife Science</td>
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<tr>
<td>(PHD-WFSC) Doctor of Philosophy in Wildlife and Fisheries Sciences</td>
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</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [WFSC 614_syllabus_2019.pdf]

Letters of support or other documentation No
Additional information
Reviewer Comments

Dawn Kersteer (dkersteer) (02/16/18 10:08 am): Rollback: ADA statement needs updated address

David W. Reed (dwreed) (02/22/18 3:54 pm): Rollback: TABLED until next GPC meeting: *needs description of time/hours of activity in calendar (lecture/lab) *Course is stacked and needs: "Additional Requirements of Graduate Students", labeled as such in Grading Policies

David W. Reed (dwreed) (03/22/18 8:51 am): Rollback: Syllabus needs specific time breakdown for 3 hour course (135 hours). Syllabus template for non-traditional DE course will be sent to Lindsay Hutchins for instructor.

Terra Bissett (t.bissett) (01/25/19 8:41 am): Rollback: Lab hours must be 2 or 3 in order to equate to 1 Semester Credit Hour – please update; Syllabus: course title on syllabus does not completely match form; There are two sections on syllabus with prerequisites, one matches form and other does not; If including list of University Excused Absences, then please include all ten; Missing grading weights.

Terra Bissett (t.bissett) (01/28/19 8:52 am): Rollback: Syllabus: please update course title to match form; There are two sections in syllabus with prerequisites, one matches form and other does not; If including list of University Excused Absences, then please include all ten.

Terra Bissett (t.bissett) (01/29/19 11:02 am): Updates received.

Reported to state?

Change
CS

Key: 17390
Course title and number: WFSC 614 Down River: Biology of Gulf Coastal Fishes
Term: May Mini-semester 2019
Meeting times and location: 13th-19th May – off campus/20th-23rd May – USB 128 (Tentative)
Prerequisites: Graduate classification
Credit hour: 1 hr. (0-3)

Course Description and Prerequisites

Description: This two-week, 1 credit (45 hour) course covers aspects of ecology and zoogeography of riverine and estuarine fishes while exposing students to field sampling techniques and museum preparation of specimens. Seven days will be spent sampling the Guadalupe and San Antonio river drainages from their headwaters all the way down to San Antonio Bay. A second week will be spent at the Biodiversity Research and Teaching Collections (BRTC) at Texas A&M University, College Station where students will participate in lectures and discussion as well as museum preparation and archiving of specimens. This will be a unique opportunity for students to gain an in depth understanding of the biological complexity of Gulf coast river systems while gaining hands-on experience in field and museum ichthyological techniques employed by state, federal and academic researchers alike. In addition, this learning experience will contribute directly to the Collection of Fishes at the Biodiversity Research and Teaching Collections, the largest collection of vertebrates in Texas. This is an intensive course and students should expect 8 to 12 hour/days in the field and museum. Students need to be prepared to camp during the first week of the course (which will take place in the field) and be prepared for an intense week of museum-based activities (at the BRTC) during the second week of the course.

Mode of Instruction and Course Access

This course will be offered through individual and group in person meetings off campus (at field sites along the Guadalupe River) and on campus (Biodiversity Research and Teaching Collections; USB 128).

Instructor Information

Name: Dr. Kevin W. Conway
Telephone number: 979-862-5381
Email address: kevin.conway@tamu.edu
Office hours: n/a
Office location: WFES/rm 232

Student-Instructor Interaction

This is a short but intense field/laboratory course. Student-instructor interaction will occur in person on each day of the course. Students requiring extra assistance or those with questions may request extra time with instructor.

Textbook and/or Resource Material

Required: All required resource materials will be provided
Learning Outcomes

Upon completion of this course, students will be able to:

- Successfully operate common items of ichthyological sampling equipment (e.g., seines, dip nets and backpack electroshocker) to collect fishes as evidenced through fieldwork
- Name and identify the major external anatomical features of fishes
- List the major characteristics of different groups (genera, families and orders) of fishes found in Texas
- Use external anatomical features to identify different species of fishes inhabiting Texas to the level of genus in the field (without the aid of a microscope).
- Use a key successfully to identify the different species of fishes inhabiting Texas to the level of species in the laboratory (with the aid of a microscope).
- Explain the terms endemism, vagility, diadromy, euryhaline and stenohaline using examples from the Texas ichthyofauna
- Explain current anthropogenic threats to both marine and freshwater fishes using examples from the Texas ichthyofauna.
- Prepare and present scientific material with the aid of PowerPoint presentation to a diverse audience

Grading Policies

- 100 points total, based on the following:
  - Field participation (25%)
  - Museum laboratory participation (25%)
  - Written synthesis document (15%)
  - Presentation (10%)
  - Practical Exam (25%)
  - Grading scale: 0-59% F; 60-69% D; 70-79% C; 80-89% B; 90-100% A

Attendance and Make-up Policies

This is a short but intense field/laboratory course. Students that are not prepared for basic field conditions and physical exercise are unlikely to enjoy the first part of the course and should consider this before enrolling. Students will be allowed to miss no more than two laboratory sessions for University approved absences (see below). Students that miss more than two laboratory sessions will automatically receive an incomplete grade and will be encouraged to re-enroll at the next available offering of the course to complete the work required to obtain a letter grade. In the event that a student has a University approved excuse (http://student-rules.tamu.edu/rule07) for missing the final exam a make-up exam must be completed within two days of the final exam.

Course Topics, Calendar of Activities, Major Assignment Dates (TENTATIVE)

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>13th May (2 hours)</td>
<td>1:00-2:00pm: Pack equipment at BRTC.</td>
<td>n/a</td>
</tr>
<tr>
<td></td>
<td>2:00-6:00pm: Travel to Mo Ranch (~4 hours).</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6:00-7:00pm: Set up camp.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7:00-9:00pm: Prepare/eat dinner. Class group discussion around camp fire.</td>
<td></td>
</tr>
<tr>
<td>14th May (5 hours)</td>
<td>8:00-9:00am: Breakfast</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9am-12pm: Sample Edwards Plateau streams and rivers in vicinity of Hunt</td>
<td></td>
</tr>
</tbody>
</table>
12:00-1:00pm: Lunch
1:00-5:00pm: Continue sampling Edwards Plateau streams and rivers in vicinity of Hunt (~2 sites)
6:00-8:00pm: Prepare/eat dinner. Class group discussion around camp fire.

15th May (5 hours)
8:00-9:00am: Breakfast/pack up camp at Mo Ranch.
9:00-12:00pm: Sample streams and rivers along route to Gonzales
12:00-1:00pm: Lunch
1:00-5:00pm: Continue sampling streams and rivers along route to Gonzales.
5:00-5:45pm: Set up camp at Gonzales
6:00-8:00pm: Prepare/eat dinner. Class group discussion around camp fire.

16th May (5 hours)
8:00-9:00am: Breakfast
9:00-12:00pm: Sample streams and rivers in vicinity of Gonzales (~2 sites)
12:00-1:00pm: Lunch
1:00-5:00pm: Continue sampling streams and rivers in vicinity of Gonzales (~2 sites)
6:00-8:00pm: Prepare/eat dinner. Class group discussion around camp fire.

17th May (5 hours)
8:00-9:00am: Breakfast/pack up camp at Gonzales.
9:00-12:00pm: Sample streams and rivers along route to Coleto Creek
12:00-1:00pm: Lunch
1:00-2:00pm: Set up camp at Coleto Creek.
2:00-5:00pm: Sample Coleto Creek reservoir.
6:00-8:00pm: Prepare/eat dinner. Class group discussion around campfire.

18th May (5 hours)
8:00-9:00am: Breakfast
9:00-12:00pm: Sample streams, rivers and estuaries in vicinity of Victoria.
12:00-1:00pm: Lunch
1:00-5:00pm: Continue sampling streams, rivers and estuaries in vicinity of Victoria.
6:00-8:00pm: Prepare/eat dinner. Class group discussion around campfire.

19th May (5 hours)
8:00-9:00am: Breakfast/pack up camp at Coleto Creek (early morning).
9:00-12:00pm: Sample streams and rivers along route to College Station.
12:00-1:00pm: Lunch
1:00-5:00pm: Continue sampling streams and rivers along route to College Station.
5:00-6:00pm: Return equipment to BRTC.

20th May (3 hours)
1:00-2:00pm: Lecture at BRTC: *Basics of Identification and Curation*  
Hubbs et al. (2008); McEachran & Fechhelm (1998)
2:15-6:00pm: Laboratory at BRTC. Sorting/identification of fishes

21st May (5 hours)
9:00-10:00am: Lecture at BRTC: *Comparing sample data and diversity indices*  
Hubbs et al. (2008); McEachran & Fechhelm (1998)
10:15-12:00pm: Laboratory at BRTC. Sorting and identification of fishes
12:00-1:00pm: Lunch
1:00-5:00pm: Laboratory at BRTC. Sorting/identification of fishes and data compilation.

22nd May (5 hours)
9:00-10:00am: Lecture at BRTC: *Human impacts on aquatic biodiversity*  
Hubbs et al. (2008); McEachran & Fechhelm (1998)
10:15-12:00pm: Laboratory at BRTC. Data compilation and data analysis
12:00-1:00pm: Lunch
2:00-5:00pm: presentations

23rd May
9:00am-12:00pm: Final Exam
Synthesis document to be turned in by 5pm. n/a

Technology Requirements
Students should have access to reliable computers with word-processing software and internet access.

Technology Support
For technological or computer issues, students should contact Instructional Technology Services (ITS): (979) 862-3977, Main Office Phone (979) 458-3417, Support Line

Americans with Disabilities Act (ADA) Policy Statement
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 the Department of Disability Services, located in the Disability Services Building at White Creek on west campus or call 979-845-1637. For more information, visit http://disability.tamu.edu.

Academic Integrity
Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data. It is very important to read other people's work and to use their ideas in developing theses, professional papers, or otherwise completing academic requirements. This is called scholarship and is highly rewarded because it builds a cumulative body of knowledge. When other scholars share their ideas, they expect that others will give them credit when making use of their ideas. It is critically important for students to understand the rules for properly crediting other people's ideas when writing a thesis or professional paper or otherwise completing academic requirements.

If you use someone else's idea without using his or her specific words, this is called paraphrasing.
When you paraphrase, you are expected to indicate the source of the idea (the author and publication date, but not a page number). This allows a reader to find the source of the ideas, verify that you have accurately represented them, and obtain additional information about those ideas if necessary. If you use someone else's exact words, this is called quoting. When you quote, you are expected to enclose the words in quotation marks, and indicate the source of the quote (the author, publication date, and page number). Plagiarism also applies to information found on the web; it is equally important to cite a web source and the rules above pertain. Consequently, if there are not quotation marks around the text and no source is cited, instructors will assume that you intend for them to conclude that any ideas, especially the specific words, that you presented in your work are your own. Thus, if the idea or the exact words are taken from another source and you do not indicate the source of the idea, you are representing another person's ideas as if they were your own. This is called plagiarism and is a very serious offense.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. For additional information please visit: http://aggiehonor.tamu.edu.

“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.

Absences
Rules concerning excused absences may be found at http://student-rules.tamu.edu/rule07. In particular, 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.

7.1.1 Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
7.1.2 Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, stepmother, step-father, step-sister, step-brother, step grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean.
7.1.3 Illness of a dependent family member.
7.1.4 Participation in legal proceedings or administrative procedures that require a student’s presence.
7.1.5 Religious holy day. (See Appendix IV.)
7.1.6 Illness that is too severe or contagious for the student to attend class (to be determined by Health Center or off-campus physician).
7.1.7 Required participation in military duties.
7.1.8 Mandatory admission interviews for professional or graduate school which cannot be rescheduled. Any major examination missed for any other reason will not be excused and a grade of zero will be assigned for that examination.
7.1.9 Mandatory participation as a student-athlete in NCAA-sanctioned competition.
7.1.10 In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Disruptive Behavior
If a student’s behavior in class is sufficiently disruptive to warrant immediate action, the instructor is entitled to remove a student on an interim basis, pending an informal hearing with the Head of the
Department offering the course. This hearing must take place within three working days of the student's removal. This rule and supporting information may be found at http://student-rules.tamu.edu/rule21.

Copyright
Instructor reserves copyright to all materials used in this course. This means all materials generated for this class, which includes but is 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 any material, unless expressly granted written permission.

Defacement of University Property
"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)". The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.
Course Change Request

Date Submitted: 02/21/19 9:55 am

Viewing: **WFSC 624 : Dynamics of Populations**

Last edit: 03/05/19 11:34 am
Changes proposed by: lhutchins

<table>
<thead>
<tr>
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<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Lindsay Hutchins</td>
<td><a href="mailto:lhutchins@tamu.edu">lhutchins@tamu.edu</a></td>
<td>979-845-5704</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: WFSC  
Course number: 624

Department: Wildlife & Fisheries Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Academic Level (alternate): Non-Credit
Effective term: **2018-2019 Summer**

Complete Course Title: Dynamics of Populations
Abbreviated Course Title: DYNAMICS OF POPULATION

Catalog course description:
Principles, models and methods for analysis of population dynamics; analysis of contemporary research emphasizing theory and its uses in evaluation and management of animal populations. Laboratory emphasizes mathematical, statistical and computer modeling of population phenomena.

Approval Path

1. 02/01/19 1:44 pm
   David Caldwell (caldwell): Approved for WFSC Department Head
2. 02/01/19 3:15 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 02/04/19 11:41 am
   David Caldwell (caldwell): Approved for WFSC Department Head
4. 02/04/19 11:46 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review

In Workflow
1. WFSC Department Head
2. Curricular Services Review
3. AG Committee Preparer GR
4. AG Committee Chair GR
5. AG College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner
Prerequisites and Restrictions

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With

Stacked No Stacked with

Semester 4 Contact Hour(s) (per week): Lecture: 3 Lab: 2 Other: 0
Credit Hour(s) Total 5

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 2613010002
Default Grade Letter Grade (G)

Mode

Alternate Grade

Mode

Satisfactory/Unsatisfactory

Method of instruction

Lecture and Laboratory

Will this course be taught at another branch? No

Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes

Meets traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.

The learning outcomes remain the same regardless of the method of delivery (face-to-face or in class).

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

The number of expected hours spent by students is exactly the same. The course has been taught seven times in a traditional way, and except the material was updated and improved, it remain the same for web-based teaching.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes 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)
# Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>[WFSC 624 Syllabus.pdf](WFSC 624 Syllabus.pdf)</td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |

| Additional information |  |

<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Terra Bissett (t.bissett) (02/01/19 3:15 pm)</strong></td>
<td>Rollback: If requesting non-traditional format approval, please attach a traditional syllabus and a non-traditional syllabus (if applicable).</td>
</tr>
<tr>
<td><strong>Dawn Kerstetter (dkerstetter) (02/04/19 12:57 pm)</strong></td>
<td>Rollback: ADA Statement in syllabus needs to be updated.</td>
</tr>
<tr>
<td><strong>Dawn Kerstetter (dkerstetter) (02/20/19 3:11 pm)</strong></td>
<td>Rollback: Approved by GPC pending syllabus update to course calendar. Need hours specified as lab, distance, etc.</td>
</tr>
</tbody>
</table>

| Reported to state? | No |

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Key: 16475
WFSC 624 Dynamics of Populations | Fall 2019

Instructor: Masami Fujiwara  
Email: fujiwara(at)tamu.edu
Office: WFES 210  
Phone: (979) 845-9841
Skype: masami.fujiwara  
Web: http://fujiwara.us
Office Hour: TBD

Course Material: http://eCampus.tamu.edu

Course Description
Principles of population dynamics and their applications to assessment and management of animal and plant populations. Use of quantitative methods for understanding population dynamics.

Prerequisite
One semester of undergraduate calculus or equivalent knowledge (preferably two semesters of calculus).

Learning Outcomes
By the end of this course, students will acquire the following skills:
(0) understanding the basic processes affecting population dynamics.  
(1) building population models based on biological information,  
(2) analyzing the models using mathematical software Matlab,  
(3) interpreting the results,  
(4) making recommendations for management and conservation actions based on the results

Schedule*
Week 1 <Total Expected Hours 12 HR>
Lecture*: Course introduction & What are population dynamics? (1.5 HR)
DISCRETE TIME POPULATION MODEL
Lecture*: Age structured model (Leslie Matrix Model) (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
LAB 1: Introduction to Matlab
Lab Instruction Video** (1 HR)
Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

Week 2 <Total Expected Hours 12 HR>
Lecture*: Simple matrix algebra; Stage structure (Lefkovitch Matrix Model) (1.5 HR)
Lecture*: Asymptotic growth rate, stable stage distribution, and reproductive values (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
LAB 2: Geometric growth
   Lab Video** (1 HR)
   Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

Week 3 <Total Expected Hours 12 HR>
Lecture*: Eigenvalue, eigenvector, transient dynamics, sensitivity and elasticity (1.5 HR)
Lecture*: Examples: Loggerhead Sea Turtles, Right Whale, and Killer Whale (1.5 HR)
Review of Lecture Material (3 HR) Reading Assignment (3 HR)
LAB 3: Introduction to matrix population models
   Lab Video** (1 HR)
   Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

Week 4 <Total Expected Hours 12 HR>
Lecture*: Lifecycle classification, Life event calculations (1.5 HR)
Lecture*: Density dependence I (1.5 HR)
   Review of Lecture Material (3 HR)
   Reading Assignment (3 HR)
LAB 4: Stable stage, Reproductive value
   Lab Video** (1 HR)
   Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

Week 5 <Total Expected Hours 12 HR>
Lecture*: Density dependence II (1.5 HR)
Lecture*: Two sex, Supplementation, and Stochasticity (1.5 HR)
   Review of Lecture Material (3 HR)
   Reading Assignment (3 HR)
LAB 5: Sensitivity and elasticity
   Lab Video** (1 HR)
   Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions, First report on matrix population model project

Week 6 <Total Expected Hours 12 HR>
Lecture*: Demographic Stochasticity (1.5 HR)
Lecture*: Environmental Stochasticity (1.5 HR)
   Review of Lecture Material (3 HR)
   Reading Assignment (3 HR)
LAB 6: Density dependence
   Lab Video** (1 HR)
   Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

Week 7 <Total Expected Hours 12 HR>
Lecture*: Review (1.5 HR)
Lecture*: Life table analysis, Analysis of environmental fluctuation (Time-series analysis) (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
LAB 7: Demographic and Environmental Stochasticity
Lab Video** (1 HR)
Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

**SOME STATISTICS**

**Week 8 <Total Expected Hours 12 HR>**
Lecture*: Analysis of count data (state-space method, multivariate stat, regression) (1.5 HR)
Review of lecture material (1.5 HR)
Preparation for Exam (7.5 HR)
Exam 1 (1.5 HR)

**CONTINUOUS-TIME MODEL**

**Week 9 <Total Expected Hours 12 HR>**
Lecture*: Capture-recapture statistics (1.5 HR)
Lecture*: Other miscellaneous statistics in population ecology (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
LAB: Work on MPM Project
Lab Video** (1 HR)
Work on Lab Assignment (2 H)
Submissions: Second report on matrix population model project

**Week 10 <Total Expected Hours 12 HR>**
Lecture*: Continuous time model, Exponential growth (1.5 HR)
Lecture*: Predator prey model (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
LAB 8: Fallacies in statistical analyses
Lab Video** (1 HR)
Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

**Week 11 <Total Expected Hours 12 HR>**
Lecture*: Competition, mutualism, and others (1.5 HR)

**Other Topics in Population Ecology**
Lecture*: Discrete vs. continuous models, Infectious disease 1 (1.5 HR)
Review of Lecture Material (3 HR)
Reading Assignment (3 HR)
Lab 9: Exponential growth and ODE solver
Lab Video** (1 HR)
Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions

**Week 12 <Total Expected Hours 12 HR>**
Lecture*: Infectious disease 2 (1.5 HR)
Lecture*: Biological invasion (1.5 HR)
  Review of lecture material (3 HR)
  Reading Assignment (3 HR)
Lab 10: Solving a system of ODEs I
  Lab Video** (1 HR)
  Work on Lab Assignment (2 H)
Submissions: Lab Report, Lab Discussions; Final report on matrix population model project

Week 13 <Total Expected Hours 6 HR>
Review for exam (4.5 HR)
Exam 2 (1.5 HR)

Thanks Giving Holiday: No Class

Week 14 <Total Expected Hours 12 HR>
Lecture*: Metapopulation dynamics (1.5 HR)
Student Presentation 1 (1.5 HR)
  Review of lecture material (1.5 HR)
  Preparation for Presentation (7.5 HR)

Week 15 <Total Expected Hours 18 HR>
Student Presentation 2 (1.5 H)
  Comments on other students’ presentations (3.5 HR)
  Preparation for Final Exam (10 HR)
  Reading Assignment (3 HR)
Submission: Comments on student presentations

FINAL EXAM: TBA (2 HR)

* Lecture will be broadcasted real time using WebEx and recoded for all students.
** Laboratory instruction video is available for all students. Local students will also meet once a week. The meeting will be broadcasted using WebEx. Distance students will also interact with local students and instructor via eCampus.

TAMU Academic Calendar: http://registrar.tamu.edu/General/Calendar.aspx

Textbook (recommended but not required)

Lectures
Local class will meet on Tuesdays and Thursdays from 12:45 PM to 2:00 PM. It will be broadcasted (WebEx) for distance students. Recorded lectures will be available on eCampus by the following morning.

Laboratory
Instruction video will be available for each laboratory on Monday for all students. Students are expected to watch the video (approximately 1 hour) before the laboratory session. The times for laboratory session for local students will be arranged after the first lecture. The laboratory session is primarily for asking questions
and working on the project. Local students will post all of the questions and answers discussed during the local lab section on eCampus. The local lab session will be broadcasted using WebEx for distance students. The distance students will ask question on eCampus and interact with other students (both local and distance students) and the instructor.

Assignments will require the use of software MATLAB, which will be available in Student Computing Center or by the use of a virtual open access lab (http://voal.tamu.edu). Students are encouraged to interact with other students to discuss laboratory material using an online discussion.

Laboratory assignments are not tests. Students are expected to obtain help from other students and/or the instructor to complete the tasks. In the last five years, I have never had a student who can complete lab assignments without any help!

Reports and Presentation
Students will work on a matrix population model report (three drafts and final report). Students are also required to present the results from the matrix population model analyses. Local and Galveston students will present the results in class (recorded), and other students will submit recorded presentations. These videos will become available. Rubrics for grading the reports and presentation will be provided separately (around mid September).

Exams
Two exams are given. Each is worth 10%. There will be no question related to MATLAB on the exam. The use of calculator is not permitted (nor needed). Distance students will take the exam online (proctored by Examity). There will be a final exam (20%)

In-Person Discussion
Students are required to have one (if you are active in class or asking questions using emails) or two in-person discussion(s). Please visit the instructor in his office or have Skype conference call (WebEx or phone can be used if you are not able to use Skype).

Technology
Students are required to have “high speed” internet access (e.g. campus network, DSL, Cable) and have basic computer skills. These skills include the use of Skype (recommended, but not required), Remote Desktop Access to campus computers (via https://voal.tamu.edu), and watching streamed video files. To get help for Mac or Linux computers, please seek help from the campus IT staff (http://its.tamu.edu). If you plan to use a government owned computer for this class, please coordinate with your IT staff. There may be some restrictions on the installation of software (e.g. for VOAL), use of software (e.g. Skype), and internet access (firewall).

Determination of Final Course Grade (FCG)

1. Ten laboratory assignments (each is worth 4% of FCG)
   - Report/Lab Quiz: 2%
   - Online Discussion: 2%
2. A stage structured model project (16 % of FCG)
   - 8% Report
   - 8% Presentation/Comments
3. Exam 1 (10% of FCG)
4. Exam 2 (10% of FCG)
5. Final Exam (20% of FCG)
6. Instructor-student discussion (either coming to office or via Skype/phone) 4%

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
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<td>Percentage</td>
<td>[100%+, 90%]</td>
<td>(90%, 80%)</td>
<td>(80%, 70%)</td>
<td>(70%, 60%)</td>
<td>(60%, 0%)</td>
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</table>

**Absences**

If an absence is excused, the instructor will either provide the student an 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. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a time frame not to exceed 30 calendar days from the last day of the initial absence.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details 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. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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