Course Change Request

New Course Proposal

Date Submitted: 06/12/19 5:55 am

Viewing: COMM 303: Communication Data Applications

Last edit: 06/12/19 5:55 am

Changes proposed by: n-street

Programs referencing this course

In Workflow

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

Approval Path

1. 06/10/19 8:03 am
   Kevin Barge (kbarge):
   Approved for COMM Department Head UG
2. 06/10/19 4:04 pm
   Terra Bissett (t.bissett):
   Rollback to Initiator
3. 06/12/19 5:55 am
   Nancy Street (n-street):
   Approved for COMM Department Head UG
4. 06/12/19 9:27 am
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
5. 06/12/19 10:15 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG
6. 06/24/19 7:35 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Chair UG
7. 06/24/19 8:00 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
8. 06/24/19 1:26 pm
   Sandra Williams (sandra-williams):
   Approved for UCC Preparer
9. 07/08/19 11:29 am
   Terra Bissett (t.bissett):
<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Street</td>
<td><a href="mailto:n-street@tamu.edu">n-street@tamu.edu</a></td>
<td>979-862-6968</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Course number</th>
<th>Department</th>
<th>College/School</th>
<th>Academic Level</th>
</tr>
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<tbody>
<tr>
<td>COMM</td>
<td>303</td>
<td>Communication</td>
<td>Liberal Arts</td>
<td>Undergraduate</td>
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<table>
<thead>
<tr>
<th>Undergraduate course level justification (Select One)</th>
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<tbody>
<tr>
<td>College/Program Course Level Rubric</td>
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<table>
<thead>
<tr>
<th>Effective term</th>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
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<tbody>
<tr>
<td>Fall 2020</td>
<td>Communication Data Applications</td>
<td>COMM DATA APPLICATIONS</td>
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<table>
<thead>
<tr>
<th>Catalog course description</th>
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<tbody>
<tr>
<td>Overview of communication using big data; data management, extraction and visualization; message construction, message critique; uses and applications in the field of communication and media for evidence-based arguments, persuasion, education and digital storytelling.</td>
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<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
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<tbody>
<tr>
<td>Junior or senior classification.</td>
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<table>
<thead>
<tr>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
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<td>Hour(s)</td>
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<table>
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<tr>
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<tbody>
<tr>
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<td>3 0 0 3</td>
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<table>
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<tr>
<th>Repeatable for credit?</th>
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<tr>
<td>No</td>
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<th>Default Grade Mode</th>
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<td>0901000001</td>
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<table>
<thead>
<tr>
<th>Method of instruction</th>
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<tbody>
<tr>
<td>Lecture</td>
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<table>
<thead>
<tr>
<th>Will this course be taught at another branch?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Will this course be taught as a distance education course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Is 100% of this course going to be taught in Texas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Will classroom space be needed for this</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>
COMM 303: Communication Data Applications

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-COMM) Communication - BS</td>
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<table>
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<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(BA-COMM) Communication - BA</td>
<td></td>
</tr>
<tr>
<td>(BA-TCMS) Telecommunication Media Studies - BA</td>
<td></td>
</tr>
<tr>
<td>(BS-TCMS) Telecommunication Media Studies - BS</td>
<td></td>
</tr>
<tr>
<td>(MINOR-COMM) Communication - Minor</td>
<td></td>
</tr>
</tbody>
</table>

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

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

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

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

COMM 303-Syllabus proposal-updated 6-12.docx

Letters of support or other documentation

No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (06/10/19 4:04 pm): Rollback: Please update course number under the "Grades and Grading" section on syllabus (currently has COMM 310).

Terra Bissett (t.bissett) (06/12/19 9:26 am): Updates received.

Terra Bissett (t.bissett) (07/08/19 11:29 am): UCC approved July 2019.
Syllabus for: **Communication Data Applications**

Instructor: TBD  
Email:  
Phone: We do not have telephones in our offices.

**Day/Time:** Fall 2020

**Room:**

Office: BLTN XXX  
Office hours: TBD

**COURSE DESCRIPTION:** Overview of communication using big data; data management, extraction and visualization; message construction, message critique; uses and applications in the field of communication and media for evidence-based arguments, persuasion, education and digital storytelling.

Prerequisites: U3/U4 only

**Student Learning Outcomes**
The successful student will
1. Describe the significance of data in communication processes of argument, persuasion, education and storytelling.
2. Extract data from databases
3. Create data visualizations
4. Construct messages based on data
5. Critique data-based messages

**REQUIRED TEXTBOOK AND ECAMPUS**
Articles posted on Ecampus

**ASSIGNMENTS**

**Reading** assignments designated by Chap and/or page number. References to “Ecampus” refer to information posted on Ecampus.tamu.edu for COMM 310.

**Communication Data Project (CDP):** You will create (or update) your “5 C’s” digital portfolio and feature this project. The grades from the following projects will be averaged to comprise 60% of the digital projects grade:
1. 5 C’s Eportfolio  
2. Data Set I  
3. Data Set II  
4. Data Visual I  
5. Data Visual II  
6. Data Visual III  
7. Data Project Proposal

The Data Project 2-pager and presentation will comprise 40% of the digital project grade

**Final Presentation:** Working with a team, presentations will involve a 5-7-minute presentation of your Digital Project. Failure to present your portion of the project will result in a zero on the Data Project grade.

**GRADES AND GRADING.** Grades for COMM 303 will be weighted accordingly:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams</td>
<td>20%</td>
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<tr>
<td>Communication Data Project</td>
<td>40%</td>
</tr>
<tr>
<td>Final Course Grade</td>
<td></td>
</tr>
</tbody>
</table>

**Final Course Grade:**
- A=89.5-100
- B=79.5-89.49
- C=69.5-79.49
- D=59.5-69.49
- F=0-59.49
Policies

I. Attendance is required at each class meeting. Please come to class each and every class period. Make-up work is NOT available for anyone without satisfactory documentation of a University excused absence. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Late work without documentation of a University excused absence is accepted for 50% credit for the first week after the due date and then for 0 credit after the first week after the due date.

II. Due dates and Final Draft Form. All written assignments are due as specified in the calendar and are required to be in Final Draft Form. Late assignments without documentation of a University excused absence will be accepted for up to (but no more than) 50% credit. Final Draft Form is defined as typed, double-spaced, free from typographical and grammatical errors, and with college level composition and style. Written assignments will be submitted using the assignments tab in Ecampus.

Statements

- **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 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).

- **Academic Integrity Statement and Policy**
  
  "An Aggie does not lie, cheat or steal, or tolerate those who do."

  For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

  Please do not cheat, plagiarize or commit any act of academic dishonesty. If you do, you compromise your integrity and that of all Aggies and of each of your associates. We will recommend an F* in this course for anyone convicted of scholastic dishonesty.

- **Title IX and Statement on Limits to Confidentiality**
  
  Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

  Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

  These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service ([https://scs.tamu.edu/](https://scs.tamu.edu/)).

  Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu)
### Copyright Statement
All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on eCampus. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

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### CALENDAR
*This calendar will change in order to take advantage of speakers who may become available. We reserve the right to make adjustments. All adjustments will be announced via email and via Ecampus. As always, check TAMU email and Ecampus at least twice a day. Thanks!!*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topics</th>
<th>Read/Do this week</th>
<th>Notes and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>What is data and why do we need to know about it</td>
<td>Read: Chapter 1: Data Defined</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Big Data</td>
<td>Read: Chapter 2: Clues for uncovering data</td>
<td>READ: Posting on Ecampus</td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Databases</td>
<td>Read: Chapter 3: Online databases</td>
<td>Upload URL of your own “5 C’s portfolio” (Instructions for creation of 5 C’s portfolio posted on Ecampus, if you don’t already have one)</td>
</tr>
<tr>
<td>WEEK 4</td>
<td>Data management</td>
<td>Read Chapter 5: Data dirt is everywhere Chapter 10: Spreadsheets as database managers</td>
<td>Exam Review posted on Ecampus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>READ: Posting on Ecampus</td>
<td>Data set I uploaded in Ecampus</td>
</tr>
<tr>
<td>WEEK 5</td>
<td>Data extraction</td>
<td>Read: Chapter 8: Number summaries and comparisons</td>
<td>Data set II uploaded in Ecampus</td>
</tr>
<tr>
<td></td>
<td>Exam I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WEEK 6</td>
<td>Data visualization</td>
<td>Read: Chapter 11 and 12: Visualizing your data</td>
<td>Data visual I uploaded in Ecampus</td>
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</tbody>
</table>
| WEEK 7 | Data visualization | Read: Chapter 13 Charting in Excel
|        |                    | READ: Posting on Ecampus
|        |                    | Data visual II uploaded in Ecampus |
| WEEK 8 | Data visualization
Exam II | Read Chapter 14 charting with webtools |
| WEEK 9 | Message construction & critique | READ: Posting on Ecampus |
|        |                      | Exam Review posted on Ecampus |
| WEEK 10 | Message construction & critique | READ: Posting on Ecampus |
|        |                      | Data project proposal due in Ecampus |
| WEEK 11 | Data messages and persuasion | READ: Posting on Ecampus |
| WEEK 12 | Data messages and storytelling | READ: Posting on Ecampus |
| WEEK 13 | Data messages and education
Happy Thanksgiving! | READ: Posting on Ecampus |
|        |                      | Exam Review posted on Ecampus |
| WEEK 14 | Data project presentations | The Data Project 2-pager due in Ecampus on day of your presentation…one per team. |
|        |                      | Bring your laptop, tablet or other internet enabled device for course evals. |

Exam III/Final during Final Exam period for the course
Course Change Request

New Course Proposal

Date Submitted: 06/12/19 5:56 am

Viewing: COMM 310: Communication Intervention

Last edit: 06/24/19 8:04 am

Changes proposed by: n-street

Programs referencing this course

BS-COMM: Communication - BS

Contact(s)

In Workflow
1. COMM Department Head UG
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3. LA Committee Preparer UG
4. LA Committee Chair UG
5. LA College Dean UG
6. UCC Preparer
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<td>979-862-6968</td>
</tr>
</tbody>
</table>

Course prefix: COMM  
Course number: 310  
Department: Communication  
College/School: Liberal Arts  
Academic Level: Undergraduate

**Undergraduate course level justification (Select One)**

**Prerequisites**

All prerequisites will be enforced through COMPASS.

**Effective term**

Fall 2020

**Complete Course Title**

Communication Intervention

**Abbreviated Course Title**

COMMUNICATION INTERVENTION

**Catalog course description**

Communication interventions for personal, organizational, and institutional change; survey of major communication intervention theories in contexts such as voting, purchasing, joining, or adopting; individual-level, interpersonal level, and community-level models of change; application of social science-based models to guide communication intervention strategies effectively.

**Prerequisites and Restrictions**

Grade of C or better in COMM 305; junior or senior classification.

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

Yes

**Enforced Prerequisites / Concurrent Enrollment**

<table>
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<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
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<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
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<td>UG</td>
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</table>

**Semester Credit Hour(s)**

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

**Repeatable for credit?**

No

**CIP/Fund Code**

0901000001

**Default Grade Mode**

Letter Grade (G)

**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 Repeatable for credit?**

No
COMM 310: Communication Intervention

taught as a distance education course? 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)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
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<tbody>
<tr>
<td>(BS-COMM) Communication - BS</td>
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**Elective (select program)**

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</tr>
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<td>(MINOR-COMM) Communication - Minor</td>
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Has/will this course be(en) submitted for core curriculum consideration? No
Has/will this course be(en) submitted for Writing or Communication consideration? No
Has/will this course be(en) submitted for ICD or CD consideration? No

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: COMM 310-Syllabus-Proposal_Edits 6-24.docx

Letters of support or other documentation: No
Additional information: Terra Bissett (t.bissett) (06/10/19 4:17 pm): Rollback: Please update answer to "Undergraduate course level justification (select one)" on form as there are course prerequisites listed in the catalog prerequisites.
Terra Bissett (t.bissett) (06/12/19 9:28 am): Updates received.
Terra Bissett (t.bissett) (07/08/19 11:30 am): UCC approved July 2019.

Reviewer Comments:

Key: 19128
COMM 310
Fall 2020

Syllabus for: Communication Intervention

Instructor: TBD
Office: BLTN XXX
Email: Office hours: TBD
Phone: We do not have telephones in our offices.

COURSE DESCRIPTION: Communication interventions for personal, organizational, and institutional change; survey of major communication intervention theories in contexts such as voting, purchasing, joining, or adopting; individual-level, interpersonal level, and community-level models of change; application of social science-based models to guide communication intervention strategies effectively.

Prerequisites: COMM 305 with C or better; U3/U4 only

This course addresses issues related to communication, intervention, and change. Communication study often focuses on the identification of social problems and does not give sufficient attention to designing interventions aimed at solving problems or improving outcomes. This course identifies, explains, and designs communication interventions aimed at processes promoting positive change among individuals, relationships, organizations, and communities. Topics include theories focused on individual, organizational, and social change; community-based action research, designing messages for campaigns, implementing communication interventions, and evaluating effectiveness. It is for students who are interested in how communication can make a difference in the lives of human beings. Course assignments will focus on helping students develop an understanding of different possibilities for intervention and to align the selection of a particular strategy for intervention with a particular individual, organizational, or social problem it is intended to address and the dynamics of the local context.

Student Learning Outcomes
The successful student will
- Define contexts for communication intervention
- Apply communication models and theories to design communication interventions
- Evaluate the effectiveness of communication interventions

REQUIRED TEXTBOOK AND ECAMPUS
Articles posted on Ecampus

ASSIGNMENTS
Reading assignments designated by Chap and/or page number. References to “Ecampus” refer to information posted on Ecampus.tamu.edu for COMM 310.

Communication Intervention Project (CIP): You will create (or update) your “5 C’s” digital portfolio and feature this project. The grades from the following projects will be averaged to comprise 70% of the digital projects grade:
1. 5 C’s Eportfolio
2. Identification of target 2-pager
3. What your research reveals. 2 pager
4. What to change and theoretical justification 2 pager
5. The Communication Intervention 2 pager

The Final Presentation will compose 30% of the Communication Intervention Project (CIP)

Final Presentation: Working with a team, presentations will involve a 5-7-minute presentation of your Communication Intervention plan in the context of selling the idea to a policymaker or funder.
GRADES AND GRADING. Grades for COMM 310 will be weighted accordingly:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three exams @25%</td>
<td>75%</td>
</tr>
<tr>
<td>Intervention Project</td>
<td>25%</td>
</tr>
</tbody>
</table>

Final Course Grade: A=89.5-100  B=79.5-89.49  C=69.5-79.49  D=59.5-69.49  F=0-59.49

Policies

I. Attendance is required at each class meeting. Please come to class each and every class period. Make-up work is NOT available for anyone without satisfactory documentation of a University excused absence. http://student-rules.tamu.edu/rule07

Students are permitted two (2) unexcused absences without penalty.

Penalties for Unexcused Absences: You may have two (2) unexcused absences without penalty. These unexcused absences are not permitted on exam days or on days that assignments are done in class or are due in class. For each unexcused absence over your allotted two, your final course grade will be reduced by one letter grade. Please see Student Rule 7.3 http://student-rules.tamu.edu/rule07.

Late work without documentation of a University excused absence is accepted for 50% credit for the first week after the due date and then for 0 credit after the first week after the due date.

II. Due dates and Final Draft Form. All written assignments are due as specified in the calendar and are required to be in Final Draft Form. Late assignments without documentation of a University excused absence will be accepted for up to (but no more than) 50% credit. Final Draft Form is defined as typed, double-spaced, free from typographical and grammatical errors, and with college level composition and style. Written assignments will be submitted using the assignments tab in Ecampus.

Statements

- 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 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.

- Academic Integrity Statement and Policy
  “An Aggie does not lie, cheat or steal, or tolerate those who do.”
  For additional information, please visit: http://aggiehonor.tamu.edu.
  Please do not cheat, plagiarize or commit any act of academic dishonesty. If you do, you compromise your integrity and that of all Aggies and of each of your associates. We will recommend an F* in this course for anyone convicted of scholastic dishonesty.

*Title IX and Statement on Limits to Confidentiality
Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.
These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu

- **Copyright Statement**
  All materials produced for this course are protected by federal copyright law. These materials can include, but are not limited to, this syllabus, class handouts, course notes, PowerPoint slides, slides or information printed on paper or provided virtually using any or all other software, course packets, and content on eCampus. You may not sell, lend, make publicly available, or copy these materials. Distribution of these materials in any way, including digital versions of documents and information, may constitute a violation of copyright law, the Texas A&M University Student Code of Conduct as described in Student Rule 24, and/or the Aggie Honor Code as described in Student Rule 20.

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**CALENDAR**

*This calendar will change in order to take advantage of speakers who may become available. We reserve the right to make adjustments. All adjustments will be announced via email and via Ecampus. As always, check TAMU email and Ecampus at least twice a day. Thanks!!*

<table>
<thead>
<tr>
<th>DATE</th>
<th>Topics</th>
<th>Read/Do this week</th>
<th>Notes and Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>WEEK 1</td>
<td>Overview of Intervention and Communication</td>
<td>Read: Postings on Ecampus overviewing the field of communication-based interventions.</td>
<td></td>
</tr>
<tr>
<td>WEEK 2</td>
<td>Framing intervention</td>
<td>Read: McGuire's Classic Input-Output Framework for Constructing Persuasive Messages READ: Posting on Ecampus</td>
<td></td>
</tr>
<tr>
<td>WEEK 3</td>
<td>Integrated behavior change theory</td>
<td>Read: Chapter: Theory and Principles of Public Communication Campaigns READ: Posting on Ecampus</td>
<td>Upload URL of your own “5 C’s portfolio” (Instructions for creation of 5 C’s portfolio posted on Ecampus, if you don’t already have one)</td>
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<tr>
<td></td>
<td>Stage of change theory</td>
<td></td>
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<tr>
<td>WEEK 4</td>
<td>Change management theory and Organizational change theories</td>
<td>Read: Chapter: Designing Digital Games, Social Media, and Mobile Technologies to Motivate and Support Health Behavior Change READ: Posting on Ecampus</td>
<td>Exam Review posted on Ecampus Identification of Target 2 pager due in Ecampus...one per person</td>
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<tr>
<td>WEEK 5</td>
<td>Social marketing theory</td>
<td>Read: Chapter: Truth in Advertising: Social Norms Marketing Campaigns to Reduce College Student Drinking</td>
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<tr>
<td></td>
<td>Exam I</td>
<td></td>
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</tr>
<tr>
<td>WEEK 6</td>
<td>Data collection and management</td>
<td>Read: Chapter: Guidelines for Formative Evaluation Research in Campaign Design</td>
<td>READ: Posting on Ecampus</td>
</tr>
<tr>
<td>WEEK 7</td>
<td>Understanding target audiences</td>
<td>Read: Sense-Making Methodology as an Approach to Understanding and Designing for Campaign Audiences: A Turn to Communicating Communicatively</td>
<td>What your research reveals 2 pager due in Ecampus...one per person</td>
</tr>
<tr>
<td>WEEK 8</td>
<td>Message content and design</td>
<td>READ: Posting on Ecampus</td>
<td>Exam Review posted on Ecampus</td>
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<tr>
<td>WEEK 9</td>
<td>Exam II</td>
<td>READ: Posting on Ecampus</td>
<td></td>
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<tr>
<td>WEEK 10</td>
<td>Media formats and channels</td>
<td>READ: Posting on Ecampus</td>
<td>What to change and theoretical justification 2 pager due in Ecampus...one per person</td>
</tr>
<tr>
<td>WEEK 11</td>
<td>Measuring Process and Measurement of outcomes</td>
<td>Read Chapter Evaluating Communication Campaigns</td>
<td></td>
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<tr>
<td>WEEK 12</td>
<td>Implementation and Sustainability</td>
<td>Read Chapter: Communication Campaign Effectiveness and Effects: Some Critical Distinctions</td>
<td></td>
</tr>
<tr>
<td>WEEK 13</td>
<td>Presentation of Projects</td>
<td>Exam Review posted on Ecampus</td>
<td>The Communication Intervention 2 pager due in Ecampus on day of your</td>
</tr>
<tr>
<td>Week</td>
<td>Activity</td>
<td>Details</td>
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<tr>
<td>WEEK 14</td>
<td>Presentation of Projects</td>
<td>The Communication Intervention 2 pager due in Ecampus on day of your presentation...one per team.</td>
<td></td>
</tr>
<tr>
<td>Redefined Week</td>
<td>Presentation of Projects</td>
<td>The Communication Intervention 2 pager due in Ecampus on day of your presentation...one per team. Bring your laptop, tablet or other internet enabled device for course evals.</td>
<td></td>
</tr>
</tbody>
</table>

*Exam III/Final during Final Exam period for the course*
Course Change Request

New Course Proposal

Date Submitted: 05/08/19 8:10 am

Viewing: KINE 334: Coaching in Personal Training

Last edit: 05/30/19 10:32 am

Changes proposed by: rrahn

Contact(s)

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

Approval Path
1. 05/06/19 12:19 pm
   Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head
2. 05/07/19 5:02 pm
   Terra Bissett (tbissett): Rollback to Initiator
3. 05/08/19 8:42 am
   Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head
4. 05/08/19 10:18 am
   Terra Bissett (tbissett): Approved for Curricular Services Review
5. 05/08/19 12:19 pm
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
6. 05/08/19 12:22 pm
   Chris Cherry (chrischerry): Approved for ED Committee Chair UG
7. 05/08/19 12:22 pm
   Chris Cherry (chrischerry): Approved for ED College Dean UG
8. 05/13/19 1:49 pm
   Sandra Williams (sandra-williams): Approved for UCC
### KINE 334: Coaching in Personal Training

**Department:** Health & Kinesiology  
**College/School:** Education & Human Development  
**Academic Level:** Undergraduate  
**Effective term:** Fall 2020  
**Complete Course Title:** Coaching in Personal Training  
**Catalog course description:** An overview of the knowledge, skills, and expectations associated with being a competent personal trainer or fitness professional; fundamentals in addressing an individual’s health, medical and fitness status, along with comprehending fitness concepts including nutrition, bioenergetics, biomechanics and applied anatomy.

**Prerequisites and Restrictions:** Grade of C or better in BIOL 111; junior or senior classification; or approval of instructor.

**Enforced Prerequisites / Concurrent Enrollment**

| And/Or | Course Prefix/Number | Min Grade/Score | Academic Level | | | Concurrency? |
|---------|----------------------|-----------------|----------------|-------------------------------|-------------------|
| BIOL 111 | C | UG | | | |

**Crosslistings:** No  
**Stacked:** No

**Semester:** 2  
**Credit Hour(s):** Contact Hour(s) (per week): Lecture: 3, Lab: 2, Other: 0, Total: 5  
**Repeatable for credit:** No  
**CIP/Fund Code:** 1313140004

**Name:** Rhonda Rahn  
**E-mail:** rrahn@tamu.edu  
**Phone:** 979-845-1471
Default Grade Mode | Letter Grade (G)
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) | No
Will this course be taught as a distance education course? | No
Is 100% of this course going to be taught in Texas? | Yes
Will classroom space be needed for this course? | Yes

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

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MINOR-COAC) Coaching - Minor</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? | No
Has/will this course be(en) submitted for Writing or Communication consideration? | No
Has/will this course be(en) submitted for ICD or CD consideration? | No

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**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus | KINE 334 Personal Training_syllabus 19c.docx
Letters of support or other documentation | No

**Reviewer Comments**

Terra Bissett (t.bissett) (05/07/19 5:02 pm): Minor edits made to abbreviated title, catalog course description and prerequisites to comply with catalog style guide.
Terra Bissett (t.bissett) (05/07/19 5:02 pm): Rollback: If requiring a grade of C or better in course prerequisite,
please add statement to catalog prerequisites "Grade of C or better in...";
Syllabus: update course number, it currently is showing (KINE 489).

Terra Bissett (t.bissett) (05/08/19 10:17 am): Updates received.
Jon Jasperson (jon.jasperson) (05/29/19 4:48 pm): A) prerequisites on syllabus do not match prerequisites on CARS form;

Terra Bissett (t.bissett) (05/30/19 10:32 am): Rollback: Rolling back for reviewer comments to be addressed.
Jon Jasperson (jon.jasperson) (05/30/19 12:27 pm): concerns addressed

Terra Bissett (t.bissett) (06/10/19 8:14 am): UCC approved June 2019.
Course Title and Number  KINE 334 Coaching in Personal Training (2 credits)
Term                  Fall 2019
Meeting Times        T/R 2:20-3:35
Location              PEAP 116

COURSE DESCRIPTION
An overview of the knowledge, skills, and expectations associated with being a competent personal trainer or fitness professional. Fundamentals in addressing an individual’s health, medical and fitness status, along with comprehending fitness concepts (nutrition, bioenergetics, biomechanics and applied anatomy). Prerequisites: BIOL 111; junior/senior classification; or approval of instructor.

COURSE GOAL
To provide students with specific, real-world information about the knowledge, skills, and expectations associated with a competent personal trainer or fitness professional. This course DOES NOT PROVIDE CERTIFICATION. The skills, knowledge, and attitude developed in this course will help you prepare for a personal training certification through one of the accredited organizations.

COURSE ADMINISTRATION, EXPECTATIONS, AND CONTENT
Classes will be in a lecture/discussion/group activity/application format. You are expected to ask questions, actively participate in and contribute to discussions, and to comment on assigned readings, lecture materials, guest speakers, and student presentations. In this fashion, our learning together will be enhanced.

LEARNING OUTCOMES
At the conclusion of the course, the student will be able to:
1. Assess an individual’s health, medical, and fitness status.
2. Perform active and resting fitness tests relevant to program design.
3. Demonstrate a working knowledge of fitness concepts, including basic nutrition, bioenergetics, biomechanics, and applied anatomy.
4. Design individualized physical activity programs to individuals with unique needs and modify them as necessary to achieve clients’ goals.
5. Describe the rationale behind the design and layout of a fitness facility/home gym, as well as identify safety issues.
Instructor            Lorinda Cohen-Gomez
Office Phone         862-4830
Office Location      229 PEAP
Email                lcohen@tamu.edu
Office Hours         TBD

REQUIRED MATERIALS AND DRESS

Textbook and Readings:
2. Additional readings as assigned and available on E-Campus.

Dress Requirements: Must be appropriate for a Personal Trainer participating in exercise training activities. Restrictive or revealing clothing, blue jeans, dresses, street shoes, and open toed shoes are not acceptable.
Participation Requirements: This course is focused on human performance. Students will be moderately to vigorously active most meeting days.
1. It is the responsibility of the student to inform his/her instructor if they have a condition that may impair or influence participation in an activity class (e.g. physical handicap, use of medication, etc.).
2. Should you become unable to participate in or complete the skill evaluation in this activity class, alternative methods of evaluation may be provided at the instructor’s discretion.
3. The courses in which you have elected to participate are either required as part of your major or elected. Regardless of the case, you must realize that there is a certain assumption of risk, which you engender when you participate in activity classes such as these. You must be aware of the assumption.

COURSE ASSESSMENT AND GRADING

Written Exam         75 points
Practical Exam       75 points
Client/Partner Assessment 125 points
Program Design Project 175 points
Condition Presentation 50 points
Total                500 points

GRADING SCALE

450-500  =  A
400-449.9 =  B
350-399.9 =  C
300-349.9 =  D
< 300     =  F
COURSE REQUIREMENTS:
Deliverables: All deliverables must be submitted in hard copy format at the beginning of the class period when they are due. Late assignments will not be accepted unless you have a University excused absence (see Makeup Policy below). I will let you know if assignments require an email submission instead of or in addition to a hard copy.

Written Exam (75 points): A written exam will be given mid-semester covering lectures, reading materials, class discussions, guest speakers, etc. The exam will in a similar format as a Personal Training certification exam from one of the accredited organizations. Possible formats are multiple choice, true/false, matching, short answer, and short essay. You will need the green 882E scantron.

Practical Exam (75 points): A practical exam will be given at the end of the semester. You will be given scenarios that may include videos, exercise demonstrations, testing assessments, etc. that you will have to answer the related questions. You will need a green 882E scantron.

Client Assessment Lab (125 points): You will be assigned a partner in class. Your job will be to assess your partner as if they were a real client. You will take them through all the proper steps as if you were meeting with a new client for the first time. This lab will entail the initial interview, pre-activity screening, interpretation of results, implementation of forms, and the overall fitness assessment. More details will be provided in class.

Program Design Project (175 points): Each person will be assigned a unique condition in which you must design a two week workout program for the client. More details will be provided in class.

Program Presentation (50 points): Each person will present their assigned unique condition to the class, as well as the basic workout template that they put together. It will be your job to teach the class about the condition and what is allowed/not allowed for a client with that specific special need. This presentation should be interactive to where you are having the class participate through different exercises from your designed program. More details will be provided in class.

ATTENDANCE POLICY
My expectations are that you will attend all classes. If you need to miss class due to a university excused absence (defined in Rule 7 of Texas A&M University Student Rules), it will be your responsibility to present to me written documentation for your university excused absence within one (1) week of the absence. It is also your obligation to obtain information and assignments from a missed class. You will be allowed two (2) unexcused absences without penalty. For every unexcused absence beyond the two (2) allowed, you will lose twenty five (25) points off of your final grade. Beyond ten (10) minutes late to class you will be counted as absent.
**MAKEUP POLICY**

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 timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. 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.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index

2) Death or major illness in a student’s immediate family.

3) Illness of a dependent family member.

4) Participation in legal proceedings or administrative procedures that require a student’s presence.

5) Religious holy day. NOTE: Prior notification is NOT required.

6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.

7) Required participation in military duties.

8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.

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.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. 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 class.
Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

OTHER COURSE DETAILS

Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

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Plagiarism Statement
As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those 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 have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.”
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Chapters</th>
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<tbody>
<tr>
<td>1</td>
<td>Intro to the course; Flexibility, Body Weight, and Stability Ball Exercises</td>
<td>12</td>
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<tr>
<td>2</td>
<td>Basic Structure and Function of Muscular, Nervous, and Skeletal Systems;</td>
<td>1, 2</td>
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<td>Introduction of Cardiorespiratory System and Fitness Levels</td>
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<td>3</td>
<td>Introduction into Movements of the Muscular &amp; Skeletal Systems;</td>
<td>4, 5, 6</td>
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<td>Resistance Training Adaptations;</td>
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<td></td>
<td>Aerobic Endurance Training Adaptations</td>
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<tr>
<td>4</td>
<td>Utilization of the Body's Energy Systems in Exercise; Basic Fundamentals of Nutrition</td>
<td>3, 7</td>
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<tr>
<td>5</td>
<td>Resistance Training Techniques;</td>
<td>13, 14</td>
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<td></td>
<td>Cardiovascular Training Methods</td>
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<tr>
<td>6</td>
<td>Exercise Psychology and Motivation of Clients;</td>
<td>8, 9</td>
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<td></td>
<td>Client Consultation and Health Appraisal</td>
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<td>7</td>
<td>Client Consultation and Health Appraisal Cont...</td>
<td>9, 10</td>
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<td></td>
<td>Fitness Assessment Selection and Administration</td>
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<tr>
<td>8</td>
<td>Fitness Testing Protocols and Norms;</td>
<td>10, 11</td>
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<td>Fitness Assess and Testing Cont...</td>
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<tr>
<td>9</td>
<td>Resistance Training Program Design;</td>
<td>15, 16</td>
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<tr>
<td></td>
<td>Aerobic Endurance Training Program Design</td>
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<td></td>
<td><strong>Partner/Client Assessment due</strong></td>
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<tr>
<td>10</td>
<td>Plyometric and Speed Training;</td>
<td>17, 23</td>
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<td></td>
<td>Resistance Training for Clients Who Are Athletes</td>
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<tr>
<td>11</td>
<td>Facility and Equipment Layout and Maintenance;</td>
<td>24, 25</td>
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<tr>
<td></td>
<td>Legal Aspects of Personal Training</td>
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<tr>
<td></td>
<td><em>Written Exam (bring green 882E scantron)</em></td>
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<tr>
<td>12</td>
<td>Unique/Special Conditions Presentations Programs due for specific conditions</td>
<td>18, 19, 20, 21, 22</td>
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<tr>
<td>13</td>
<td>Unique/Special Conditions Presentations cont... Programs due for specific conditions</td>
<td>18, 19, 20, 21, 22</td>
</tr>
<tr>
<td>14</td>
<td>Practical Exam (bring green 882E scantron)</td>
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<tr>
<td>15</td>
<td>Finish up presentations if needed; grade check</td>
<td></td>
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***Schedule is tentative and is subject to change!!!***
Course Change Request

New Course Proposal

Date Submitted: 02/22/19 8:52 am

Viewing: **PSYC 389 : Careers in Psychology**

Last edit: 07/05/19 1:26 pm

Changes proposed by: joshua.hicks

Faculty Senate Number

Contact(s)

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

Approval Path
1. 02/16/19 9:34 pm
   Heather Lench (hlench): Approved for PBSI Department Head
2. 02/21/19 9:58 am
   Terra Bisset (t.bissett): Rollback to Initiator
3. 02/22/19 4:21 pm
   Heather Lench (hlench): Approved for PBSI Department Head
4. 05/01/19 4:34 pm
   Terra Bisset (t.bissett): Approved for Curricular Services Review
5. 05/01/19 5:09 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
6. 06/24/19 7:43 am
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
7. 06/24/19 8:00 am
   Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
8. 06/24/19 1:26 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
9. 07/03/19 11:09 am
   Sandra Williams (sandra-williams):
Course prefix: PSYC
Course number: 389
Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
Prerequisites
All prerequisites will be enforced through COMPASS.

Academic Level
Graduate (alternate)

Effective term: Fall 2020

Complete Course Title: Careers in Psychology
Abbreviated Course Title: CAREERS IN PSYCHOLOGY

Catalog course description:
Exploration of graduate study and professional careers in the field of psychology, including teaching, research, and clinical practice; content will include graduate admissions, licensure types, areas of specialization and professional skills related to training and practice in the field of psychology.

Prerequisites and Restrictions
PSYC 107; approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PSYC 107</td>
<td>D</td>
<td>UG</td>
</tr>
</tbody>
</table>

Crosslistings
No

Stacked
No

Semester
3

Credit Hour(s)

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

Repeatable for credit?
No

Phone: 979-845-2097
Three-peat?  No

CIP/Fund Code  4201010001

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

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>(BA-PSYC) Psychology - BA</td>
</tr>
<tr>
<td>(BS-PSYC) Psychology - BS</td>
</tr>
</tbody>
</table>

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

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

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

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus  Syllabus PSYC 389 Revision II.doc

Letters of support or other documentation  No
<table>
<thead>
<tr>
<th>Additional information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
</tbody>
</table>

**Terra Bisset (t.bisset) (02/21/19 9:57 am):** Minor edits made to catalog course description and prerequisites to comply with catalog style guide.

**Terra Bisset (t.bisset) (02/21/19 9:58 am):** Rollback: Please complete enforced prerequisite table with course prefix and academic level; complete the Contact Hours section on form; Is this course a lecture & lab or just lecture? – course syllabus appears to only include lecture, please update method of instruction on form; Syllabus: Prerequisites do not match form/syllabus; update course number under ‘Email Communications’ section; missing link to student rule 7.

**Terra Bisset (t.bisset) (05/01/19 4:31 pm):** Updates received.

**Terra Bisset (t.bisset) (05/01/19 4:32 pm):** Upon full approval, CIP Code may be updated to correspond with the THECB and this type of course.

**Jim Herman (jherman) (07/02/19 1:36 pm):** In attendance section - Needs to have an absence policy for in-class participation activities in the event of a University-approved excuse. CV/Resume needs to include "without documentation of a university-excused absence" like the other sections.

**Sandra Williams (sandra-williams) (07/03/19 11:09 am):** Rollback: Please address concerns.

**Jim Herman (jherman) (07/05/19 1:55 pm):** Update received and concerns addressed.

**Terra Bisset (t.bisset) (07/08/19 11:30 am):** UCC approved July 2019.

---

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<tbody>
<tr>
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</table>
Course Syllabus

Course Information

PSYC 389 Careers in Psychology, Spring 2019
This course will meet in PSYC 336 on Mondays, Wednesdays, and Fridays from 10:20am-11:10am.

Instructor Information

Instructor: Dr. Jeanette Madkins, ABPP  
Phone: 979-845-2581  
Email: jmadkins@tamu.edu  
Office hours: Mondays and Wednesdays 11:10am-12:40pm, or by appointment.  
Office location: PSYC 216

Course Description

This course is designed to explore graduate study and professional careers in the field of psychology, including teaching, research, and clinical practice. Course content will include graduate admissions, licensure types, areas of specialization, and professional skills related to training and practice in the field of psychology. This is a 3 hour credit course. Prerequisite: PSYC 107 and approval of instructor.

Learning Outcomes

Texas A&M University has identified student learning outcomes (http://provost.tamu.edu/Provost/media/Assets/pdfs-essentials/Access-Undergrad-Learning-Outcomes.pdf) that describe our institutional commitment to your educational goals. These include the student’s ability to:

- Master the depth of knowledge required for a degree
- Demonstrate critical thinking
- Communicate effectively
- Practice personal and social responsibility
- Demonstrate social, cultural, and global competence
- Prepare to engage in lifelong learning, and
- Work collaboratively.

Student Learning Outcomes

This course is an overview of the career paths in the field of psychology and the preparation process for application to graduate study in psychology/counseling. You will have the opportunity to engage in exploration of graduate study and professional careers in the field of psychology, including teaching, research, and clinical practice. You will also have the opportunity to engage in self-reflection regarding potential fit of various professional roles and academic programs in the field of psychology. Course content will include study of graduate admissions requirements/expectations, licensure types, areas of specialization, and professional skills related to training and practice in the field of psychology. You are expected to participate actively in the course activities and develop the ability to engage in critical thinking and intellectual curiosity towards your possible involvement in the field of psychology. This course employs traditional lecture format, group discussions, guest speakers, workshop format (interview practice, editing labs, etc.), and reflective written assignments.

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

- Demonstrate understanding of the various career paths, licensure types, academic preparation, and areas of specialization in the field of psychology
- Critically analyze potential career paths for goodness of fit to personal goals and experiences
- Synthesize understanding of potential career paths with personal skills and experiences to develop a comprehensive CV, well-written personal statements/graduate application essays, and effective interview skills

Textbook and Resource Materials

Primary Materials:

iClicker 2 Student Remote:
Registration: http://www1.iclicker.com/register-a-remote

Course Website:
The syllabus and additional course materials will be posted on ecampus (http://ecampus.tamu.edu).
You can access this information using your TAMU NetID and password.
Additional readings, as assigned.

**Professionalism Expectations**

**Attend class.** You will miss important information if you do not attend class regularly. You are responsible for both the material covered in class and in the text so it is in your best interest to attend class. If you miss class, you are still responsible for the material we covered that day in lecture. It is your responsibility to check ecampus for any materials you may have missed. Please note that you cannot makeup missed in-class participation activities except in cases of a university-excused absence.

**You are expected to have your textbook AND iClicker remote with you at EVERY class meeting.** Our lectures will move quickly and it will be in your best interests to have completed your assigned reading PRIOR to class lecture. There will be overlap between lecture and readings, but each will have unique components. Exams are integrative and cumulative, so you’ll be expected to understand and apply what you learn in more complex and integrative ways as we get further into the course.

**Arrive early to be ready for class to start on time.** I will make every effort to respect your time by starting and ending on time. Please do the same in return. Late-comers will disrupt the lecture. On a similar note, please do not pack up your belongings early in preparation for the end of class. This is also disruptive to the lecture. If you need to leave a class meeting early, please talk with me prior to the start of class to make arrangements, out of respect for both me and your peers.

**Come to class prepared and participate when requested.** This is an applied course, and your active engagement in self-reflection and class discussion is expected. To a large extent, your success in this course depends on your active engagement in your own learning process. Typically, just attending lecture and listening passively will not net the higher course grades. Your sign-in and iClicker both record your level and accuracy of participation during each class meeting, and more importantly, it is a significantly valuable in-class tool for you to test your comprehension of the course material and practice using that comprehension in preparation for your exams.

**Cell phone use is prohibited during class.** Some of your course materials will be accessible online, and some students prefer to take notes on laptops and tablets. You may do so, but please avoid using or checking your cell phone during class. This is ESPECIALLY important during exams. **Any use of electronic communication devices without instructor permission during an exam could result in a failing grade for this course.** Don’t risk it!

**Be respectful of your peers and yourself.** It is my intent that ALL students, regardless of backgrounds or perspectives, are well-served by this course. I view the diversity that different students bring to the class as a resource, strength, and benefit to the ideals of a university education. Therefore, our classroom is a designated safe zone of respect, including toward diversity in gender, sexual orientation, religion, disability, age, socio-economic status, ethnicity, race, culture, political views, etc. When contributing verbally to class discussions, consider both the impact and intent of your words on those around you. Please let me know if you have suggestions about how to improve the value of diversity in this course; your comments will be welcomed.

**Grading Policies & Course Tasks**

Your course grade will be based on your accumulation of points earned on course examinations. It is possible to earn 150 points total, and at semester end, grades will be assigned as follows:

- 135 points or more = A
- 120-134 points = B
- 105-119 points = C
- 75-104 points = D
- 74 points or less = F

**Exams (35 points each, 70 total points possible):** These will be integrative and cumulative exams. Exams will have 35 multiple choice questions each and will cover all course material and assigned readings covered up to that exam. Each item answered correctly earns you one point. Failure to take any of these exams will result in a grade of zero on that exam.

Students should be aware that time and effort will be required to perform successfully on the exams. All exams will start promptly at the beginning of class and you will not be allowed to take the exam if you arrive more than 20 minutes late to class or after the first person who finishes the exam leaves the room, whichever comes first. If you believe a test item was incorrectly marked wrong, you have one week from the time that grades are posted to appeal your grade to me. To do so, send me a thoughtful written response describing why you think your answer should be counted as correct.
For each exam, you will need to bring a gray scantron (8½ x 11”) and two sharpened #2 pencils. You will need to know your UIN and you'll need to bring a picture ID. Grades will be posted as soon as possible on ecampus. Should you miss an exam, make-up exams require appropriate documentation of a University-approved absence (see the Texas A&M University Student Rules; https://student-rules.tamu.edu/rule07/).

**Interview Reflection (10 total points possible):** Informational interviews are an effective way to meet people in a professional field of your interest. You will conduct a brief interview with one individual who has a current career in psychology, counseling, social work, or mental health. You will write a reflective journal about the informational interview process, synthesizing what you learned into a comprehensive and thoughtful perspective sharing what you learned, what aspects of the career you are drawn to, what aspects you are disinterested in, and how the interview process impacted your understanding of your own career path. The reflective journal should be no more than 1 page in length (12 point font, 1 inch margins, double-spaced). You will also staple to your reflective journal a copy of the thank you letter that you sent your interviewee. Please note: your interviewee must be located OUTSIDE THE BCS AREA. Your submission is expected to reflect a sophisticated level of thought and writing. A grading rubric will be provided. *Reflections submitted late will automatically be docked 3 points.*

**CV/ Resume (15 total points possible):** A CV (curriculum vitae) is a document that describes an individual's educational and professional background and skills. It presents a record of experiences and achievements in the field of work. This academic resume is often required for graduate school admissions applications. You will draft a CV and be given the opportunity to review it with me on-on-one, as well as receive peer feedback. You will submit your revised CV for a grade. A grading rubric will be provided. *CVs submitted late without documentation of a university-excused absence will automatically be docked 4 points.*

**Personal Statement (15 total points possible):** A personal statement is often an expected requirement for the graduate school application. This statement is your opportunity to share your human connection to your intended career path, as well as to allow the admissions committee to get to know a bit more about you. You will draft a personal statement and be given the opportunity to review it with me on-on-one, as well as receive peer feedback. You will submit your revised personal statement for a grade. Your submission is expected to reflect a sophisticated level of thought and writing. A grading rubric will be provided. *Personal Statements submitted late will automatically be docked 4 points without documentation of a university-excused absence.*

**Interview Workshops (30 total points possible):** Fridays in our class are designated as Interview Workshop days. On these days, you will be given an opportunity to practice your interview skills, in a scaffolded manner. Your attendance on Fridays is CRITICAL to your success in this class. You are expected to be ON TIME and participate fully in workshop days. Workshop days cannot be made up, and missing more than ONE without documentation of a university-excused absence will result in point deductions of 3 points per missed workshop day.

**Professionalism (10 total points possible):** Professionalism is a core component of any career path in the field of health care. Patients/ clients will expect that their caregivers behave in positive, respectful, and appropriate manners, even in the face of emotionally intense, unpredictable, and crisis-oriented situations. As such, we will carry ourselves according to this expectation in this class, in all forms of communication, including verbal, written, and electronic. This includes the behaviors listed above in "Professionalism Expectations." This INCLUDES ATTENDANCE. Missing more than two Monday/ Wednesday class meetings over the course of the semester without documentation of a university-excused absence will result in a point deduction in this category. My expectation is that all of you will earn the full 10 points in this category.

**Course Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading For Class</th>
<th>Tasks/ Of Note</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/14</td>
<td>Overview/ Academia</td>
<td>Chapter 1-2</td>
<td>Register iClicker remote</td>
</tr>
<tr>
<td>1/21</td>
<td>Medical/ Law Schools</td>
<td>Chapter 5-6</td>
<td>No class 1/21</td>
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<tr>
<td>1/28</td>
<td>Clinical/ Counseling Psychology</td>
<td>Chapter 8 &amp; 12</td>
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</tr>
<tr>
<td>2/4</td>
<td>Child/ Adolescent/ School Psychology</td>
<td>Chapter 9 &amp; 29</td>
<td></td>
</tr>
<tr>
<td>2/11</td>
<td>Forensic/ Police &amp; Public Safety</td>
<td>Chapter 16 &amp; 25</td>
<td>CVs due 2/22</td>
</tr>
<tr>
<td>2/18</td>
<td>Clinical Neuropsychologists</td>
<td>Chapter 11</td>
<td></td>
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</tbody>
</table>

**Required Reading**

- Chapter 2: Clinical Neuropsychologists
- Chapter 5: Forensic/ Police & Public Safety
- Chapter 12: Clinical/ Counseling Psychology
- Chapter 13: Medical/ Law Schools
- Chapter 15: Medical/ Law Schools
- Chapter 16: Forensic/ Police & Public Safety
- Chapter 17: Clinical/ Counseling Psychology
- Chapter 18: Clinical Neuropsychologists
- Chapter 19: Clinical/ Counseling Psychology
- Chapter 20: Clinical Neuropsychologists
- Chapter 21: Medical/ Law Schools
- Chapter 22: Medical/ Law Schools
Other Pertinent Information

Email Communications
If you have questions regarding the course material, you are always welcome to come to office hours (or make an appointment to meet me). Additionally, you should feel free to email me your questions. Please include your name and the course number & section (PSYC 389) in the subject line. While email can serve well for more simple questions, complicated or complex questions may be better answered with an in-person meeting during my office hours. As undergraduate students, you are undoubtedly busy. I ask that you respect that I am too. While I will do my best to answer emails in a timely manner, I cannot guarantee that I can read or respond to your email in any certain window of time. However, you can typically expect a response in 48 hours.

Social/ Group/ Online Media Community Guidelines
Please keep in mind that the internet is a public, permanent, easily traceable forum. Nothing is ever completely erased and nothing is ever completely private. Please conduct yourself with a mature respect of these parameters, and refrain from posting any unauthorized course content, personal information shared by anyone during a class discussion, or inflammatory or offensive messages regarding this course or anyone in it. Any violations of this policy could result in disciplinary action. Please be vigilant and respectful of me and your peers.

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat, or steal or tolerate those who do."
By enrolling at Texas A&M, you have agreed to abide by the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit:
http://aggiehonor.tamu.edu/

Any work that you turn in should be an original product of your own efforts. If you use others’ work in your own assignments you will receive a zero on the assignment. If you cheat on an exam you will fail the course. Either circumstance will be considered a violation of the Aggie Honor Code. All materials produced for or distributed in this course (including the syllabus, presentation slides, tests, etc.) are copyrighted material.

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

Statement on Limits to Confidentiality
Texas A&M University and the Department of Psychology are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees -- including instructors -- cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
- Credible threats of harm to oneself, to others, or to university property

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.
Course Change Request

New Course Proposal

Date Submitted: 04/22/19 8:12 pm

Viewing: SOCI 213 : Gender and Health

Also listed as: WGST 213

Last edit: 04/23/19 8:21 pm

Changes proposed by: theresa.morris

Contact(s)

In Workflow

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

Approval Path

1. 04/17/19 4:45 pm
   Jane Sell (j.sell): Rollback to Initiator
2. 04/17/19 9:34 pm
   Jane Sell (j.sell): Approved for SOCI Department Head
3. 04/18/19 7:01 am
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
4. 04/18/19 9:38 am
   Terra Bissett (t.bissett): Rollback to Initiator
5. 04/22/19 10:00 pm
   Jane Sell (j.sell): Approved for SOCI Department Head
6. 04/22/19 10:21 pm
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
7. 04/23/19 11:45 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
8. 04/23/19 8:22 pm
   Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
9. 06/24/19 7:35 am
   Steve Oberhelman (s-oberhelman): Approved
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<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Theresa Morris</td>
<td><a href="mailto:theresa.morris@tamu.edu">theresa.morris@tamu.edu</a></td>
<td>979-862-3193</td>
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<tr>
<th>Effective term</th>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
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<tbody>
<tr>
<td>Fall 2020</td>
<td>Gender and Health</td>
<td>GENDER &amp; HEALTH</td>
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<table>
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<tr>
<th>Catalog course description</th>
<th>An examination of social and historical context of health in the U.S., including inequities in health by gender, race, class and gendered issues in health professions.</th>
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<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>Should catalog prerequisites / concurrent enrollment be enforced?</th>
<th>Crosslistings</th>
<th>Stacked</th>
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</thead>
<tbody>
<tr>
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<tr>
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<th>Lab:</th>
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<tr>
<th>Repeatable for credit?</th>
<th>CIP/Fund Code</th>
<th>Default Grade Mode</th>
<th>Method of instruction</th>
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<th>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance etc.)</th>
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<tbody>
<tr>
<td>No</td>
<td>4511010001</td>
<td>Letter Grade (G)</td>
<td>Lecture</td>
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<td>No</td>
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</table>

| Semester | Credit Hour(s) | | |
|----------|----------------|---|---|---|
| 3        | 3              | 3 | 0 | 0 | 3 |

Note: This course is approved for LA Committee Chair UG. It is taught during the fall term of 2020. The course title is Gender and Health, and the abbreviated course title is GENDER & HEALTH. The Catalog course description includes an examination of social and historical context of health in the U.S., including inequities in health by gender, race, class and gendered issues in health professions. The course has a contact hour of 3 per week with a lecture component of 3 hours, and no labs or other components. The course is not repeatable for credit, and the CIP/Fund Code is 4511010001. The default grade mode is Letter Grade (G). The course is offered in the lecture format. There are no prerequisites or restrictions, and the course is not crosslisted or stacked. It is not taught at another branch and not taught as non-traditional.
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:

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(BA-SOCI) Sociology - BA</td>
</tr>
<tr>
<td>(BS-SOCI) Sociology - BS</td>
</tr>
<tr>
<td>(BA-WGST) Women's and Gender Studies - BA</td>
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Has/will this course be(en) submitted for core curriculum consideration? No

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

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

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: Syllabus Gender and Health.docx

Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Jane Sell (j-sell) (04/17/19 4:45 pm): Rollback: Please add BS along with the BA

Terra Bissett (t.bissett) (04/18/19 9:38 am): Rollback: Please include complete 10 numerical digit CIP Code on form without decimals.

Terra Bissett (t.bissett) (04/23/19 11:44 am): Updates received.

Terra Bissett (t.bissett) (07/08/19 11:31 am): UCC approved July 2019.
Gender and Health
SOCI/WGST 213-500
Spring 2019
[Location]
[Days/Times]

Instructor: Dr. Theresa Morris
Office: Academic 416
Office Hours:
Phone: 979-862-3193
Email: theresa.morris@tamu.edu

Teaching Assistant: [Name]
Office: [Location]
Office Hours:
Email: [Email]

COURSE DESCRIPTION: An examination of social and historical context of health in the U.S., including inequities in health by gender, race, and class and gendered issues in health professions

PREREQUISITES: None

LEARNING OUTCOMES:

Students will be able to:

- describe concepts, theories, methods, and perspectives used by sociologists in the study of gender and health.
- critically analyze and evaluate academic research on gender and health.
- synthesize and discuss course materials.

REQUIRED BOOKS:


In addition, several articles are posted on the course eCampus site.

All readings must be completed by the class period for which they are assigned. It is recommended that you bring each class period's readings with you to class in order to assist in discussion of the material.

COURSE GRADES:

Exams (40%): There will be two in-class exams, weighted equally. These exams will consist of multiple-choice and short-answer questions. Exams will cover readings and lecture.

Discussion-Leader and Paper (10%)
On days that we discuss readings, a few students will lead class discussion. The students will present an overview of the issues and questions derived from the readings and will lead class discussion. When you are discussion leader, you are required to submit a two to three-page summary and analysis of the readings and 5-10 questions you can present to the class to stimulate discussion. Although brief, your paper should discuss the main ideas of the readings and briefly analyze them from a critical perspective. What other questions do they lead to? Are there any contradictions in the readings? How do these readings tie to other ideas we’ve explored in the class? These are just a few ideas to get you started. These papers are due at the end of the class for which you are the leader. You will be a discussion leader one time during the semester. Your grade will be an equal combination of your preparation and performance as discussion leader and your paper. You are encouraged to consult with the instructor or the T.A. as you prepare your paper and questions.

Issue Paper (25%) and Presentation (5%): Groups of two to three students will select a topic related to gender and health. Each student will cover a different dimension of the issue and write a three to four-page paper on the topic. Each paper must include at least three citations, with at least one citation coming from a source not covered in class readings. For example, a group could pick the topic of heart disease. One student in the group could focus on historical changes in prevalence of heart disease in the country, and the other student could focus on how heart disease differently affects men and women. If a third student were in the group, he/she could focus on prevalence of the disease by race. Students should work together to ensure a coherent project in which all papers contribute to a whole. Students will collaborate on writing a two-page overview of the topic that ties each student’s paper to the project. Topics must be approved by March 3. On Thursday, April 16th, Tuesday, April 21st, and Thursday, April 23rd students will present their issue papers to the class. Your paper must be submitted to eCampus by Thursday, April 23rd at 11:59 p.m.
Guest Speaker Reflections (10%):  
Over the semester, we will have a number of in-person and virtual guest speakers. For three of these speakers, you are required to write a reflection about the guest speaker’s talk. The paper should be between 250 and 375 words and submitted on eCampus. Questions to consider: What struck you most about the speaker’s talk? Did it leave you with questions? Did it change your perspective? These are just some ideas to get you going. You must include the speaker’s name and the date of the talk. **Reflections must be submitted to eCampus within two days of the speaker’s talk by 11:59 pm.** For example, if a speaker gives a talk on February 18, the reflection is due on eCampus by February 20 at 11:59 p.m. Late reflections will not be accepted.

Attendance and Active Participation (10%):  
Students are required to attend class on a regular basis. Class attendance will be taken at the beginning of each class. There will be some lecture in this course, but we will also use our time together engaging in discussions, debates, and theoretical and conceptual applications. Thus, it is important to come to every class meeting prepared to discuss the assigned materials. Random quizzes over the readings may be given and will count towards this grade.

In sum, your course grade will be based on:

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<th>Attendance &amp; Active Participation</th>
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<tr>
<td>Guest Speaker Reflections</td>
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<tr>
<td>Issue Paper</td>
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<td>Discussion Leader Paper</td>
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<td>Exams</td>
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Semester Grades will be based on your course average

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<td>D</td>
<td>60-69%</td>
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<td>F</td>
<td>59% and below</td>
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MAKE-UP POLICY:
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The make-up work must be completed
in a timeframe 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://student-rules.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.

- Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day. NOTE: Prior notification is NOT required. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.
- Injury or illness that is too severe or contagious for the student to attend class.
  - Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1).
  - Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
    - Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
    - Confirmation of visit to a health care professional affirming date and time of visit.
    - An absence for a non-acute medical service does not constitute an excused absence.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
- Mandatory participation as a student-athlete in NCAA-sanctioned competition.
- 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.
- Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. 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 class.

OUT OF CLASS HELP: Students are encouraged to see Dr. Morris or the TA about questions or concerns regarding the course. Please do not hesitate to visit during office hours or contact by telephone or email. Also, please feel free to set up an appointment for a time other than during our office hours.

ACADEMIC INTEGRITY STATEMENT AND POLICY:

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.


ADA POLICY:
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.

TITLE IX and STATEMENT on LIMITS to CONFIDENTIALITY:

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.
These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

**Schedule of Topics and Readings**

**Tuesday, January 14**    Introduction to the Course

**Part I  Introduction to Gender and Health**

**Thursday, January 16**    Theories of Gender and Health

Readings:
- Gender and Health, Chapter 1
- Complaints and Disorders, Introduction

**Tuesday, January 21**    Theories of Gender and Health (Continued)

Readings:
- Gender and the Social Construction of Illness, Chapter 1

**Part II:**    Gender in Health

**Thursday, January 23**    Health Disparities

Readings:
• Gender and the Social Construction of Illness, Chapter 2
• Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health.* Chapter VI (ECampus)

**Discussion Leaders:**

**Tuesday, January 28**

**Occupational Health and Gender**

Readings:

• Gender and Health, Chapters 2 and 5
• Poisonous Polish: Toxic Exposure and Health Risks to Nail Salon Workers (Law Students for Reproductive Justice) (eCampus)

**Discussion Leaders:**

**Thursday, January 30**

**Occupational Health and Gender (Continued)**

Readings:

• *Exposing Men*, Chapters 3-5 (eCampus)

**Discussion Leaders:**

**Tuesday, February 4**

**Medical Training**

Readings:
• The Changing Face of Medicine, Chapters 1-5

Discussion Leaders:

Thursday, February 6 Medical Training (Continued)

Readings:
• The Changing Face of Medicine, Chapters 6-9

Discussion Leaders:

Tuesday, February 11 Medical Training (Continued)

Readings:
• Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health.* Chapter VII.1.2 (eCampus)

Discussion Leaders:

Thursday, February 13 Medical Interactions

Readings:
• Gender and the Social Construction of Illness, Chapter 3
• Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health.* Chapter VII.1.1 (eCampus)

**Discussion Leaders:**

**Tuesday, February 18**  
**Gender, Health Processes, and Family**

**Readings:**


**Discussion Leaders:**

**Thursday, February 20**  
**Gender, Health Process, and Family (Continued)**

**Readings:**


**Discussion Leaders:**

**Tuesday, February 25**  
**Exam 1**
Thursday, February 27 Gender, Health, and Social Structures (Continued)

Readings:

- Gender and Health, Chapters 3-4, 6
- Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health*. Chapter IV.1 (eCampus)
- Rogers, et al. 2010. “Social, Behavioral, and Biological Factors, and Sex Differences in Mortality.” *Demography* 47(3):555-578. (eCampus)

Part III. Health in Gender

Tuesday, March 3 Creating and Regulating Sex

Readings:


*Discussion Leaders:*

Thursday, March 5 Creating and Regulating Sex (Continued)

Readings:


*Discussion Leaders:*

SPRING BREAK—NO CLASS March 10 and March 12
Tuesday, March 17 Norms and Gendered Health

- Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health*. Chapter V.1 (eCampus)

*Discussion Leaders:*

Thursday, March 19 Gendered Bias in Medical Research

Readings:

- Sen, Gitta and Piroska Ostlin. 2007. *Women and Gender Equity Knowledge Network. Unequal, Unfair, Ineffective, and Inefficient—Gender Inequity in Health: Why It Exists and How We can Change It. Final Report to the WHO Commission on Social Determinants of Health*. Chapter VIII (eCampus)

*Discussion Leaders:*

Tuesday, March 24 “Fixing” the Body

Readings:

- Gender and the Social Construction of Illness, Chapter 6
- The Rise of Viagra, Chapters 1-3

*Discussion Leaders:*

Thursday, March 26 “Fixing” the Body (Continued)

Readings:

- The Rise of Viagra, Chapters 4-6

*Discussion Leaders:*

Tuesday, March 31  Gendering of Diseases

Readings:

- Complaints & Disorders, pp. 39-152

Discussion Leaders:

Thursday, April 2  Gendering of Disease (Continued)

- Gender and the Social Construction of Illness, Chapters 4-5 and 7

Discussion Leaders:

Tuesday, April 7  Gendering of Disease (Continued)


Discussion Leaders:

Thursday, April 9  Medicalization of Reproduction

Readings:

- Cut It Out, Introduction, Chapters 1-5

Discussion Leaders:

Tuesday, April 14  Jubilee Birth Center Field Trip

Thursday, April 16  Issue Paper Presentations

Tuesday, April 21  Issue Paper Presentations

Thursday, April 23  Issue Paper Presentations

Final Exam: xx, May x, x:xx-xxx