Course Change Request

Date Submitted: 05/23/19 11:45 am

Viewing: **AGEC 325: Principles of Farm and Ranch Management**

Last edit: 06/04/19 11:43 am

Changes proposed by: dchester

Catalog Pages referencing this course

- AGEC - Agricultural Economics (AGEC)
  - Department of Agricultural Economics

Programs referencing this course

- BS-ANSC-PIN+: Animal Science - BS, Production/Industry Option
- BS-RLEM-RMO+: Rangeland Ecology and Management - BS, Ranch Management Option
- BS-RLEM-RRO+: Rangeland Ecology and Management - BS, Rangeland Resources

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Donna Chester</td>
<td><a href="mailto:dchester@tamu.edu">dchester@tamu.edu</a></td>
<td>979-845-4911</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to meet the demand/interest of students.
Course prefix: AGEC  
Course number: 325  
Department: Agricultural Economics  
College/School: Agriculture & Life Sciences  
Academic Level: Undergraduate  
Undergraduate course level justification (Select One)  
Academic Level: Graduate  
Effective term: Fall 2020  
Complete Course Title: Principles of Farm and Ranch Management  
Abbreviated Course Title: PRIN FARM & RANCH MGMT  
Catalog course description: Agribusiness managerial decision making and analysis in different market environments; emphasis is on profit maximization; lab focuses on using computerized methods for evaluating management alternatives for farming and ranching problem situations.  
Prerequisites and Restrictions: AGEC 105 or ECON 202; junior or senior classification; non-agricultural economics, nonagribusiness majors only; and knowledge of Excel.  
Concurrent Enrollment: No  
Should catalog prerequisites / concurrent enrollment be enforced? Yes  
Crosslistings: No  
Stacked: No  
Semester Credit Hour(s): 3  
Contact Hour(s) (per week): Lecture: 2 Lab: 2 Other: 0 Total  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 0101040005  
Default Grade Mode: Letter Grade (G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture and Laboratory  
Will this course be taught at another branch? No  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) 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)

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

Letters of support or other documentation No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (08/05/19 11:50 am): UCC approved August 2019.

Reported to state? No
Course Change Request

Date Submitted: 05/28/19 3:07 pm

Viewing: AGLS 125 : Life Sciences Learning Community I

Last edit: 06/26/19 3:16 pm

Changes proposed by: essler

Catalog Pages
AGLS - Ag & Life Sciences (AGLS)

AGLS 125: Life Sciences Learning Community I

Rationale for Course Edit
The proposed changes are to support a new program.
AGLS 125: Life Sciences Learning Community I

<table>
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<th>Course prefix</th>
<th>AGLS</th>
<th>Course number</th>
<th>125</th>
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<tbody>
<tr>
<td>Department</td>
<td>College of Ag. &amp; Life Sciences</td>
<td></td>
<td></td>
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<tr>
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<td></td>
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<tr>
<td>Academic Level</td>
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<td></td>
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</table>

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

<table>
<thead>
<tr>
<th>Academic Level (alternate)</th>
<th>Graduate</th>
</tr>
</thead>
</table>

**Effective term**

| Fall 2020 |

**Complete Course Title**

| Life Sciences Learning Community I |

**Abbreviated Course Title**

| LIFE SCI LEARNING COMM I |

**Catalog course description**

Development of personal and professional competencies in the life sciences: learning styles, leadership skills, appreciation for the arts; ethics in science, problem solving skills, experimental design, data gathering and interpretation, introduction to life sciences literature, critical analysis skills, and the connectivity between life science disciplines.

**Prerequisites and Restrictions**

Freshman classification and approval of instructor.

**Concurrent Enrollment**

No

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

Yes

**Crosslistings**

No Crosslisted With

**Stacked**

No Stacked with

**Semester Credit Hour(s)**

<table>
<thead>
<tr>
<th>0-1</th>
<th>0-1</th>
<th>0</th>
<th>0</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Lab</td>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 0-1 |

**Repeatable for credit?**

Yes

**Number of times repeated for credit**

1

**Maximum number of hours**

- OR -

**When will this course be repeated?**

Within a student’s career

**Three-peat?**

Yes

**CIP/Fund Code**

0100000005

**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**

Yes
going to be taught in Texas?
Will classroom space be needed for this course?
Yes
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
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
Letters of support or other documentation
No
Additional information
The request is to change credit hour of course from 1 credit to 0-1 variable credit. Course will be used as part of the university's First Year Experience program.
Reviewer Comments
Terra Bissett (t.bissett) (06/26/19 3:19 pm): Updated Lecture contact hours to match variable 0-1 SCH.
Terra Bissett (t.bissett) (08/05/19 11:52 am): UCC approved August 2019.
Reported to state?
No
Course Change Request

Date Submitted: 04/09/19 5:17 pm

Viewing: BICH 303: Elements of Biological Chemistry

Last approved: 01/12/19 3:27 am
Last edit: 04/11/19 8:49 am
Changes proposed by: soochi

Catalog Pages referencing this course
- BICH - Biochemistry (BICH)
- Department of Biochemistry/Biophysics
- Department of Nutrition and Food Science
- MSCI - Medical Sciences
- NFSC - Nutrition and Food Science (NFSC)

Programs referencing
- BS-ENTO: Entomology - BS
- BS-FIVS-LWE: Forensic and Investigative Sciences - BS, Pre-Law Emphasis

Faculty Senate Number

Contact(s)

In Workflow
1. BCBP Department Head
2. Curricular Services Review
3. AG Committee Preparer UG
4. AG Committee Chair UG
5. AG 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. 04/09/19 7:14 pm
   David Peterson (dopeterson): Approved for BCBP Department Head
2. 04/11/19 11:20 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 05/14/19 11:36 am
   Lauren Johnson (bkjohnson): Approved for AG Committee Preparer UG
4. 07/14/19 7:25 pm
   Bob Knight (bob-knight): Approved for AG Committee Chair UG
5. 07/14/19 8:40 pm
   Mary Bryk (bryk): Approved for AG College Dean UG
6. 07/15/19 9:54 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 08/05/19 11:53 am
   Terra Bissett (t.bissett): Approved for UCC Chair

History
1. Mar 24, 2017 by soochi
2. Jan 12, 2019 by Sandra
### Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

### Course Information

- **Course prefix**: BICH
- **Course number**: 303
- **Department**: Biochemistry & Biophysics
- **College/School**: Agriculture & Life Sciences
- **Academic Level**: Undergraduate

### Catalog Course Description

Survey of the biochemical sciences designed for the non-biochemistry major; overview of the chemistry and metabolism of biologically important molecules, the biochemical basis of life processes, cellular metabolism and regulation. Students requiring biochemistry in greater depth should register for BICH 410 and BICH 411.

### Prerequisites and Restrictions

Concurrent Enrollment: No

Should catalog prerequisites/concurrent enrollment be enforced?: Yes

**Prerequisites and Restrictions**

- CHEM 222 or **CHEM 227; equivalent**

**Complete Course Title**: Elements of Biological Chemistry

**Abbreviated Course Title**: ELEMENTS OF BIOL CHEM

### Effective Term

- **Fall 2020 2018-2019**

### Crosslistings

No

### Stacked

No

### Semester Credit Hour(s)

- **Contact Hour(s) (per week):** 4
- **Lecture:** 3
- **Lab:** 1
- **Other:** 0
- **Total:** 4

### Repeatable for Credit

No

### Three-peat?

No

### CIP/Fund Code

2602020002

### Default Grade Mode

Letter Grade (G)

### Alternate Grade Modes

Satisfactory/Unsatisfactory

### Method of Instruction

Lecture and Laboratory

### Will this course be taught at another

No

### Name, E-mail, Phone

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Khara Spears</td>
<td><a href="mailto:soochi@tamu.edu">soochi@tamu.edu</a></td>
<td>979-845-0198</td>
</tr>
</tbody>
</table>
branch?
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

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

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

Will classroom space be needed for this course?  Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-BICH) Biochemistry - 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

Letters of support or other documentation  No

Additional information  01.11.2019 - Edits made to enforced prerequisite table to comply with enforced prerequisites as approved by UCC (effective 201831) - sw

Reviewer Comments  Terra Bissett (t.bissett) (08/05/19 11:52 am): UCC approved August 2019.

Reported to state?  No
Course Change Request

Date Submitted: 04/15/19 3:30 pm

Viewing: CHEM 327: Physical Chemistry I

Last edit: 04/15/19 3:30 pm

Changes proposed by: hgaede

Catalog Pages referencing this course:
- CHEM - Chemistry (CHEM)
- Department of Chemistry

Programs referencing this course:
- MINOR-BICH: Biochemistry - Minor
- BS-FIVS-SCE: Forensic and Investigative Sciences - BS, Science Emphasis
- BA-CHEM: Chemistry - BA
- BS-CHEM: Chemistry - BS

Contact(s)

In Workflow

1. CHEM Department Head
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC 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. 04/14/19 11:35 am
   Simon North (swnorth): Approved for CHEM
   Department Head
2. 04/15/19 3:00 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 07/10/19 4:35 pm
   Simon North (swnorth): Approved for CHEM
   Department Head
4. 07/11/19 8:15 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 07/11/19 2:52 pm
   Sara Thigpin (sara.thigpin): Approved for SC Committee Preparer UG
6. 07/11/19 2:55 pm
   Lucas Macri (lmacri): Approved for SC Committee Chair UG
7. 07/11/19 2:56 pm
   Lucas Macri (lmacri): Approved for SC College Dean UG
8. 07/15/19 9:54 am
   Sandra Williams (sandra.williams): Approved for UCC Preparer
9. 08/05/19 11:53 am
   Terra Bissett (t.bissett): Approved for UCC Chair
Rationale for Course Edit

Explain other rationale

Course prefix CHEM
Course number 327
Department Chemistry
College/School Science
Academic Level Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term Fall 2020

Complete Course Title Physical Chemistry I

Abbreviated Course Title PHYSICAL CHEM I

Catalog course description

Introduction to quantum mechanics, exactly solvable model problems; many electron systems and approximate methods; chemical bonding and the electronic structure of molecules; rotational, vibrational, and electronic spectroscopy; molecular symmetry. Replaces CHEM 324 in previous catalogs.

Prerequisites and Restrictions

MATH 152 or MATH 172; MATH 221, MATH 251 or MATH 253 encouraged; PHYS 208 or equivalent; PHYS 218 or equivalent.

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>
<th>Concurrency?</th>
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<td>Or</td>
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<tr>
<td>Or</td>
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<td>D</td>
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<td>And</td>
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<td>Or</td>
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<tr>
<td>Or</td>
<td>PHYS 206</td>
<td>D</td>
<td>UG</td>
<td>)</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

Repeatable for credit?

No

CIP/Fund Code

4005060002

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 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)

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

Letters of support or other documentation  
No

Additional information

Reviewer Comments  

Terra Bissett (t.bissett) (04/15/19 3:00 pm): Rollback: It appears the changes to the enforced prerequisite table do not match the way the changes are stated in the catalog prerequisites.

Terra Bissett (t.bissett) (07/11/19 8:11 am): Updates received.

Terra Bissett (t.bissett) (08/05/19 11:53 am): UCC approved August 2019.

---

Key: 2787
Course Change Request

Date Submitted: 04/15/19 3:29 pm

Viewing: **CHEM 468 : Materials Chemistry of Inorganic Materials**

Last approved: 02/21/19 3:23 am
Last edit: 04/15/19 3:29 pm
Changes proposed by: hgaede

Catalog Pages referencing this course
- CHEM - Chemistry (CHEM)
- Department of Chemistry

Programs referencing this course
- BA-CHEM: Chemistry - BA
- BS-CHEM: Chemistry - BS
- BA-CHEM-CET: Chemistry - BA, Chemical Education Track
- BA-CHEM-ECA: Chemistry - BA, Environmental Chemistry Track

Contact(s)

In Workflow
1. CHEM Department Head
2. Curricular Services Review
3. SC Committee Preparer UG
4. SC Committee Chair UG
5. SC 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. 04/14/19 11:35 am
   Simon North (swnorth): Approved for CHEM Department Head
2. 04/15/19 2:51 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 07/10/19 4:35 pm
   Simon North (swnorth): Approved for CHEM Department Head
4. 07/11/19 8:15 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 07/11/19 2:52 pm
   Sara Thigpin (sarathigpin): Approved for SC Committee Preparer UG
6. 07/11/19 2:55 pm
   Lucas Macri (lmacri): Approved for SC Committee Chair UG
7. 07/11/19 2:56 pm
   Lucas Macri (lmacri): Approved for SC College Dean UG
8. 07/15/19 9:54 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer
9. 08/05/19 11:53 am
   Terra Bissett (t.bissett): Approved for UCC Chair
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Explain other rationale

change in course number of prerequisite

Course prefix: CHEM
Course number: 468

Department: Chemistry
College/School: Science
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: Fall 2020

Complete Course Title: Materials Chemistry of Inorganic Materials
Abbreviated Course Title: MAT CHEM INORGANIC MATLS

Catalog course description:
Structure, bonding and reactivity of inorganic solids developed from a perspective emphasizing models of chemical bonding, symmetry and electronic structure; methods for characterizing extended periodic solids; descriptions of band structure and contrasts to molecular orbital theory; synthetic routes, quantum confinement and finite size effects of relevance to nanoscale materials.

Prerequisites and Restrictions:
Grade of C or better in CHEM 102 or CHEM 120; PHYS 208 or equivalent; junior or senior classification.

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>
<th>Concurrency?</th>
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<tr>
<td>Or</td>
<td>CHEM 120</td>
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<tr>
<td>And</td>
<td>PHYS 208</td>
<td>D</td>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>PHYS 207</td>
<td>D</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Stacked: No

Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week): Lecture: 3, Lab: 0
Repeatable for credit? No
**Course Syllabus**

**Syllabus:** Upload syllabus

---

**Course:** CHEM 468: Materials Chemistry of Inorganic Materials

**Programs:**
- (BA-CHEM) Chemistry - BA
- (BA-CHEM-BCA) Chemistry - BA, Biological Chemistry or Medical, Dental, Pharmacy School Track
- (BA-CHEM-CET) Chemistry - BA, Chemical Education Track
- (BA-CHEM-ECA) Chemistry - BA, Environmental Chemistry Track
- (BS-CHEM) Chemistry - BS
- (BS-CHEM-BCT) Chemistry - BS, Biological-Chemistry Track
- (BS-CHEM-ECT) Chemistry - BS, Environmental Chemistry Track
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td>8.31.08 These changes reflect updated course numbering in general chemistry.</td>
<td></td>
</tr>
</tbody>
</table>
| Reviewer Comments                        | Terra Bisset (t.bisset) (04/15/19 2:51 pm): Rollback: If adding PHYS 207 as an enforced prerequisite, please also include within the catalog prerequisites either by adding the course or adding an "or equivalent" statement (PHYS 208 or equivalent).  
Terra Bisset (t.bisset) (07/11/19 8:14 am): Updates received.  
Terra Bisset (t.bisset) (08/05/19 11:53 am): UCC approved August 2019. |
MEMORANDUM

TO: Mr. Michael K. Young
President

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

FROM: Dr. Michael J. Benedik
Vice Provost and Chief International Officer

SUBJECT: November 12, 2018 Faculty Senate Items

All of the attached November 2018 Faculty Senate items have been reviewed and approved by the college, university curriculum, Faculty Senate and Office of the Provost.

New Course Request, Course Change Request, Course Inactivation, Course Withdrawal Request, Change in Curriculum Request, W Certification
Approval recommended. FS.36.145; FS.36.146; FS.36.147; FS.36.148; FS.36.149; FS.36.150; FS.36.152; FS.36.153; FS.36.154; FS.36.155; FS.36.156; FS.36.157; FS.36.158; FS.36.159; FS.36.160; FS.36.161; FS.36.162; FS.36.163; FS.36.164; FS.36.165; FS.36.166; FS.36.167; FS.36.169; FS.36.171; FS.36.172; FS.36.174; FS.36.175.

FS.36.151: Recommend approval. College of Agriculture and Life Sciences, Department of Recreation, Park and Tourism Science, MRYD-RYDV Master of Recreation and Youth Development. Request for a title change to an existing degree program: Master of Recreation and Resources Development to Master of Recreation and Youth Development External action: Submit the following forms to the System for THECB approval:
1) Administrative Change Request Change to an Existing Degree Program; 2) Degree Program course list; and 3) THECB form Existing Degree Program Title Change Request.


FS.36.173: Recommend approval. College of Education & Human Development, Department of Health & Kinesiology, BS-KINE-EST Kinesiology - BS, Exercise and Sport Science. Creation of a new option for Kinesiology majors. No external action. The THECB does not track options and the program SCHs will not change.

FS.36.176: Recommend approval. New courses submitted for the following Foundational Component Areas: Creative Arts; Language, Philosophy, Culture; Life & Physical Sciences—Galveston. New courses submitted for Cultural Discourse—Galveston; and International and Cultural Diversity Designation.

FS.36.177: Recommend approval. Proposed revisions to Student Rule 39, Soliciting on campus. Revisions to rule for consistency with Texas A&M Rule 29.99.09.M1 and clarification of responsible offices for implementation of the processes associated with the rule.


Attachments
Course Change Request

Date Submitted: 05/29/19 5:39 pm

Viewing: **HIST 106: History of the United States**

Last edit: 06/18/19 9:57 am

Changes proposed by: rroe48

Catalog Pages referencing this course
- Department of History
- HIST - History [HIST]
- School of Military Science
- Texas Common Course Numbering System
- University Core Curriculum

Programs referencing
- BS-RPTS: Recreation, Park and Tourism Sciences - BS with Certificate
- BS-VIST: Visualization - BS

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
</table>

In Workflow

1. HIST Department Head
2. Curricular Services Review
3. LA College Dean UG
4. GV Committee Preparer UG
5. GV Committee Chair UG
6. GV 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. 05/30/19 3:42 pm
   - David Vaught (d-vaught): Approved for HIST Department Head
2. 05/31/19 8:32 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/10/19 4:16 pm
   - Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
4. 06/18/19 10:31 am
   - Meredith Zalesak (zalesakm): Approved for GV Committee Preparer UG
5. 07/09/19 9:59 am
   - Donna Lang (langd): Approved for GV Committee Chair UG
6. 07/09/19 9:59 am
   - Donna Lang (langd): Approved for GV College Dean UG
7. 07/10/19 9:54 am
   - Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 08/05/19 11:57 am
   - Terra Bissett (t.bissett): Approved for UCC Chair
Rationale for Course Edit
The proposed changes are to meet the demand/interest of students.

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Course number</th>
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<tbody>
<tr>
<td>HIST</td>
<td>106</td>
</tr>
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</table>

Department History
College/School Liberal Arts
Academic Level Undergraduate
Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
<th>College/Program Course Level Rubric</th>
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<tbody>
<tr>
<td>Effective term</td>
</tr>
<tr>
<td>Complete Course Title</td>
</tr>
<tr>
<td>Abbreviated Course Title</td>
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<td>Abbreviated Course Title</td>
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<table>
<thead>
<tr>
<th>Catalog course description</th>
<th>Since reconstruction; new social and industrial problems; rise of progressivism; U.S. emergence as a world power; World War I; reaction and New Deal; World War II; contemporary America; also taught at Galveston campus.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites and Restrictions</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
</tbody>
</table>

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

Repeatable for credit? No
CIP/Fund Code 5401010001
Default Grade Mode Letter Grade (G)
Method of instruction Lecture
Will this course be taught at another branch? Yes
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Learning outcomes are the same for both the traditional and online sections. Only the mode of delivery is different. See attached memo.

Hours
Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

Learning outcomes are the same for both the traditional and online sections. Only the mode of delivery is different. See attached memo.
Will this course be taught as a distance education course? Yes

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

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

Will classroom space be needed for this course? No

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

Required (select program)

Elective (select program)

Has/will this course be (en) submitted for core curriculum consideration? Yes

Proposed Core Foundational Component Area

Approved Foundational Component Area Core American History (K HIS)

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

- [HIST 106 Online.pdf](HIST 106 Online.pdf)
- [HIST 106 traditional.pdf](HIST 106 traditional.pdf)

Letters of support or other documentation No

Additional information

This is a request to teach a section of this course online effective FALL 2019 to support our Maritime Academy and the Maritime Transportation students who are on mandatory summer cruises. We have been teaching HIST 106 on the Galveston campus for several years, many years prior to CARS and many years prior to keeping formal approval memos on file, therefore we do not have an official "approval memo" in our possession.

Reviewer Comments

Terra Bissett (t.bissett) (05/31/19 8:30 am): Request for non-traditional format approval in GV. Adjusted
workflow for GV.

Terra Bissett (t.bissett) 08/05/19 11:56 am: UCC approved August 2019.
HIST 106—HISTORY OF THE UNITED STATES II

Semester: Fall 2019
Place: ONLINE
Time: VARIES

Instructor: Ms. Robin Roe
Office Hours: Online MWF 8:00 – 9:30 AM
Office: Online
Email: roe48@tamu.edu
Tel. no. 979-845-7151

Course Description and Objectives:
History of the United States. Since reconstruction; new social and industrial problems; rise of progressivism; U.S. emergence as a world power; World War I; reaction and New Deal; World War II; contemporary America.

Prerequisites: None

Core Objectives for American History Foundational Component Area
1. Critical thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information).
2. Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication).
3. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).
4. Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making).

Student Learning Outcomes:
During the semester, students will:
1. Enhance their ability to ask questions of, accurately evaluate, and effectively synthesize evidence from historical sources.
2. Develop the ability to effectively express their own ideas and create an argument in written and oral form using historical sources.
3. Expand their knowledge of the historical, economic, political, cultural, and social contexts that created diversity in the US past and present.
4. Apply knowledge about the human condition—in the past and present—to their personal lives and studies.

https://provost.tamu.edu/Essentials/Undergraduate-Learning-Outcomes

Required readings:
John Kasson, Amusing the Million: Coney Island at the Turn of the Century; Hill and Wang, Macmillan, Apr 2011
Rebecca Sharpless, *Fertile Ground, Narrow Choices: Women on Texas Cotton Farms, 1900–1940*; The University of North Carolina Press, 1999


**Course Requirements and Policies**

**Lectures and Attendance:** In order to do well in this course, students need to go beyond the simple memorization of facts through reading and note-taking to develop critical thinking skills that allow them to communicate clearly in writing. An online course requires that students keep up with all readings and written assignments, including listening to occasional recorded lectures. Students are expected to listen to recorded lectures, participate in online discussions, and do the assigned readings. Expect to spend several hours per week reading and taking notes. All students are required to log-in and complete written assignments weekly. Late assignments without an excused absence will not receive credit or will incur a substantial penalty. You must complete all work, even if it is late and does not receive credit. All students need to check eCampus and e-mails at the beginning of each week for any changes or updates to assignments and then regularly throughout the week. For the purposes of assignments and deadlines, the course week starts at 12:01 AM Monday morning and ends at 11:00 PM Sunday evening.

Information concerning absences is contained in the University Student Rules ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)).

**Classroom Climate:** Students will participate in weekly online discussions. In order to create a classroom culture of courtesy, collegiality, and cooperation it is our responsibility to ensure that all interactions are respectful and supportive of the views, ideas and thoughts of everyone.

**Academic Integrity and Respect:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

For additional information please visit: [http://www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem)

Students are viewed as individuals who possess the qualities, dignity and the capacity for self-direction in personal behavior. However, in the interest of other students and the maintenance of these standards, the University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by providing false or misleading or incomplete information; by falsification of records, by plagiarism, classroom misdemeanor, or academic dishonesty. Students are expected to obey federal, state, and local laws as well as TAMU regulations. No academic dishonesty will be tolerated, and any cheating or plagiarism will, at a minimum, result in a zero for the graded work, and may be subject to further punishment in accordance with college policies and procedures.

**Americans with Disabilities Act (ADA) Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamug.edu/counsel/Disabilities.html](http://www.tamug.edu/counsel/Disabilities.html).
Family Educational Rights And Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class. In order to ensure compliance with FERPA, no information pertaining to any students’ grades in this class will be shared or discussed via telephone or the internet (with the exception of WebCT, which protects a student’s right to privacy.)

PLEASE ALSO NOTE: course materials (including but not limited to syllabi, examinations, quizzes, and the PowerPoint slides) in this class are copyrighted. You may not sell or otherwise distribute copies of notes or course materials for profit.

Grading Assessments (with regard to grading, please see: http://student-rules.tamu.edu/rule10):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>First Exam</td>
<td>150</td>
</tr>
<tr>
<td>Second Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (10x10 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly forum responses (10x10 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Short paper 1</td>
<td>100</td>
</tr>
<tr>
<td>Paper 2</td>
<td>150</td>
</tr>
</tbody>
</table>

There are 1000 available points. An A grade is 900–1000 points, B=800–899 points, C=700–799 points, D=600–699 points, F=599 and below.

Examinations: There will be three exams throughout the semester. Examinations are timed with multiple-choice and true/false questions. They are not cumulative. The first two examinations must be taken within a scheduled three-day window. One extra day will be allowed for the final to provide flexibility. Once a student starts the exam, he or she may not exit until the exam is finished. Exams will close at 11:00 PM on the scheduled closing date, so please make certain you start the exam by 10:00 PM in order to have the full hour (by 9:00 PM for the two-hour final.) Students who miss the deadline may take the exam up to one week late for half credit. Examinations taken after that will receive no points but count toward completion of the course. Students must take all three examinations to pass the course.

Quizzes: There will be twelve weekly quizzes posted online. Each quiz will consist of five to ten multiple-choice and true/false questions. The quizzes will be open book but will be timed (this means they will automatically submit and close after five to ten minutes.) The quizzes will be available for three to seven days each and must be completed by 11:00 PM on the scheduled closing date. One to two quiz questions per week may cover instructions for papers or deadlines for the course. The remaining questions will be drawn from the readings assigned for that week. Questions may be drawn from books during the third and final assigned week for that book.
There will be no quizzes or weekly discussion posts during weeks with a scheduled exam. Any student who takes all twelve weekly quizzes on time will have the lowest two quiz grades dropped. Any student who fails to take one quiz will have all quiz grades included. A student must take at least ten quizzes by the end of the semester. Quizzes can be taken up to two weeks late for half credit and at any time for the purposes of meeting the requirement for ten quizzes.

**Weekly Posts:** There will be readings assigned each week both from the Foner textbook, from the assigned books, and from various articles available electronically through the library as well as short recorded lectures. Students will be required to post a response to a question or topic on the readings in an online forum by 11:00 PM on the scheduled closing date. I will respond to each student’s post. If I consider a post inadequate, I will ask the student to expand on the post, and he or she will have one week to respond in order to receive full credit. Note that this gives students a second chance to get full credit. You may also submit a late post up to two weeks after the due date for partial credit in order to have your work counted as complete and at any time for the purposes of meeting course requirements.

**Essays:** You will write two essays. The first will be a short one to two-page paper on a primary source worth 100 points toward your final grade. The paper prompt and instructions will be announced on eCampus by late-September and **will be due on October 13 by 11 PM.** For the second three-page essay, worth 150 points toward your final grade, you will choose between Sharpless’s *Fertile Ground, Narrow Choices,* and Katzenelson’s *When Affirmative Action.* I will give you prompts for the books by late October, and you will write a paper in response to that prompt. **This final paper is due by 11:00 PM on December 3.** Papers must be 3 full pages long, in standard formatting – 1” margins, double spaced, title at the top and centered, in a 12-point Times New Roman font. Papers received after the deadlines will lose a letter grade for every 48 hours they’re late.

**Extra Credit:** As announced.

**Statement on Absences (Attendance):**
Information concerning absences is contained in the University Student Rules Section 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Make-up 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 student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). 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.
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.

All students are required to log-in and complete written assignments weekly. Late assignments without an excused absence will not receive credit or will incur a substantial penalty. You must complete all work, even if it is late and does not receive credit. Make-up tests, quizzes, and assignments will only be offered for full credit to students who provide university-excused documentation. Make-up exams and quizzes will be short answer and essay only. The make-up work for excused absences must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

**Online Office Hours, and E-mail:** Study groups are fine and even encouraged, but you may not collaborate on written or other graded assignments. Also please visit with me during my online office hours to discuss problems and questions. I am available by e-mail, but please include your first and last name and your section number (#499.) Please allow at least 24 hours for a response.

**Assignments By Week (subject to changes)**

**NOTE:** All assignment weeks start on Monday and end on Sunday.

**WEEK 1 – Aug 26 – Sep 1 (Sun):**
- Read Introduction and Syllabus on eCampus
- Read Foner, Chapter 15
- Begin reading John Kasson, *Amusing the Millions*
- Take Quiz 1 by 11 PM on Sep 1
- Post Introduction to forums by 11 PM on Sep 1
- Post Response 1 to forums by 11 PM on Sep 1

**WEEK 2 – Sep 2 – Sep 8:**
- Supplemental recorded lecture or article
- Read Foner, Chapter 16
- Read John Kasson, *Amusing the Millions*
- Take Quiz 2 by 11 PM on Sep 8
- Post Response 2 to forums by 11 PM on Sep 8

**WEEK 3 – Sep 9 – Sep 15:**
- Supplemental recorded lecture or article
- Read Foner, Chapter 17
- Finish reading John Kasson, *Amusing the Millions*
- Take Quiz 3 by 11 PM on Sep 15
- Post Response 3 to forums by 11 PM on Sep 15

**WEEK 4 – Sep 16 – Sep 22:**
- Supplemental recorded lecture or article
- Read Foner, Chapter 18
- Start Reading Sharpless, *Fertile Ground, Narrow Choices*
- Take Quiz 4 by 11 PM on Sep 22
- Post Response 4 to forums by 11 PM on Sep 22
WEEK 5 – Sep 23 – Sep 29:
Review available on eCampus
Take Exam 1 between 27 – 29 Sep (exam will close at 11 PM on 29 Sep)
Exam questions will include Kasson’s Amusing the Millions, and all other readings and recorded lectures.
Continue reading Reading Sharpless, Fertile Ground, Narrow Choices
Work on short essay 1

WEEK 6 – Sep 30 – Oct 6:
Supplemental recorded lecture or article
Read Foner, Chapter 19
Finish reading Sharpless, Fertile Ground, Narrow Choices
Take Quiz 5 by 11 PM on Oct 6
Post Response 5 to forums by 11 PM on Oct 6
Work on short essay 1

WEEK 7 – Oct 7 – Oct 13:
Supplemental recorded lecture or article
Read Foner, Chapter 20
Start reading Katznelson’s When Affirmative Action was White
Take Quiz 6 by 11 PM on Oct 13
Post Response 6 to forums by 11 PM on Oct 13
Short Essay 1 due Oct 13 by 11 PM

WEEK 8 – Oct 14 – Oct 20:
Supplemental recorded lecture or article
Read Foner, Chapter 21
Start reading Katznelson’s When Affirmative Action was White
Take Quiz 7 by 11 PM on Oct 20
Post Response 7 to forums by 11 PM on Oct 20

WEEK 9 – Oct 21 – Oct 27:
Supplemental recorded lecture or article
Read Foner, Chapter 22
Continue reading Katznelson’s When Affirmative Action was White
Take Quiz 8 by 11 PM on Oct 27
Post Response 8 to forums by 11 PM on Oct 27
Start on Essay 2

WEEK 10 – Oct 23 – Nov 3:
Finish reading Katznelson’s When Affirmative Action was White
Review available on eCampus
Take Exam 1 between 31 Oct – 3 Nov (exam will close at 11 PM on 3 Nov)
Exam questions will include Sharpless’s Fertile Ground, Narrow Choices, and Katznelson’s When Affirmative Action Was White and all other readings and recorded lectures.
Work on Essay 2
WEEK 11 – Nov 4 – Nov 10:
Supplemental recorded lecture or article
Read Foner, Chapter 23
Start reading San Miguel’s Brown not White
Take Quiz 9 by 11 PM on Nov 10
Post Response 9 to forums by 11 PM on Nov 10
Work on Essay 2

WEEK 12 – Nov 11 – Nov 17:
Supplemental recorded lecture or article
Read Foner, Chapter 24
Continue reading San Miguel’s Brown not White
Take Quiz 10 by 11 PM on Nov 17
Post Response 10 to forums by 11 PM on Nov 17
Work on Essay 2

WEEK 13 – Nov 18 – Nov 24:
Supplemental recorded lecture or article
Read Foner, Chapter 25
Finish reading San Miguel’s Brown not White
Take Quiz 11 by 11 PM on Nov 24
Post Response 11 to forums by 11 PM on Nov 24
Work on Essay 2

WEEK 14 – Nov 25 – Dec 2:
Read selections, Foner, Chapter 26
Work on Essay 2
Enjoy Thanksgiving!

WEEK 15 – Dec 3 – Dec 5:
Read selections, Foner, Chapter 26
Take Quiz 12 by 11 PM on Dec 5
Post Response 12 to forums by 11 PM on Dec 5
Essay 2 due by 11 PM on Dec 3

The final will be available starting December 6 and will close at 11 PM on Monday, Dec 9 in order to allow time to calculate and post final grades.
Course title and number    HIST 106.402
Term                      Spring 2019
Meeting times and location TR 3:55-5:10 p.m.  MAIN 117

Course Description and Prerequisites

History of the United States since reconstruction; new social and industrial problems; rise of progressivism; U.S. emergence as a world power; World War I; reaction and New Deal; World War II; contemporary America.

There are no prerequisites for this course.

Learning Outcomes or Course Objectives

Core Curriculum Objectives
1. Critical thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information).
2. Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication).
3. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).
4. Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making).

Learning Outcomes
During the semester, students will:
1. Enhance their ability to ask questions of, accurately evaluate, and effectively synthesize evidence from historical sources.
2. Develop the ability to effectively express their own ideas and create an argument in written and oral form using historical sources.
3. Expand their knowledge of the historical, economic, political, cultural, and social contexts that created diversity in the US past and present.
4. Apply knowledge about the human condition—in the past and present—to their personal lives and studies.

Please see: https://provost.tamu.edu/Essentials/Undergraduate-Learning-Outcomes

Instructor Information

Name                        Dr. Larry Blomstedt
Telephone number            409-740-4498 (department)
Email address               lblomste@tamug.edu
Office hours                2:40-3:40 p.m. TR
Office location             MAIN 210E

Textbook and/or Resource Material

Winkler, Allan W., To Everything There Is a Season: Pete Seeger and the Power of Song (ISBN 9780195324822) (Oxford University Press)
Note: Hard copy versions of the Winkler and Behr books are STRONGLY recommended. You will be tested over these books via open-book tests. Only hard-copy versions of these books will be allowed during the tests; e-books will NOT be allowed during these tests.

A number of primary historical documents (also referred to as primary source documents) found online will be assigned. Students are expected to download these documents; links to the documents will be provided in the Course Schedule.

Students will need five scantron forms, no. 882

Grading Policies

Grading Policy: Each grade in this course measures the degree to which students have learned material and/or the skills required by the course. Grades are not awarded based on effort. Grades are NOT curved because success in this course is measured by material learned, not relative performance among students. The components of your grade are:

Exams
There will be three exams; each will cover lecture material, the textbook, and primary documents assigned. Exams can have a variety of questions including short answer, multiple choice and/or true-false. Prompts for short answer questions that could appear on the exams will be posted in advance. You will not be allowed to use books or notes during these exams. Exams are worth 20 points each.

Book Tests
I believe that the ability to read books closely and critically is an important part of a college history course. Therefore, there will be a test over the Pete Seeger book worth 20 points. Book Tests are open-book, but they will be timed, which means that you will definitely need to have read, annotated and studied the book prior to the test date in order to earn a good grade. Book tests are administered with a scantron form and may also include short answer and/or essay questions. E-books may not be used during these tests; only hard copy versions will be allowed.

Paper
Students will write a paper outside of class worth 20 points. The paper will be submitted electronically via E-Campus.

Late Work: I will accept late submissions of the analysis paper assignment through one week after the due date, with a 10% penalty imposed. The paper will not be accepted for grading beyond a week after the due date unless the student has an excused reason that complies with the university’s attendance policy.

Question About a Grade: I am more than happy to answer any question about a grade on an assignment, and will, of course, correct any inadvertent grading error. I do ask that you bring such questions to me by the next class period after the grade is posted.

Open Door: Your success in the class is important to me. Therefore, I encourage you to contact me in person or by email with any questions or struggles in the course. I’m glad to explore study strategies with you on an individual basis and, remember, the time to communicate with me if you’re struggling in the course is sooner rather than at the end.

Statement on Absences: Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Absence.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).
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Grading Scale

<table>
<thead>
<tr>
<th>Grade Components</th>
<th>Grade Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major exams: 20 points each x 3 exams</td>
<td>A = 90 + points Book</td>
</tr>
<tr>
<td>Book test: 20 points each x 1 test</td>
<td>B = 80-89.9 points</td>
</tr>
<tr>
<td>Analysis Paper:</td>
<td>C = 70-79.9 points</td>
</tr>
<tr>
<td>TOTAL</td>
<td>D = 60-69.9 points</td>
</tr>
<tr>
<td></td>
<td>F = 0-59.9 points</td>
</tr>
</tbody>
</table>

Note that the course grade is based on total points, not percentage. Each of the major exams will include opportunities to earn 1 extra credit point. No other extra credit is offered in this course.

Other Pertinent Course Information

Time Commitment: To succeed in a college course, you must have time to learn the material and prove that you have done so by earning satisfactory grades. As a general rule of thumb, plan to spend an average of 6 hours/week outside of class time to give yourself a chance to do well in the course. If you do not feel you can make this time commitment, this semester may not be the best time for you to take this class.

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 the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/Disabilities.html.

Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
For additional information please visit: http://www.tamug.edu/HonorSystem
Course Schedule

**Important note:** Students not planning to attend class on any of the exam dates below for reasons other than an excused absence who do not wish to earn a zero for the exam are advised to drop the course. No exams are given early.

Chapters refer to the Brands, Breen, Williams & Gross textbook, *American Stories*, 4th ed. (referred to as "Brands" below). “Document” refers to a primary historical document, which you will need to download from the internet using the link provided.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Reading Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tues., Jan. 15</td>
<td>Topic: The West Exploiting an Empire, 1849-1902 (chapter 17)</td>
</tr>
<tr>
<td></td>
<td>Brands, chapter 17</td>
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<tr>
<td></td>
<td>Document—&quot;<em>The Significance of the Frontier in American History</em>&quot;</td>
</tr>
<tr>
<td></td>
<td>(Read the following sections: beginning up to the “Stages of Frontier Advance,”</td>
</tr>
<tr>
<td></td>
<td>“Composite Nationality,” “Growth of Democracy,” and “Intellectual Traits”)</td>
</tr>
<tr>
<td>Tues., Jan. 22</td>
<td>Topic: The Industrial Society, 1850-1901 (chapter 18) Read:</td>
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<tr>
<td></td>
<td>Brands, chapter 18</td>
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<td></td>
<td>Document—&quot;<em>The Gospel of Wealth</em>&quot; (Carnegie-1889)</td>
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<td></td>
<td>Document—&quot;<em>Address of George Engel, Haymarket Anarchist</em>&quot; (read only Engel’s speech,</td>
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<td>for which you may need to scroll down a bit)</td>
</tr>
<tr>
<td>Thurs., Jan. 24</td>
<td>Topic: Toward an Urban Society, 1877-1900 (chapter 19) Read:</td>
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<td></td>
<td>Brands, chapter 19</td>
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<td>Document—&quot;<em>Upton Sinclair Hits His Readers in the Stomach</em>&quot;</td>
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<tr>
<td>Tues., Jan. 29</td>
<td>Topic: Political Realignments, 1876-1901 (chapter 20) Read:</td>
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<td></td>
<td>Brands, chapter 20</td>
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<tr>
<td>Thurs., Jan. 31</td>
<td>Topic: Toward Empire, 1865-1902 (chapter 21) Read:</td>
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<td>Brands, chapter 21</td>
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<td>Document—&quot;<em>Platform of the American Anti-Imperialist League</em>&quot; (Schurz)</td>
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<td>Document—&quot;<em>Josiah Strong, from Our Country (1885)</em>&quot;</td>
</tr>
<tr>
<td>Tues, Feb. 5</td>
<td><strong>Exam 1 (covers chapters 17-21, including assigned documents and lecture notes)</strong></td>
</tr>
<tr>
<td>Thurs., Feb. 7</td>
<td>Topics: The Progressive Era, 1895-1917 (chapter 22) Hints for reading <em>Prohibition</em></td>
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<td></td>
<td>Read: Brands, chapter 22</td>
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<tr>
<td></td>
<td><em>Prohibition</em>, introduction through chapter 1</td>
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<td></td>
<td><em>Prohibition</em>...- at least a quarter of the book</td>
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<tr>
<td>Thurs., Feb. 14</td>
<td>Topics: The Nation at War, 1901-1920 (chapter 24) Instructions for Analysis Paper</td>
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<tr>
<td></td>
<td>Read: Brands, chapter 24</td>
</tr>
<tr>
<td></td>
<td>Document—&quot;<em>Housewives in Uniform: Domesticity as Military Duty</em>&quot;</td>
</tr>
<tr>
<td></td>
<td><em>Prohibition</em>—be through at least half of the book</td>
</tr>
<tr>
<td>Tues., Feb. 19</td>
<td>Topics: Transition to Modern America, 1919-1928 (chapter 25) Read:</td>
</tr>
<tr>
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<td>Brands, chapter 25</td>
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<td><em>Prohibition</em>— complete at least three-quarters of the book</td>
</tr>
<tr>
<td>Thurs., Feb. 21</td>
<td>Topic: Transition to Modern America, 1919-1928 (chapter 25) Read:</td>
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<td><em>Prohibition</em>— Compete the book</td>
</tr>
<tr>
<td>Tues., Feb. 26</td>
<td>Topics: Franklin D. Roosevelt and the New Deal, 1929-1939 (chapter 26) Read:</td>
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<td>Brands, chapter 26</td>
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<tr>
<td>Date</td>
<td>Topic</td>
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<tr>
<td>Thurs., March 7</td>
<td>Topic: America and the World, 1921-1945 (chapter 27)</td>
</tr>
<tr>
<td>March 11-15</td>
<td>SPRING BREAK- NO CLASS! 🎉</td>
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<tr>
<td>Tues., March 19</td>
<td>Topic: The Onset of the Cold War, 1945-1960 (chapter 28)</td>
</tr>
<tr>
<td>Thurs., March 21</td>
<td>Exam 2 (covers chapters 22-27, including assigned documents and lecture notes)</td>
</tr>
<tr>
<td>Thurs., March 28</td>
<td>Topics: Affluence and Anxiety, 1945-1960 (chapter 29) Hints for reading Pete Seeger</td>
</tr>
<tr>
<td>Tues., April 2</td>
<td>Topic: The Turbulent Sixties, 1960-1968 (chapter 30) Read: Brands, chapter 30</td>
</tr>
<tr>
<td>Tues., April 9</td>
<td>Topic: Vietnam War Read: Pete Seeger-complete the book</td>
</tr>
<tr>
<td>Thurs., April 18</td>
<td>Topic: Into the Twenty-First Century, 1989-2013 (chapter 32)</td>
</tr>
<tr>
<td>Tues., April 23</td>
<td>Topic: Into the Twenty-First Century, 1989-2013 (chapter 32)</td>
</tr>
<tr>
<td>Thurs., April 25</td>
<td>Exam 3 -covers chapters 28-32, including lectures and assigned documents</td>
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</tbody>
</table>
# Course Change Request

Date Submitted: 05/29/19 8:42 pm

**Viewing:** HIST 226: History of Texas

Last edit: 06/18/19 9:59 am

Changes proposed by: rroe48

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
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<tbody>
<tr>
<td>Department of History</td>
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<tr>
<td>HIST ‐ History (HIST)</td>
</tr>
<tr>
<td>Texas Common Course Numbering System</td>
</tr>
<tr>
<td>University Core Curriculum</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA‐MAST: Maritime Studies ‐ BA</td>
</tr>
<tr>
<td>BS‐INST‐BLE: Interdisciplinary Studies ‐ BS, Bilingual Education EC‐6</td>
</tr>
<tr>
<td>BS‐INST‐ESP: Interdisciplinary Studies ‐ BS, Special Education EC‐12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Contact(s)</th>
</tr>
</thead>
</table>

## Approval Path

1. 05/30/19 3:40 pm
   - David Vaught (dvaught): Approved for HIST Department Head

2. 05/31/19 9:08 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review

3. 06/10/19 4:16 pm
   - Steve Oberhelman (s.oberhelman): Approved for LA College Dean UG

4. 06/18/19 10:31 am
   - Meredith Zalesak (zalesakm): Approved for GV Committee Preparer UG

5. 07/09/19 9:59 am
   - Donna Lang (langd): Approved for GV Committee Chair UG

6. 07/09/19 10:00 am
   - Donna Lang (langd): Approved for GV College Dean UG

7. 07/10/19 9:54 am
   - Sandra Williams (sandra-williams): Approved for UCC Preparer

8. 08/05/19 11:58 am
   - Terra Bissett (t.bissett): Approved for UCC Chair
Rationale for Course Edit

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

Course prefix: HIST  
Course number: 226

Department: History
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: Fall 2019

Complete Course Title: History of Texas
Abbreviated Course Title: HIST OF TEXAS

Catalog course description:
History of Texas from Spanish period to present day. Stress placed upon period of Anglo-American settlement, revolution, republic and development of modern state; also taught at Galveston campus.

Prerequisites and Restrictions:
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings:
Crosslisted With: No

Stacked:
Stacked with: No

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

Repeatable for credit: No

CIP/Fund Code: 5401010001

Default Grade Mode: Letter Grade (G)

Method of instruction: Lecture

Will this course be taught at another branch? Yes

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

Learning Outcomes

Learning outcomes are the same for both the traditional and online sections. Only the mode of delivery is different. See attached memo.

Hours

The course content is the same for both the traditional and online sections. Only the mode of delivery is different. See attached memo.
Will this course be taught as a distance education course? **Yes**

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

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

Will classroom space be needed for this course? **Yes**

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? **Yes**

Proposed Core Foundational Component Area

Approved Foundational Component Area

Core American History (KHIS)

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

HIST 226 Traditional.pdf

HIST 226 online.pdf

Letters of support or other documentation **No**

Additional information

This is a request to teach a section of this course online effective FALL 2019 to support our Maritime Academy and the Maritime Transportation students who are on mandatory summer cruises. We have been teaching HIST 226 on the Galveston campus for several years, many years prior to CARS and many years prior to keeping formal approval memos on file, therefore we do not have an official "approval memo" in our possession.

Reviewer Comments

Terra Bissett (t.bissett) (05/31/19 9:06 am): Request for non-traditional format approval in GV. Adjusted
workflow for GV.

Terra Bissett (t.bissett) (08/05/19 11:57 am): UCC approved August 2019.
Semester: Fall 2018  
Place: ONLINE  
Time: VARIES  

Instructor: Ms. Robin Roe  
Office Hours: Online MWF 8:30-9:30 am  
Office: Online  
Or by appointment  
Email: roe48@tamu.edu  
Tel. no. 979-845-7151  

Course Description and Objectives:  
History of Texas from Spanish period to present day. Stress placed upon period of Anglo-American settlement, revolution, republic and development of modern state. This is a survey course, and we will focus on selected significant moments in that history, particularly key moments of social, economic, political and cultural conflict and change and how these moments are connected to the broader world.

Prerequisites: None  

Core Objectives for American History Foundational Component Area  
1. Critical thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information).  
2. Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication).  
3. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).  
4. Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making).  

Student Learning Outcomes:  
During the semester, students will:  
1. Enhance their ability to ask questions of, accurately evaluate, and effectively synthesize primary and secondary historical writings.  
2. Develop the ability to effectively express their own ideas in written and oral form.  
3. Expand their knowledge of the historical and social contexts that created diversity in past and present human cultures.  
4. Apply knowledge about the human condition—in the past and present—to their personal lives and studies.  

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see:  

Required readings:  
Robert A. Calvert, Arnoldo De Leon, and Gregg Cantrell, The History of Texas (Fifth Edition)  
James E. Crisp, Sleuthing the Alamo: Davy Crockett’s Last Stand and Other Mysteries of the Texas Revolution  
S. C. Gwynne, Empire of the Summer Moon: Quanah Parker and the Rise and Fall of the Comanches, the Most Powerful Indian Tribe in American History

**Articles and other readings as assigned.**

**Course Requirements and Policies**

**Lectures and Attendance:** In order to do well in this course, students need to go beyond the simple memorization of facts through reading and note-taking to develop critical thinking skills that allow them to communicate clearly in writing. An online course requires that students keep up with all readings and assignments, including listening to occasional recorded lectures. All students are required to log-in and complete assignments weekly. Late assignments without an excused absence will not receive credit or will incur a substantial penalty. You must complete all work, even if it is late and does not receive credit. All students need to check eCampus and e-mails at the beginning of each week for any changes or updates to assignments and then regularly throughout the week. For the purposes of assignments and deadlines, the course week starts at 12:01 AM Monday morning and ends at 11:00 PM Sunday evening. Information concerning absences is contained in the University Student Rules ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)).

**Classroom Climate:** Students will participate in weekly online discussions. In order to create a classroom culture of courtesy, collegiality, and cooperation it is our responsibility to ensure that all interactions are respectful and supportive of the views, ideas and thoughts of everyone.

**Academic Integrity and Respect:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

*For additional information please visit: [http://www.tamu.edu/HonorSystem](http://www.tamu.edu/HonorSystem)*

Students are viewed as individuals who possess the qualities, dignity and the capacity for self-direction in personal behavior. However, in the interest of other students and the maintenance of these standards, the University reserves the right, through due process, to place on probation, suspend or expel any student who violates academic integrity and regulations by providing false or misleading or incomplete information; by falsification of records, by plagiarism, classroom misdemeanor, or academic dishonesty. Students are expected to obey federal, state, and local laws as well as TAMU regulations. No academic dishonesty will be tolerated, and any cheating or plagiarism will, at a minimum, result in a zero for the graded work, and may be subject to further punishment in accordance with college policies and procedures.

**Americans with Disabilities Act (ADA) Policy Statement:**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamug.edu/counsel/Disabilities.html](http://www.tamug.edu/counsel/Disabilities.html).

**Family Educational Rights And Privacy Act (FERPA)**

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class. In order to ensure compliance with FERPA, no information pertaining to any students’ grades
in this class will be shared or discussed via telephone or the internet (with the exception of software which protects a student’s right to privacy).

**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.

**Grading Assessments** (with regard to grading, please see: http://student-rules.tamu.edu/rule10):

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Points</th>
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<tbody>
<tr>
<td>First Exam</td>
<td>150</td>
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<tr>
<td>Second Exam</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (10x10 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Weekly forum responses</td>
<td>100</td>
</tr>
<tr>
<td>Short paper</td>
<td>250</td>
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</tbody>
</table>

There are 1000 available points. An A grade is 900–1000 points, B=800–899 points, C=700–799 points, D=600–699 points, F=599 and below.

**Examinations:** There will be three exams throughout the semester. Examinations are timed with multiple-choice and true/false questions. They are not cumulative. The first two examinations must be taken within a scheduled three-day window. One extra day will be allowed for the final to provide more flexibility. Once a student starts the exam, he or she may not exit until the exam is finished. Exams will close at 11:00 PM on the scheduled closing date, so please make certain you start the exam by 10:00 PM in order to have the full hour (by 9:00 PM for the two-hour final.) Students who miss the deadline may take the exam up to one week late for half credit. Examinations taken after that will receive no points but count toward completion of the course. Students must take all three examinations to pass the course.

**Quizzes:** There will be twelve weekly quizzes posted online. Each quiz will consist of five to ten multiple choice and true/false questions. The quizzes will be open book but will be timed (this means they will automatically submit and close after five to ten minutes.) The quizzes will be available for three to seven days each and must be completed by 11:00 PM on the scheduled closing date. One to two quiz questions per week may cover instructions for papers or deadlines for the course. The remaining questions will be drawn from the readings assigned for that week. Questions may be drawn from books during the third and final assigned week for that book.
There will be no quizzes or weekly discussion posts during weeks with a scheduled exam. Any student who takes all twelve weekly quizzes on time will have the lowest two quiz grades dropped. Any student who fails to take one quiz will have all quiz grades included. A student must take at least ten quizzes by the end of the semester. Quizzes can be taken up to two weeks late for half credit and at any time for the purposes of meeting the requirement for ten quizzes.

**Weekly Posts:** There will be readings assigned each week both from the Calvert textbook, from the assigned books, and from various articles available electronically through the library as well as short recorded lectures. Students will be required to post a response to a question or topic on the readings in an online forum by 11:00 PM on the scheduled closing date. I will respond to each student’s post. If I consider a post inadequate, I will ask the student to expand on the post, and he or she will have one week to respond in order to receive full credit. **Note that this gives students a second chance to get full credit.** You may also submit a late post up to two weeks after the due date for partial credit in order to have your work counted as complete and at any time for the purposes of meeting course requirements.

**Short Paper:** You will be assigned a paper that will be completed in two stages, worth 25%. The paper prompts and instructions will be announced on eCampus by mid-October. You will choose between *Freedom Colonies* and *Fertile Ground, Narrow Choices* and write a paper in response to the prompt for that book. You will submit an outline, first draft, or research notes for this paper by **11:00 PM on November 30** (50 points) and the final paper is due by **11:00 PM on December 5** (200 points.) Papers must be 3 pages long, in standard formatting – 1” margins, double spaced, title at the top and centered, in a 12-point Times New Roman font. Papers received after the deadlines will lose a letter grade for every 48 hours that they’re late.

**Extra Credit:** As announced.

**Statement on Absences (Attendance):** Information concerning absences is contained in the University Student Rules Section 7([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

**Make-up 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 student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html)). 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.
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.

All students are required to log-in and complete written assignments weekly. Late assignments without an excused absence will not receive credit or will incur a substantial penalty. You must complete all work, even if it is late and does not receive credit. Make-up tests, quizzes, and assignments will only be offered for full credit to students who provide university-excused documentation. Make-up exams and quizzes will be short answer and essay only. The make-up work for excused absences must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

Online Office Hours, and E-mail: Study groups are fine and even encouraged, but you may not collaborate on written or other graded assignments. Also please visit with me during my online office hours to discuss problems and questions. I am available by e-mail, but please include your first and last name and your section number. Please allow at least 24 hours for a response.

PLEASE ALSO NOTE: course materials (including but not limited to syllabi, examinations, quizzes, and the PowerPoint slides) in this class are copyrighted. You may not sell or otherwise distribute copies of notes for profit.

**Assignments By Week (subject to changes)**

**WEEK 1 – Aug 27 – Sep 2:**
- Read Introduction and Syllabus on eCampus
- Read Calvert, *History of Texas* pp. 1–24 and 27–35 (to the heading for “Frontier Society”)
- Read article: at https://texasalmanac.com/topics/environment/physical-regions-texas, Texas Almanac (online), “Physical Regions of Texas.”
- Begin reading Crisp, *Sleuthing the Alamo*
- Take Quiz 1 by 11 PM on Sep 2
- Post Response 1 to forums by 11 PM on Sep 2

**WEEK 2 – Sep 3 – Sep 9:**
- Read Calvert, *History of Texas* pp. 37 – 54 and 56 – 84
- Continue reading Crisp, *Sleuthing the Alamo*
- **ARTICLE OR LECTURE TBA**
- Take Quiz 2 by 11 PM on Sep 9
- Post Response 2 to forums by 11 PM on Sep 2

**WEEK 3 – Sep 10 – Sep 16:**
- Read Calvert, *History of Texas* pp. 87 – 113
- **ARTICLE OR LECTURE TBA**
- Finish reading Crisp, *Sleuthing the Alamo*
- Take Quiz 3 by 11 PM on Sep 16
- Post Response 3 to forums by 11 PM on Sep 16
WEEK 4 – Sep 17 – Sep 23:
Read Calvert, *History of Texas* pp. 115 – 145
**ARTICLE OR LECTURE TBA**
Begin reading Gwynne, *Empire of the Summer Moon*
Take Quiz 4 by 11 PM on Sep 23
Post Response 4 to forums by 11 PM on Sep 23

WEEK 5 – Sep 24 – Sep 30:
Review available on eCampus
Take **Exam 1** between 28 – 30 Sep (exam will close at **11 PM on 30 Sep**)
Exam questions will include *Sleuthing the Alamo* and all assigned articles so far
Continue reading Gwynne, *Empire of the Summer Moon*

WEEK 6 – Oct 1 – Oct 7:
Read Calvert, *History of Texas* pp. 147 – 171
**ARTICLE OR LECTURE TBA**
Finish reading Gwynne, *Empire of the Summer Moon*
Take Quiz 5 by 11 PM on Oct 7
Post Response 5 to forums by 11 PM on Oct 7

WEEK 7 – Oct 8 – Oct 14:
Read Calvert, *History of Texas* pp. 173 – 201 and 203 – 218 (stop at heading “Agriculture”)
**ARTICLE OR LECTURE TBA**
Begin reading Sitton and Conrad, *Freedom Colonies*
Take Quiz 6 by 11 PM on Oct 14
Post Response 6 to forums by 11 PM on Oct 14

WEEK 8 – Oct 15 – Oct 21:
Read Calvert, *History of Texas* pp. 218 – 236 and 238 – 257 (stop at heading “Ethnic Texans”)
**ARTICLE OR LECTURE TBA**
Continue reading Sitton and Conrad, *Freedom Colonies*
First paper/project due by 11 PM on Oct 17
Take Quiz 7 by 11 PM on Oct 21
Post Response 7 to forums by 11 PM on Oct 21

WEEK 9 – Oct 22 – Oct 28:
Read Calvert, *History of Texas* pp. 257 – 276 and 279 – 313
**ARTICLE OR LECTURE TBA**
Finish reading Sitton and Conrad, *Freedom Colonies*
Take Quiz 8 by 11 PM on Oct 28
Post Response 8 to forums by 11 PM on Oct 28

WEEK 10 – Oct 29 – Nov 4:
Review available on eCampus
Take **Exam 2** between 1 – 4 Nov (exam will close at **11 PM on 4 Nov**)
Exam questions will include *Empire of the Summer Moon* and articles assigned since Exam 1
Start reading Sharpless, *Fertile Ground, Narrow Choices*
WEEK 11 – Nov 5 – Nov 11:
Read Calvert, *History of Texas* pp. 316 – 343 and 346 – 368 (stop at heading “Texas Society and Culture at Midcentury”)
**ARTICLE OR LECTURE TBA**
Continue reading Sharpless, *Fertile Ground, Narrow Choices*
Take Quiz 9 by 11 PM on Nov 11
Post Response 9 to forums by 11 PM on Nov 11

WEEK 12 – Nov 12 – Nov 18:
Read Calvert, *History of Texas* 369 – 380 and 382 – 414
**ARTICLE OR LECTURE TBA**
Finish reading Sharpless, *Fertile Ground, Narrow Choices*
Start second paper
Take Quiz 10 by 11 PM on Nov 18
Post Response 10 to forums by 11 PM on Nov 18

WEEK 13 – Nov 19 – Nov 25:
Read Calvert, *History of Texas* pp. 416 – 466 (selected sections TBA)
**ARTICLE OR LECTURE TBA**
Continue second paper
Take Quiz 11 by 11 PM on Nov 25
ENJOY THANKSGIVING!

WEEK 14 – Nov 26 – Dec 2:
**ARTICLE OR LECTURE TBA**
Continue second paper
Consultations online
Post: either an outline or a paragraph on the paper by **11 PM on NOV 30**
Take Quiz 12 by 11 PM on Dec 2
Extra credit forum post

WEEK 15 – Dec 3 – Dec 9:
Review available on eCampus
Submit second paper by **11 PM on Dec 5**

The final will be available starting December 7 and will close at 9 PM on Tuesday, Dec 11 to allow time to calculate and post final grades
Texas History 226.504

Semester: Fall 2018
Place: CHEM 100
Time: MWF 9.10-10.00am

Instructor: Ms. Robin Roe
Office Hours: WF 8–9 am, W 10:15–11:30 am
Office: Glasscock 002
Email: rroe48@tamu.edu

Course Description and Objectives:
History of Texas from Spanish period to present day. Stress placed upon period of Anglo-American settlement, revolution, republic and development of modern state. This is a survey course, and we will focus on selected significant moments in that history, particularly key moments of social, economic, political and cultural conflict and change and how these moments are connected to the broader world.

Prerequisites: None

Core Objectives for American History Foundational Component Area
1. Critical thinking (to include creative thinking, innovation, inquiry, analysis, evaluation, and synthesis of information).
2. Communication (to include effective development, interpretation and expression of ideas through written, oral, and visual communication).
3. Social Responsibility (to include intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities).
4. Personal Responsibility (to include the ability to connect choices, actions, and consequences to ethical decision-making).

Student Learning Outcomes:
During the semester, students will:
1. Enhance their ability to ask questions of, accurately evaluate, and effectively synthesize primary and secondary historical writings.
2. Develop the ability to effectively express their own ideas in written and oral form.
3. Expand their knowledge of the historical and social contexts that created diversity in past and present human cultures.
4. Apply knowledge about the human condition—in the past and present—to their personal lives and studies.

Texas A&M University has identified student learning outcomes that describe our institutional commitment to your educational goals. These include the ability to demonstrate critical thinking, effective communication, and social, cultural, and global competence. Please see:

Required readings:
All books are available at the MSC Bookstore and I have placed a copy of each reader on reserve in Evans Annex, Media and Reserves Department.
**Articles and other readings as assigned.**
Recommended textbook:

Course Requirements and Policies
Lectures and Attendance: Students are expected to attend lectures and discussions and do the assigned readings. In order to do well in this course, students need to go beyond the simple memorization of facts through reading and note-taking to develop critical thinking skills that allow them to communicate clearly in writing. Official class roll will not be taken. Attendance and good notetaking are essential, however, to complete the course successfully. Information concerning absences is contained in the University Student Rules: ([http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html](http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html))

Classroom Climate: To create a classroom culture of courtesy, collegiality, and cooperation it is our responsibility to ensure that all interactions are respectful and supportive of the views, ideas and thoughts of everyone. The use of cell phones during class is discouraged. Cell phones must be turned off, or if used for notetaking, the ringer must be set to silent for the duration of class.

Academic Integrity and Respect: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”
For additional information please visit: [http://www.tamug.edu/HonorSystem](http://www.tamug.edu/HonorSystem)

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit [http://www.tamug.edu/counsel/Disabilities.html](http://www.tamug.edu/counsel/Disabilities.html).

Family Educational Rights And Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class. In order to ensure compliance with FERPA, no information pertaining to any students’ grades in this class will be shared or discussed via telephone or the internet.

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.

Grading Assessments (with regard to grading, please see: http://student-rules.tamu.edu/rule10):

First Exam 200 points
Second Exam 250 points
Final Exam 250 points
Quizzes (4x2.5%) 100 points
Primary Source analysis 200 points

There are 1000 available points. An A grade is 900–1000 points, B=800–899 points, C=700–799 points, D=600–699 points, F=599 and below.

Examinations: Students will take three examinations as scheduled. Examinations are multiple-choice, true/false, and closed book. Questions will be drawn from lecture, reading, and film materials. Examinations are not cumulative.

Scantrons: You will need to purchase three scantrons (green, 882E) for test days.

Quizzes: We will have five in-class unannounced quizzes. Each quiz will consist of five multiple-choice and true/false questions, either over that day’s lecture or over the reading being discussed that day.

Primary Source Analysis: This will require you to take written notes from a primary source on evidence you find in that source related to a specific question, and then write about a page to answer that question using the evidence you found. Your (computer-printed) research notes will be submitted and graded with that short essay as part of the assignment. Written assignments must be handed in by the beginning of lecture on the due date. Work must be in standard formatting – 1” margins, double spaced, in a 12-point Times New Roman font. Work submitted after the end of class on the due date will be penalized by a full letter grade for each 24-hour period that the analysis is late after the deadline.

Extra Credit: As announced.

Statement on Absences (Attendance):
Information concerning absences is contained in the University Student Rules Section 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Make-up 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 student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Reasons for absences that are considered excused by the university are found in Student Rule 7 (http://www.tamug.edu/stulife/Academic_Rules/7_Attendance.html). 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.

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.

Late assignments without an excused absence will not receive credit or will incur a substantial penalty. Make-up tests, quizzes, and other assignments will only be offered for full credit to students who provide university-excused documentation. Make-up assignments will be in an identification/short answer/essay format. The make-up work for excused absences must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

**Study Groups, Note-Taking Partners, and Study Strategies:** On the first day of class please create a note-taking partnership and study group. Working collaboratively during the semester will provide opportunities for you to comprehensively review for class assignments. Please also consider visiting with me during my office hours to discuss note-taking and study strategies.

**PLEASE ALSO NOTE:** course materials (including but not limited to syllabi, examinations, quizzes, and the PowerPoint slides) in this class are copyrighted. You may not sell or otherwise distribute copies of notes for profit. Depending on circumstances, special permission may be granted for audio (only) recording.

**Lecture & Assignment Sequence**

M Aug 27: Course Introduction
W Aug 29: Texas Geography and the first humans
F Aug 31: Early Humans in Texas 4


M Sep 3: Precontact Indigenous Peoples
W Sep 5: European Contact; **DISCUSSION on Article**
F Sep 7: Spanish New Mexico and Texas

M Sep 10: La Salle, The Mission system and Native Americans
W Sep 12: Video: NOVA: Voyage of Doom available on MediaMatrix
F Sep 14: Mission system and San Antonio + **DISCUSSION – Nova**

**READ ARTICLE:** TBA

M Sep 17: Native American Empires and trade networks
W Sep 19: Revolt and Mexican Texas **DISCUSSION (article tba)**
W Sep 21: *Empresarios*, filibusters, and cotton
M Sep 24: Road to Revolution
W Sep 26: Finish, exam review
F Sep 28: EXAMINATION ONE
READ ARTICLE: TBA

M Oct 1: Texas Revolution
W Oct 3: Republic of Texas and Native Americans
F Oct 5: Finish Native Americans, DISCUSSION (article tba)
READ: Freedom Colonies

M Oct 8: Slaves, Tejanos, and immigrants
W Oct 10: Statehood and War with Mexico
F Oct 12: War with Mexico, Comanche Empire
READ ARTICLE: TBA
READ: Freedom Colonies

M Oct 15: Antebellum life in Texas
W Oct 17: Slavery and slave culture
F Oct 19: DISCUSSION (article tba)
READ: Freedom Colonies

M Oct 22: Civil War
W Oct 24: Reconstruction and Freedmen
F Oct 26: Texas life in transition
READ: Freedom Colonies

M Oct 29: DISCUSSION Freedom Colonies
W Oct 31: Continue Texas life in Transition, Review
F Nov 2: EXAMINATION TWO
READ: Bilingual Education

M Nov 5: Populism
W Nov 7: Continue Populism and DISCUSSION OF WIZARD OF OZ
F Nov 9: Jim Crow and Juan Crow and new migrations
READ ARTICLE: TBA
READ: Bilingual Education

M Nov 12: Finish William Ellis, Galveston, Progressives
Primary Source Analysis due by 10 AM in class, November 12
W Nov 14: DISCUSSION (article tba)
F Nov 16: The Mexican Revolution, World War I, and the Houston Riot
READ: Bilingual Education

M Nov 19: Texas Music
NO CLASS ON Wednesday November 21 or 23 due to the Thanksgiving holidays
READ: Bilingual Education

M Nov 26: Discussion Bilingual Education
W Nov 28: The emergence of Mexican Americans, LULAC, and the GI Forum
F Nov 30: Texas in the Depression and World War II
M Dec 3: Civil Rights
W Dec 5: REVIEW

FINAL EXAMINATION Monday December 10, 2018, at 8 am
PLEASE NOTE THE EARLIER TIME
Course Change Request

Date Submitted: 05/16/19 12:31 pm

Viewing: HLTH 334: Women's Health

Also listed as: WGST-334

Formerly known as: WGST 334

Last approved: 01/09/18 3:23 am
Last edit: 06/07/19 10:11 am
Changes proposed by: mindybergman

Catalog Pages referencing this course
- HLTH 334:
  - Department of Biology
  - Department of Health and Kinesiology
  - HLTH - Health (HLTH)
  - International and Cultural Diversity Requirements
  - WGST - Women's & Gender Studies (WGST)
- WGST 334:
  - Department of Health and Kinesiology

Faculty Senate Number

Contact(s)

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

Approval Path
1. 06/06/19 3:12 pm
   Melinda Sheffield Moore (zulu818): Approved for HLKN Department Head
2. 06/07/19 3:40 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/20/19 11:15 am
   Mindy Bergman (mindybergman): Approved for WGST Program
4. 06/20/19 11:42 am
   Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
5. 06/20/19 1:14 pm
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
6. 07/01/19 8:32 am
   Chris Cherry (chrischerry): Approved for ED Committee Chair UG
7. 07/01/19 8:38 am
   Chris Cherry (chrischerry): Approved for ED College Dean UG
The proposed changes are part of a routine curriculum review.

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mindy Bergman</td>
<td><a href="mailto:mindybergman@tamu.edu">mindybergman@tamu.edu</a></td>
<td>9798459707</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

**Course prefix**: HLTH  
**Course number**: 334  
**Department**: Health & Kinesiology  
**College/School**: Education & Human Development  
**Academic Level**: Undergraduate  
**Effective term**: Fall 2020

**Complete Course Title**: Women's Health  
**Abbreviated Course Title**: WOMENS HEALTH

**Catalog course description**: A broad range of health issues that are either unique to women or of special importance to women; information for the health consumer; preparation as an advocate of healthy lifestyles; awareness of the role health plays in the life of all women.

**Prerequisites and Restrictions**: Junior or senior classification.  
**Concurrent Enrollment**: No  
**Should catalog prerequisites / concurrent enrollment be enforced?**: No  
**Crosslistings**: No  
**Crosslisted With**: WGST 334  
**Stacked**: No

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

**Repeatable for credit?**: No  
**Three-peat?**: No  
**CIP/Fund Code**: 5122010014  
**Default Grade Mode**: Letter Grade (G)  
**Alternate Grade Modes**: Satisfactory/Unsatisfactory  
**Method of instruction**: Lecture
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Learning Outcomes**

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Approved via memo (Spring 2018)

**Hours**

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

Approved via memo (Spring 2018)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>Yes</td>
</tr>
<tr>
<td>I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.</td>
<td>Yes</td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has/will this course be submitted for core curriculum consideration?</td>
<td>No</td>
</tr>
<tr>
<td>Has/will this course be submitted for Writing or Communication consideration?</td>
<td>No</td>
</tr>
<tr>
<td>Has/will this course be submitted for ICD or CD consideration?</td>
<td>No</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

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

**Upload files**

| Additional information | Following a routine curriculum review, WGST has decided to remove the cross-list from HLTH 334 to WGST. This course will also be removed from the WGST major and minor. |

**Reviewer Comments**

| Terra Bissett (t.bissett) (06/07/19 10:12 am) | Curricular Services: please note, WGST 334 is being removed from cross-listing and inactivated. |
| Terra Bissett (t.bissett) (06/07/19 3:20 pm) | Included WGST program and CLLA Department Head in workflow. |
| Terra Bissett (t.bissett) (08/05/19 11:58 am) | UCC approved August 2019. |

**Reported to state?**

| CS | Delete |

Key: 7633
Hi Mindy,

Thank you for notifying us about your intention to remove HLTH 334 from your degree plans for WGST majors and minors. We do plan to make any changes to HLTH 334 in CARS at this time, so please proceed. If you are willing to share, do you have any feedback regarding the class specifically that influenced the decision? If it was about hours, I understand making the hard decisions. If it was about course quality, I would like to hear that for quality enhancement purposes!

Best,
Kelly Wilson

From: Adam Barry
Sent: Wednesday, May 15, 2019 9:31 AM
To: Bergman, Mindy E <mindybergman@tamu.edu>
Cc: Dubriwny, Tasha N <tdubriwny@tamu.edu>; Wilson, Kelly L <kwilson@tamu.edu>; Rahn, Rhonda N <rrahn@tamu.edu>
Subject: RE: HLTH/WGST 334

Mindy,

Thank you for reaching out... I have cc’ed several folks that should be aware of this:

- Kelly Wilson: Chair of our Health Education Division; and
- Rhonda Rahn: Chair of our Undergraduate Programs.

After they review your note, they will work with you directly.

Best,

AB

Adam E. Barry, PhD

Associate Department Head
Department of Health & Kinesiology
Texas A&M University
Blocker Bldg., office 332C
College Station, TX 77843-4243
(979) 862-2964
aebarry@tamu.edu
Hi Adam,

I am reaching out to you today as Associate Head of Health and Kinesiology. I am the Executive Director of Interdisciplinary Critical Studies in the College of Liberal Arts, which is the home of the Women’s and Gender Studies program. Following our academic program review 20 months ago, we are completing a comprehensive review of our undergraduate curriculum. WGST has decided to remove the cross-list of WGST from HLTH 334 and to drop the course from our degree plan for both the major and the minor in WGST. We are a very small program—about 25 majors and 40 minors at any time—so this should have little effect on enrollments in HLTH 334.

I wanted to let you know about our decision before I engaged in any actions in CARS, in case you had other changes planned for HLTH 334. Please let me know how you’d like to proceed. We’re happy to initiate this change, or to have someone in Health and Kinesiology proceed with the changes.

If I should be working with someone else, please let me know.

Thanks!

Mindy Bergman
Course Change Request

Date Submitted: 07/16/19 2:27 pm

Viewing: **MASC 320 475**: Inquiries in Physical Science

Also listed as: **MASC-475**

Formerly known as: **MASC 475**

Last approved: 05/18/18 3:25 am

Last edit: 07/16/19 2:27 pm

Changes proposed by: jhammer

Catalog Pages referencing this course
- Department of Teaching, Learning and Culture
- MASC - Integrated Math & Sci (MASC)

Programs referencing this course
- MASC 475:
  - BS-INST-PK6: Interdisciplinary Studies - BS, Pre-K-6, Generalist Certification
  - BS-INST-MTS: Interdisciplinary Studies, BS, Math/Science, Middle Grades Certification

Contact(s)

Approval Path
1. 06/25/19 4:03 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 06/27/19 9:18 am
   Terra Bissett (tbissett): Approved for Curricular Services Review
3. 06/27/19 10:19 am
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
4. 07/16/19 12:07 pm
   Chris Cherry (chrischerry): Rollback to Initiator
5. 07/16/19 3:37 pm
   Michael DeMiranda (demiranda): Approved for TLAC Department Head
6. 07/17/19 9:58 am
   Terra Bissett (tbissett): Approved for Curricular Services Review
7. 07/17/19 10:02 am
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
8. 07/18/19 8:39 am
   Chris Cherry (chrischerry): Approved for ED Committee Chair
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: MASC  
Course number: 320 425

Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2020 2018–2019

Complete Course Title: Inquiries in Physical Science
Abbreviated Course Title: INQUIRIES IN PHYSICAL SC

Catalog course description
Integration and connections among topics in physical sciences—matter, energy, force, motion, scientific cycles; focuses on inquiry emphasizing experimental design, data analysis and collection, and use of models in the physical sciences.

Prerequisites and Restrictions
BIOL 111, BIOL 113 and BIOL 123, CHEM 106 and CHEM 116, GEO 101 or GEOG 203, ASTR 101 and ASTR 102, and PHYS 205; junior or senior classification; admission to teacher certification.

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>
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<th>Lab:</th>
<th>Other:</th>
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<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<td>Method of instruction</td>
<td>Lecture</td>
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<tr>
<td>(BS-INST-ENS) Interdisciplinary Studies, BS, English Language Arts/Social Studies, Middle Grades Certification</td>
</tr>
<tr>
<td>(BS-INST-MTS) Interdisciplinary Studies, BS, Math/Science, Middle Grades Certification</td>
</tr>
</tbody>
</table>

| Elective (select program) | Has/will this course be(en) submitted for core curriculum consideration? | No |
| Has/will this course be(en) submitted for Writing or | No |
Has/will this course be(sub)mitted for ICD or CD consideration? No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus MASC 320 formerly MASC 475.pdf

Letters of support or other documentation No

Additional information

Course number change at request of faculty with justification. Currently the MASC 475 course focuses on inquiry experiences and nature of science topics. Students reflect upon their inquiry experiences from a teacher perspective through the lens of the 5E lesson plan. Lesson reflections are at the novice level. In MASC 371, students focus more on writing 5E inquiry lesson plans and are more at the developing to proficient level. Because our students take 371 before 475, they have less coursework instruction on planning and writing-up lesson plans. Students struggle with aligning TEKS to learning objectives and creating realistic inquiries because they have not had experience with lesson planning and curriculum mapping from the other degree plan courses. The MASC 371 course also includes more complex science teaching pedagogies such as the role of modeling in the earth sciences. In addition, the science portion of the Texas teacher certification test has more earth/life questions than physical science content.

Below, we have listed the current course objectives and specified whether each objective is classified as proficient or expert. As seen below, MASC 371 has more expert-related learning objectives. According to the undergraduate course level determination guidelines, a course with the “Majority of outcomes at Proficient or Expert level” should be a 300-level, and a “Plurality of outcomes at Expert level” should be a 400-level.

Course Objectives MASC 475 (to be changed to MASC 320)
Through collaborative, active learning, learners will:
• (Proficient) Describe and explain chemistry concepts of properties of matter, atomic structure and reactivity, chemical bonding and chemical reactions.
• (Proficient) Describe and explain physics concepts involving motion, heat, and energy.
• (Proficient) Evaluate case studies of science teachers facilitating inquiry.
• (Proficient) Make connections and deepen knowledge through reflective practice.
• (Proficient) Participate in physical science inquiries and analyze lessons through the lens of inquiry and the TEKS.

Course Objectives MASC 371 (to be changed to MASC 420)
• (Proficient/Expert) Discuss science as a way of knowing and describe the purpose of scientific inquiry, the recursive nature of science and the importance of community in science.
• (Proficient/Expert) Understand scientific phenomena related to ecology, climate change, earth's cycles, molecules, living organisms, plate tectonics, and evolution.
• (Proficient) Generate and evaluate evidence using various techniques and modes of representation such as graphs, reports, posters, presentation, etc.
• (Expert) Participate productively in scientific discourse and presentation of evidence both visually and verbally.
• (Proficient) Apply inquiry skills as students and learn to facilitate inquiry from teacher perspective.
• (Proficient/Expert) Explore science topics and apply to the content you will teach in the future.
• (Proficient/Expert) Integrate appropriate technology to enhance teaching and learning.
Reviewer Comments

Chris Cherry (chrischerry) (07/16/19 12:07 pm): Rollback: Rolling back to address course level justification questions.

Terra Bisset (t.bissett) (08/05/19 12:01 pm): UCC approved August 2019.
Course Change Request

Date Submitted: 07/16/19 2:25 pm

Viewing: MASC 420 371: Inquiries in Life and Earth Sciences

Also listed as: MASC 371

Formerly known as: MASC 371

Last approved: 04/18/18 3:26 am
Last edit: 07/16/19 2:25 pm
Changes proposed by: jhammer

Catalog Pages referencing this course

Programs referencing this course

MASC 371:
BS-INST-PK6: Interdisciplinary Studies - BS, Pre-K-6, Generalist Certification
BS-INST-MTS: Interdisciplinary Studies, BS, Math/Science, Middle Grades Certification

Contact(s)

In Workflow

1. TLAC 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. 06/25/19 4:03 pm
   Michael DeMiranda
demiranda): Approved for TLAC Department Head
2. 06/27/19 9:19 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/27/19 10:19 am
   Kristy Anderson
   (kanderson): Approved for ED Committee Preparer UG
4. 07/16/19 12:07 pm
   Chris Cherry
   (chrischerry): Rollback to Initiator
5. 07/16/19 3:37 pm
   Michael DeMiranda
demiranda): Approved for TLAC Department Head
6. 07/17/19 9:59 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 07/17/19 10:02 am
   Kristy Anderson
   (kanderson): Approved for ED Committee Preparer UG
8. 07/18/19 8:39 am
   Chris Cherry
   (chrischerry): Approved for ED Committee Chair
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: MASC
Course number: 420
Course title: Inquiries in Life and Earth Sciences

Department: Teaching, Learning & Culture
College/School: Education & Human Development
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2020

Complete Course Title: Inquiries in Life and Earth Sciences
Abbreviated Course Title: INQ IN LIFE & EARTH SCI

Catalog course description: Integration and connections among topics in the life and earth sciences—diversity, natural selection, ecosystem development, earth’s features, and weather systems; inquiry emphasizing experimental design, data analysis and collection; use of models in the life and earth sciences.

Prerequisites and Restrictions

BIOL 111 or BIOL 113 and BIOL 123, CHEM 106 and CHEM 116, GEOL 101 or GEOG 203, ASTR 101 and ASTR 102, and PHYS 205; junior or senior classification; admission to teacher certification.

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>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(</td>
<td>BIOL 111</td>
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<tr>
<td>Or</td>
<td>BIOL 113</td>
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<td>UG</td>
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<tr>
<td>And</td>
<td>BIOL 123</td>
<td>D</td>
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<td>And</td>
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<td>D</td>
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<tr>
<td>And</td>
<td>CHEM 106</td>
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<tr>
<td>And</td>
<td>CHEM 116</td>
<td>D</td>
<td>UG</td>
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</tbody>
</table>
### Required (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-INST-PK6) Interdisciplinary Studies - BS, Pre-K-6, Generalist Certification</td>
</tr>
<tr>
<td>(BS-INST-MTS) Interdisciplinary Studies, BS, Math/Science, Middle Grades Certification</td>
</tr>
<tr>
<td>(BS-INST-ENS) Interdisciplinary Studies, BS, English Language Arts/Social Studies, Middle Grades Certification</td>
</tr>
</tbody>
</table>

### Elective (select program)

<table>
<thead>
<tr>
<th>Has/will this course be(en) submitted for core curriculum consideration?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Has/will this course be(en) submitted for Writing or</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
</tbody>
</table>
**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>MASC 420 formerly MASC 371.pdf</td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |

<table>
<thead>
<tr>
<th>Additional information</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course number change at request of faculty with justification.</strong></td>
<td></td>
</tr>
<tr>
<td>Currently the MASC 475 course focuses on inquiry experiences and nature of science topics. Students reflect upon their inquiry experiences from a teacher perspective through the lens of the 5E lesson plan. Lesson reflections are at the novice level. In MASC 371, students focus more on writing 5E inquiry lesson plans and are more at the developing to proficient level. Because our students take 371 before 475, they have less coursework instruction on planning and writing-up lesson plans. Students struggle with aligning TEKS to learning objectives and creating realistic inquiries because they have not had experience with lesson planning and curriculum mapping from the other degree plan courses. The MASC 371 course also includes more complex science teaching pedagogies such as the role of modeling in the earth sciences. In addition, the science portion of the Texas teacher certification test has more earth/life questions than physical science content.</td>
<td></td>
</tr>
</tbody>
</table>

Below, we have listed the current course objectives and specified whether each objective is classified as proficient or expert. As seen below, MASC 371 has more expert-related learning objectives. According to the undergraduate course level determination guidelines, a course with the “Majority of outcomes at Proficient or Expert level” should be a 300-level, and a “Plurality of outcomes at Expert level” should be a 400-level.

**Course Objectives MASC 475 (to be changed to MASC 320)**

Through collaborative, active learning, learners will:

- (Proficient) Describe and explain chemistry concepts of properties of matter, atomic structure and reactivity, chemical bonding and chemical reactions.
- (Proficient) Describe and explain physics concepts involving motion, heat, and energy.
- (Proficient) Evaluate case studies of science teachers facilitating inquiry.
- (Proficient) Make connections and deepen knowledge through reflective practice.
- (Proficient) Participate in physical science inquiries and analyze lessons through the lens of inquiry and the TEKS.

**Course Objectives MASC 371 (to be changed to MASC 420)**

- (Proficient/Expert) Discuss science as a way of knowing and describe the purpose of scientific inquiry, the recursive nature of science and the importance of community in science.
- (Proficient/Expert) Understand scientific phenomena related to ecology, climate change, earth's cycles, molecules, living organisms, plate tectonics, and evolution.
- (Proficient) Generate and evaluate evidence using various techniques and modes of representation such as graphs, reports, posters, presentation, etc.
- (Expert) Participate productively in scientific discourse and presentation of evidence both visually and verbally.
- (Proficient) Apply inquiry skills as students and learn to facilitate inquiry from teacher perspective.
- (Proficient/Expert) Explore science topics and apply to the content you will teach in the future.
- (Proficient/Expert) Integrate appropriate technology to enhance teaching and learning.

04.17.2018 - edits made to enforce prerequisite table to comply with UCC policy to enforce listed
MASC 420: Inquiries in Life and Earth Sciences

Review Comments

Chris Cherry (chrischerry) (07/16/19 12:07 pm): Rollback: Rolling back to address course level justification questions.

Terra Bisset (t.bissett) (08/05/19 12:02 pm): UCC approved August 2019.

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Meeting Time:  
M/W/F 9:20–10:10 am

Instructor Name:  
Dr. Sara Raven

Meeting Location:  
Harrington Tower, Room 303

Email:  
sraven@tamu.edu

Office Location & Hours:  
M/W/F 10:00–12:00 or By appointment (e-mail to confirm); 445 Harrington

Phone: 979-845-8384

Course Description
Integration and connections among topics in life and earth sciences and inquiry processes – systems, characteristics of life, ecosystem development, earth’s features and weather systems; inquiry emphasizing experimental design, data analysis, and collection; use of models in the life and earth sciences.

Prerequisites
BIOL 111 or BIOL 113 and BIOL 123, CHEM 106 and CHEM 116, GEOL 101 or GEOG 203, ASTR 101 and ASTR 102, and PHYS 205; junior or senior classification; admission to teacher certification.

Learning Outcomes
Through collaborative, active learning, learners will:
• Discuss science as a way of knowing and describe the purpose of scientific inquiry, the recursive nature of science and the importance of community in science.
• Understand scientific phenomena related to ecology, climate change, earth’s cycles, molecules, cells, cellular processes, living organisms plate tectonics, and evolution.
• Generate and evaluate evidence using various techniques and modes of representation such as graphs, reports, posters, presentation, etc.
• Participate productively in scientific discourse and presentation of evidence both visually and verbally.
• Create ecological biomes and investigate, analyze and record data about changes.
• Explore science topics and apply to the content you will teach in the future.
• Integrate appropriate technology to enhance teaching and learning.

Participating Teacher Certification Programs
• Early Childhood through 6th Grade Generalist with ESL Certification (EC-6 / ESL)
• Mathematics and Science for the Middle Grades with ESL Certification (MASC 4-8 / ESL)

Textbook and/or Resource Materials
• A field notebook (bound, non-electronic) and pens/pencils
• Assigned readings (available on ecampus)

Assignments | Points | Due Date
--- | --- | ---
Science Notebook Entries | 150 (15 points each x 10) | Throughout semester
Online Reading Discussions | 120 (20 points each x 6) | Throughout semester
Space Colony | 80 | October 5th
Earth Science Exam | 100 | October 19th
<table>
<thead>
<tr>
<th>Field Journal</th>
<th>75</th>
<th>November 30th</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naturalistic Observation Study</td>
<td>75</td>
<td>November 30th</td>
</tr>
<tr>
<td>STEM Saturday Participation</td>
<td>50</td>
<td>December 1st</td>
</tr>
<tr>
<td>Life Science Exam</td>
<td>100</td>
<td>December 3rd</td>
</tr>
<tr>
<td>STEM Saturday Lesson Plan</td>
<td>75</td>
<td>December 10th</td>
</tr>
<tr>
<td>STEM Saturday Reflection</td>
<td>25</td>
<td>December 10th</td>
</tr>
</tbody>
</table>

**Grading Policy**
Letter grades will be assigned on the following basis:

- 850-765 A
- 764-680 B
- 679-595 C
- 594-510 D
- 509-0 F

**Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Weekly Topics</th>
<th>Due in Class (Fridays)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview&lt;br&gt;Facilitating Science Learning&lt;br&gt;The Nature of Science (NoS)&lt;br&gt;Active learning, Inquiry, 5E Cycle</td>
<td>Notebook: NoS and 5E activity notes</td>
</tr>
<tr>
<td>Aug 27, 29, &amp; 31</td>
<td>Biogeochemical cycles: water&lt;br&gt;Concept mapping&lt;br&gt; Field journals</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Biogeochemical cycles: nutrients&lt;br&gt;Lesson planning&lt;br&gt; STEM Saturday</td>
<td>Notebook: concept maps and field journal activity&lt;br&gt;Reading #1 and discussion</td>
</tr>
<tr>
<td>Sept 3, 5, &amp; 7</td>
<td>Earth’s surface: rocks and the rock cycle&lt;br&gt;Plate tectonics&lt;br&gt;Weathering and erosion</td>
<td>Notebook: rock cycle and plate boundaries&lt;br&gt;Reading #2 and discussion</td>
</tr>
<tr>
<td>Week 3</td>
<td>Objects in the sky&lt;br&gt;Objects in the solar system</td>
<td>Notebook: geologic time</td>
</tr>
<tr>
<td>Sept 10, 12, &amp; 14</td>
<td>The seasons, day and night, lunar phases, eclipses&lt;br&gt;Climate and weather</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Objects in the sky&lt;br&gt;Objects in the solar system</td>
<td></td>
</tr>
<tr>
<td>Sept 17, 19, &amp; 21</td>
<td>Climate and weather&lt;br&gt; Exam review</td>
<td></td>
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<tr>
<td>Week 5</td>
<td>Earth Science Exam</td>
<td></td>
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<tr>
<td>Sept 24, 26, &amp; 28</td>
<td>Living systems: life cycles&lt;br&gt;Biological levels of organization&lt;br&gt;Human body systems</td>
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<tr>
<td>Week 6</td>
<td>Genetics: mitosis, meiosis&lt;br&gt;Heredity</td>
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<tr>
<td>Oct 1, 3, &amp; 5</td>
<td>Adaptation and Evolution&lt;br&gt;Taxonomy, fossils, dichotomous keys</td>
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<tr>
<td>Week 7</td>
<td>Adaptation and Evolution&lt;br&gt;Structure and function&lt;br&gt;Population change over time</td>
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<tr>
<td>Oct 8, 10, &amp; 12</td>
<td>Ecosystems: biological needs&lt;br&gt;Organisms and their environments&lt;br&gt;Energy transformation (food webs)</td>
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<tr>
<td>Week 8</td>
<td>Ecosystems: biological needs&lt;br&gt;Organisms and their environments&lt;br&gt;Energy transformation (food webs)</td>
<td></td>
</tr>
<tr>
<td>Oct 15, 17, &amp; 19</td>
<td>Living systems: life cycles&lt;br&gt;Biological levels of organization&lt;br&gt;Human body systems</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Genetics: mitosis, meiosis&lt;br&gt;Heredity</td>
<td></td>
</tr>
<tr>
<td>Oct 22, 24, &amp; 26</td>
<td>Adaptation and Evolution&lt;br&gt;Taxonomy, fossils, dichotomous keys</td>
<td></td>
</tr>
<tr>
<td>Week 10</td>
<td>Adaptation and Evolution&lt;br&gt;Structure and function&lt;br&gt;Population change over time</td>
<td></td>
</tr>
<tr>
<td>Oct 29, 31, &amp; Nov 2</td>
<td>Ecosystems: biological needs&lt;br&gt;Organisms and their environments&lt;br&gt;Energy transformation (food webs)</td>
<td></td>
</tr>
</tbody>
</table>
### Assignment Descriptions

**Science Notebook Entries**
Each week we will explore different scientific phenomena in class in hands-on, inquiry-based ways. Students are expected to actively participate in the class activities and complete any required notebook entries related to the in-class activities. The notebook entries must be turned in at the end of the week in the requested format for full credit (15 points each). Notebook entries will be announced in class.

**Online Reading Discussions**
During the semester, you will be assigned the occasional reading. After each reading, you will need to respond to discussion prompts and two other classmates. Complete these responses before the Friday class on the week assigned.

**Space Colony**
This is a design inquiry in-class project that will take place during the earth science half of the semester. Groups of 3-4 people will present their ideas for a space colony on any planetary body in the solar system that is able to sustain human life using their choice of a technology-based presentation tool (i.e. PowerPoint, Prezi, a video). A rubric will be posted for the assignment.

**Naturalistic Observation Study & Field Journal**
This is a semester-long project that will be due during the life science half of the semester. You will be allowed to work individually or in teams of 2-3 people. For this project, you will visit a field site on at least a weekly basis, keep a field journal, and complete a naturalistic observation study. You will survey your site, choose variables, collect data over the semester, and present your conclusions justified with the data collected. You will turn in two components for this project: a field journal with at least 10 entries (worth 75 points) and a short scientific paper (~2 single-spaced pages) explaining your naturalistic observation study (worth 75 points).

**Earth and Life Science Exams**
Study guides will be provided prior to the earth and life science exams. The exams will have two components. The first will be a multiple choice and short answer section focused on science content. The second will be essay questions(s) focused on science pedagogy.

**STEM Saturday Project**
Each student will be required to design and enact a lesson plan for the STEM Saturday event on December 1st. The STEM Saturday project can be an activity focused on a science, mathematics, or engineering topic; however, the lesson plan must be focused on science. Points for the STEM Saturday project come from a written lesson plan (75 points), an evaluator score on the day of the STEM Saturday (50 points), and a reflection (25 points). More information on the lesson plan, project and samples of the rubrics and self/peer evaluations will be provided. The lessons will be
presented at the STEM and STARS event. You WILL NOT be able to make up the STEM Saturday participation points if you miss the day.

**Attendance Policy**
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to provide notice of the dates on which major exams will be given and assignments will be due on the course syllabus, which must be made available by the first class period. It is the student’s responsibility to communicate with the instructor regarding expected or unanticipated absences. If the absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam, participation grades or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. **Aggie Ring Day does NOT constitute an excused absence.** If the student is absent for more than two class periods, and the absences do not fall within the definition of university-approved absences and are unexcused, the student’s final grade will be lowered one-quarter letter grade (2.5 points out of 100), regardless of cumulative points. For further information, see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Make-Up/Late Work Policy**
Make-up work will be accepted for excused absences. Make-up work must be completed within one week of their due date. Students who turn in any assignment late (without an excused absence) can only receive half-credit.

**Communication Policy**
All correspondence between students and instructors should be sent through official Texas A&M University channels only. This includes e-campus and TAMU email servers. Students can expect to receive a response from any email within 48 hours between 8:00 am Monday and 5:00 pm Friday. Emails sent between 5:00 pm Friday and 8:00 am Monday will be responded to at the beginning of the following week. I really like when students read the syllabus. If you have read this far, congratulations. Please email me a picture of the cutest animal (or coolest, I happen to really like deep sea creatures) you can find by September 7th and receive five extra credit points added to your final point total. Please do not tell any current classmates or possible future students about this; let them discover it on their own. This ensures it remains a reward for those who diligently read through the syllabus.

**TLAC Absenteeism policy:**
Students are expected to be in attendance at least 80% of the class meetings and 80% of the field experiences. 20% absenteeism will result in recommendation of withdrawal or Q drop of the course(s). Class discussion and participation are vital as students learn to apply research and theory in a classroom setting. The goal is for students to move forward to a successful clinical teaching experience and ultimately a teaching career.

**Use of technology during class:**
Electronic media (e.g., laptops, tablets) may be used during face-to-face sessions for class participation purposes (e.g., notetaking, looking up websites discussed, in-class assignments, etc.). Being physically in the classroom but splitting your attention on unrelated tasks (e.g., Sudoku, texting, sleeping, shopping online, etc.) is not considered as fully “attending class”. In short, unless requested otherwise, no cell phones should be out in class ... or in your lap.

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

**Faculty Senate Statement on Plagiarism:**
The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, under the section “Scholastic Dishonesty.”

**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, in Students Services at White Creek 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).

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

**Teacher Disposition**
The National Council for Accreditation of Teacher Education (NCATE) Standard 1 requires that teacher candidates exhibit professional dispositions. Students admitted to the Teacher Education Program must exhibit professionalism in their interactions with their peers, their instructors, and with teachers and students during coursework and field placements.

**Course Evaluation**
The course evaluation information will be e-mailed to your account during the last month of classes. Please participate in the evaluation process so I can improve the course. The address for submitting evaluation is [https://pica.tamu.edu](https://pica.tamu.edu).
Course Change Request

Date Submitted: 07/01/19 4:57 pm

Viewing: SCSC 301: Soil Science

Last edit: 07/26/19 1:56 pm

Changes proposed by: j-howe

Catalog Pages referencing this course

Agronomy - Minor
BAEN - Biological & Ag. Engr.
Department of Biological and Agricultural Engineering
Department of Soil and Crop Sciences
Department of Soil and Crop Sciences
Environmental Soil Science - Minor
SCSC - Soil and Crop Sciences

Contact(s)

Approval Path

1. 06/19/19 11:53 am
   Wayne Smith (cwsmith): Approved for SCSC Department Head
2. 06/19/19 2:40 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/28/19 8:18 am
   Jamie Norgaard (jnorgaard): Rollback to SCSC Department Head for AG Committee Preparer UG
4. 07/01/19 10:04 am
   Wayne Smith (cwsmith): Rollback to Initiator
5. 07/01/19 5:12 pm
   David Baltensperger (dbaltensperger): Approved for SCSC Department Head
6. 07/03/19 11:30 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
7. 07/08/19 1:50 pm
   Jamie Norgaard (jnorgaard): Approved for AG Committee Preparer UG
8. 07/14/19 7:26 pm
   Bob Knight (bob-
Proposed changes are to request a distance section of the currently approved course.

Catalog course description
Evaluation of the nature and properties of soils; explanation of the various soils, their components and roles in the environment using the scientific methods and technology.

Prerequisites and Restrictions
Junior or senior classification, or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

Stacked
No

Semester 4
Contact Hour(s) (per Lecture: 3 Lab: 2 Other: 0 Total 0)
SCSC 301: Soil Science

This equivalency was determined and attested by the college's undergraduate curriculum committee. Distance students will watch a video of lecture from the current semester (i.e., the distance and on-campus lecture times are identical). Lecture objectives and requirements will be identical. Bonus attendance quizzes will be replaced with quizzes within the lecture content that students can only do during the assigned week. The lecture exams will be identical, except they will be proctored rather than in-class.

Considerable time and effort has gone into developing a distance version of the lab in order to ensure distance delivery would have the same learning outcomes. In addition, the major goal in the development was to ensure that the experience of distance students was as identical as possible to the on-campus students. Many labs were converted to take-home labs utilizing a kit containing lab supplies (e.g., small plastic columns will be provided for soil infiltration/percolation experiments). Many labs were converted to an interactive video, where the instructor does the lab, but the student is required to collect data and perform calculations on their own. Variations of videos were made so that results vary by semester. Several of the on-campus labs contained instructor demonstrations followed by submission of questions. These were replaced by video demonstrations followed by questions. All labs (on-campus and distance) require a pre-lab quiz that is designed to encourage students to read the lab prior to the activities. Team activities will be conducted by assigning distance students to group and allowing them to discuss using eCampus (or LMS) discussion tools. Presentations will require students to record themselves presenting material. These presentations will be posted for the class to view and comment upon. Overall, the distance delivery method is as identical as possible to the on-campus delivery and the learning outcomes are exactly the same.
Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course. This equivalency was determined and attested by the college’s undergraduate curriculum committee. Distance lectures are identical in hours to on-campus delivery as they are videos of the on-campus lecture (3 h/wk x 15 wk = 45 h). Outside of class time, associated with reading and preparing for exams, is also identical with on-campus delivery (i.e., 45 h x 2 h = 90 h). Lab activities have been evaluated for the “in-lab” time required for introductions, demonstrations, student activity, calculations, and follow-up questions. A table was developed to compare activities (see supporting documents). While there are some slight variations between on-campus and distance delivery, the total “in-lab” hours and outside lab hours (pre-laboratory quizzes, reading, studying, and preparing reports) required for the course is also identical. Having students collect data from videos and perform calculations or answer questions allows the “in-lab” time to match up fairly well with on-campus delivery. Some distance labs will require a bit more time for setup (e.g., doing infiltration at home), while the corresponding activity on-campus requires travel time to/from the field site location. In the end, estimations appear to balance out for “in-lab” activities. The outside of lab activities are identical. Students must read lab manual, take pre-lab quizzes on the LMS, study, prepare reports, practice calculations, take and process soil samples, etc. outside of class similarly in distance and on-campus formats. To summarize, it is estimated that “in-class” lecture is 45 h; outside lecture study/preparation is 90 h; “in-lab” is estimated at 25.25 h + 6.25 h of lab activities assigned outside of class, which equals 31.5 h; and the preparation for lab outside of class is estimated at 1.5 h per week (21 h) for reading lab material, taking pre-lab quizzes, preparing reports, working on team assignments, and studying. Thus, the total time for the course is estimated at 187.5 h (45 + 90 + 31.5 + 21) for both distance and on-campus delivery, which exceeds the minimum estimate for this 4 h course of 180 h [(4 + 2(4)) x 15 wk] of in-class and out-of-class activities.
**Course Syllabus**

**Syllabus:** Upload syllabus

*Upload syllabus*
- syllabus_301 DE.pdf
- syllabus_301 on-campus.pdf

**Letters of support or other documentation**
- Yes

**Upload files**
- Time comparison chart DE vs on-campus.pdf

**Additional information**

**LECTURE** "in-class": On-campus lecture will be recorded and posted for the distance section. Thus, the lecture times are identical in time and content to between the two delivery formats.

**LECTURE** outside of class: On-campus and distance formats are identical in the amount of time estimated for reading, studying, practicing calculations, and preparing for class.

**LAB** "in-class" activities: I have attached a table that outlines each activity, video times, and estimation of activity times for lab.

**LAB** outside of class: A summary estimate is outlined at the end of the attached table. Both formats require reading of lab manual, and taking pre-lab quizzes on LMS.

*Note: videos will be close-captioned.*

**Reviewer Comments**

Jamie Norgaard (jnorgaard) (06/28/19 8:16 am): The syllabus for the DE version of the course must list the hours of work for the student for each lecture or week of work. A minimum of 180 hours is required for a 4 CR course. Please consider showing the number of hours per week and the total hours at the bottom of the section of the DE Syllabus named "Course Topics, Calendar of Activities".

Jamie Norgaard (jnorgaard) (06/28/19 8:18 am): Rollback: The syllabus for the DE version of the course must list the hours of work for the student for each lecture or week of work. A minimum of 180 hours is required for a 4 CR course. Please consider showing the number of hours per week and the total hours at the bottom of the section of the DE Syllabus named "Course Topics, Calendar of Activities".

Wayne Smith (csmith) (07/01/19 10:04 am): Rollback: syllabus corrections

Jim Herman (jherman) (07/18/19 8:37 pm): On meeting the Traditional Learning Outcomes and Traditional Hours, please include a statement that this was determined and attested to by the College's Curriculum Committee. The complete description is not necessary.

Terra Bissett (t.bissett) (07/26/19 8:05 am): Rollback: Rolling back to address comments.

Jim Herman (jherman) (07/30/19 3:12 pm): These changes are appropriate. I have no further issues with this course.

Terra Bissett (t.bissett) (08/05/19 12:04 pm): UCC approved August 2019.

Key: 14450
Course title and number: SCSC 301
Term: Spring 2019
Meeting times and location: Distance Education via eCampus

Course Description and Prerequisites
An introduction to the nature and properties of soils. Application of science and technology to the use of this natural resource and the roles in the environment. Pre-requisites: none

Learning Outcomes or Course Objectives

Learning Outcomes (same as on-campus course):
By the end of the semester, the student will be able to:
1. Describe and quantify fundamental soil physical, chemical, biological, and mineralogical properties and explain how properties impact natural and agricultural ecosystems, and their relationship to soil and water pollution and remediation;
2. Develop an understanding of the formation of soils as they relate to their environment, their description, and their classification;
3. Define and describe the role of soils in infiltration, percolation, and storage of water;
4. Develop a basic understanding of the role of macro- and micro-organisms in soil, their function and their requirements; and
5. Identify and describe the biogeochemical cycles of soil that provide plant essential nutrients.

Time commitment of the course:
Lecture: Three 50-min lectures per week (~37 lectures)

Lab: 14 weekly sets of tasks, videos, calculations, and/or writing activities. It is expected that each week of activities will take about 2 hours (same as an on-campus course); however, the distance format allows this time to be broken up into smaller times throughout the week if desired. All submissions are due by the end of the week assigned.

Each lab consists of an intro video, a pre-lab quiz, 2-5 activities, and submission of data or answers to questions. Activities include data collection, home-work based experiments/demonstrations, calculations, video demonstrations, and videos with data collection. Experiments and data collection activities will typically require submission of a data table and answering questions. Time allocated for each lab includes time for watching instructional videos, performing the activity, and synthesizing information for submissions and reports. Several activities do not include video. These should be performed on your own and are typically calculations, using a web-based resource to find information, or collecting/processing/reporting data generated by previous activities. Instructions will be provided in eCampus. The due dates are designed to prevent anyone from falling behind. Keep in mind that this is a lab course. You should spend about 5 hours “in class” (i.e., lecture videos, lab activities, exams) and about 7 hours per week reading textbooks, studying, and practicing problems.

Instructor Information
Name: Julie A Howe
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Email address: j-howe@tamu.edu
Office hours: By appointment
Office location: HPCT 616
Textbook and/or Resource Material


Grading Policies

**Lecture**
Grading for the course is summarized in Table 1. The lecture part of the course represents 80% of your grade, which will be determined from 4 exams and 1 final exam (16% per exam). Each exam will contain 40-50 questions and focus on current material, but as many of the topics are related there will be some concepts that continue from unit to unit. The final exam will be divided into two sections. One section will consist of 25 2-point questions covering material introduced following exam 4. The other section will consist of 50 1-point questions covering any material covered in the course. Make-up exams will only be allowed for students with University-approved absences ([http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07/)) or with prior arrangement with the instructor. (see Attendance and Make-up Policy section for more details). Exams must be proctored. Please see instructions on eCampus for more information about proctoring. There are electronic proctoring services (e.g., ProctorU) that are available for a fee. See eCampus for more information.

<table>
<thead>
<tr>
<th>Table 1. Grading summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment/Exam</td>
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<tr>
<td>Final exam</td>
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<tr>
<td>Laboratory</td>
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<tr>
<td>Pre-lab quizzes</td>
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<tr>
<td>Lab data/question submission</td>
</tr>
<tr>
<td>Written lab report (soil pit)</td>
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<tr>
<td>Written lab report (soil survey)</td>
</tr>
<tr>
<td>Final soil sample report</td>
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<tr>
<td>Oral presentation (soil report)</td>
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<tr>
<td></td>
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<tr>
<td>Attendance/Bonus Quizzes</td>
</tr>
</tbody>
</table>

**Attendance/Bonus Quizzes**: Lecture attendance (i.e., viewing) during the scheduled week of lecture is not mandatory; however, it will be encouraged using lecture bonus quizzes. Bonus quizzes will consist of two questions related to the most recently discussed topics. These quizzes will be similar in nature to exam questions. Each question is worth 1 point, and you will receive an additional point for attendance. The grade for the quiz (i.e., 33, 67, or 100% or 0.33, 0.67, or 1.0) will be multiplied by 0.1, which will be added to your final course grade for the semester. For example, you view a lecture with a bonus quiz and get 1 of the 2 questions correctly plus your attendance point. Thus, the grade for each quiz is 0.67 x 0.1 point = 0.067 points. If there were 35 of these quizzes, this would add 2.3 points to your final course grade. There will be 30-40 quizzes in total. Thus, the potential maximum contribution is 3-4 points to your final grade. Because these quizzes are bonus and questions are posted at the end of each week of class, there is no makeup, even for excused absences. This is motivation to watch lectures and stay current with the course timeline only.

**Final Exam Exemption**: If the average of the 4 exams is ≥89.5, the student may be exempt from the final as long as they attend all the remaining classes following Exam 4 (University approved absences are acceptable). After Exam 4, an exam average will be posted in eCampus to indicate potential to exempt the final. Those able to exempt the final will count Exams 1-4 as 20% instead of 16%.
Laboratory
The laboratory part of the course is mandatory and represents 20% of the course grade.

Pre-lab Quiz (20%): Each lab will start with a pre-lab quiz that is based on the reading material in the lab manual for the upcoming lab. The quiz is on eCampus and must be complete prior to the start of lab. **These quizzes are open note/open book** and represent 20% of your lab grade. Once you have completed the pre-lab quiz, you can progress through the web-based lab activities.

Assignments (40%): Following each lab session, you will turn in requested items from the activities. This may include data sheets, questions, calculations, and/or photos. These assignments will be submitted through eCampus and graded by the teaching assistant or course instructor. Most assignments are submitted following the lab, there may be a few items your teaching assistant will request prior to lab. These will be announced or noted in the eCampus instructions. Feedback from some of these assignments is meant to help you prepare for exams and your soil sample report. This component of your grade represents 40% of your grade.

Field Trip Report (5%): For one lab, you will watch a guided field trip experience, where we will discuss the landscape and soil formation process and use techniques learned in prior labs to evaluate the soil in a soil pit. You will be expected to pay close attention, take notes, and fill out a data table. You will be assigned a team for your report. Together, you will develop and write a short lab report (1-2 pages) that summarizes the information learned about this site and discusses management and land use. This report will represent 5% of your lab grade.

Soil Survey Report (5%): Following the soil survey lab activity, you will summarize information learned about your soil sample site in a short lab report (1-2 page). This report is designed to help start preparing your final soil sample report for the class. This will represent 5% of your lab grade and feedback can be used to help develop/improve your final soil sample report.

Soil Sample Report (25%): A soil sample must be obtained by each student for use in the laboratory. Each student must use a sample obtained independently of other student samples. Instructions for soil sample collection are provided on eCampus and in Chapter 1 of the lab manual. This sample will be required starting in lab 2 and used throughout the semester to generate data for the Soil Sample Report. At the end of the semester, you will compile all the requested soil tests, results from the Soil Testing Lab, and research gained from the soil survey into the final Soil Sample Report about your soil sample. The written part of the report will represent 25% of your lab grade. **Completion of the Soil Sample Report is a course requirement. Students will receive one letter grade lower if report is not complete or not turned in.**

Soil Sample Report Presentation (5%): You will make a short 5 min video presentation that describes what you learned about your soil and summarize your Soil Sample Report and Soil Survey Reports. It will be uploaded to eCampus. You are required to watch all your classmates (up to 25) presentations. You can ask follow-up questions and make comments via the discussion feature. You must respond to TA and classmates follow-up questions. Your presentation and the responses from the follow-up questions represent 5% of your lab grade. Inappropriate comments will result in deductions from your presentation grade.

Attendance and Makeup Policy:
Regular viewing of lecture videos is strongly encouraged, but not required. However, taking exams and quizzes during the scheduled window is mandatory. Make-up exams and pre-lab quizzes will be allowed for students with University-approved absences ([http://student-rules.tamu.edu/rule07/](http://student-rules.tamu.edu/rule07)) or with prior arrangement with the instructor. As per University rules, "**to be excused the student must notify his or her instructor in writing** (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence." Exams and lab quizzes that are not completed by the due date without University-approved excuses during the activity window will receive a zero. As per University rules, a student has one week from the missed exam/quiz to provide documentation. Exams and quizzes should be made up as soon as possible.

Lab assignments should be submitted during the submission window. If a University-approved excuse occurs during the window that prevents the completion of the assignment, the due date can be extended. If the assignment is late and there is no approved absence excuse, a 5 point deduction per day up to 2 weeks following due date will be imposed. Assignments submitted beyond 2 weeks past the deadline will not be accepted. All activities related to the final soil sample report must be completed and can be made up.
Grading Scale

Standard Letter Grading Scale based on the percent calculated from Table 1:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = <60%
The instructor reserves the right to curve up grades at the end of the semester.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Lab Activity/Due Dates</th>
<th>Time required Per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, functions of soil, soil definitions, terminology</td>
<td>Ch 1</td>
<td>1: Soil formation &amp; sample collection Prelab quiz Lab 1 (no late penalty)</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>2</td>
<td>Soil formation</td>
<td>Ch 2*</td>
<td>2: Soil minerals Prelab quiz Lab 2 Soil sample collection due</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>3</td>
<td>Soil physical properties (start)</td>
<td>Ch 4</td>
<td>3: Physical properties of soil part 1 Prelab quiz Lab 3</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>4</td>
<td>Soil physical properties (end) Soil organisms (start)</td>
<td>Ch 4 Ch 10</td>
<td>4: Physical properties of soil part 2 Prelab quiz Lab 4 Exam 1 (Ch 1, 2, 4)</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>5</td>
<td>Soil organisms (end) Soil organic matter</td>
<td>Ch 10 Ch 11</td>
<td>5: Soil organisms and soil organic matter Prelab quiz Lab 5</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>6</td>
<td>Soil water</td>
<td>Ch 5</td>
<td>6: Soil water Prelab quiz Lab 6 Erosion Prelab quiz Lab 7 Exam 2 (Ch 10, 11, 5, 14)</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>7</td>
<td>Soil erosion</td>
<td>Ch 14</td>
<td>7: Erosion Prelab quiz Lab 7</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>8</td>
<td>Soil Formation, Classification, and Judging (start)</td>
<td>Ch 2* Ch 3</td>
<td>8: Soil classification (field trip) Prelab quiz Lab 8</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>9</td>
<td>Soil Formation, Classification, and Judging (end) Soil survey</td>
<td>Ch 3</td>
<td>9: Soil survey Prelab quiz Lab 9 Team Soil Field Trip Report due</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>10</td>
<td>Soil air and temperature Hydrologic Cycle Soil colloids</td>
<td>Ch 6 Ch 7 Ch 8</td>
<td>10: Soil chemical properties Prelab quiz Lab 10 Soil Survey Report due Exam 3 (Ch 6, 7, 3)</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>11</td>
<td>Soil acidity, liming, alkaline soils, salt affected soils</td>
<td>Ch 9</td>
<td>11: Soil acidity and pH Prelab quiz Lab 11</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>12</td>
<td>Soil Nutrients (start)</td>
<td>Ch 12</td>
<td>12: Liming and salinity lab Prelab quiz Lab 12</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>13</td>
<td>Soil Nutrients (end) Nutrient management (start)</td>
<td>Ch 13</td>
<td>13: Nutrient management Prelab quiz Lab 13 Exam 4 (8, 9)</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
<tr>
<td>14</td>
<td>Nutrient management (end)</td>
<td>Ch 13</td>
<td>14: Oral presentations</td>
<td>5 hr class 8-9 hr study/prep</td>
</tr>
</tbody>
</table>

Final Exam: May 5, 10:30 am to 12:30 pm (Ch 12 and 13 + comprehensive overview of course)
This course has been assigned four credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time. (Federal Rule GEN 11-06)

Other Pertinent Course Information

Course requirements: In order to participate and complete this course, you will need the following equipment. A computer with a webcam (with microphone) is required for online proctoring and potentially with other aspects of the course (e.g., team discussion, video presentation). The easiest method to produce the video presentation required for this course is Microsoft PowerPoint. This software is not required if a video of a slide presentation can be produced with similar quality using other software. For the soil sample report, some supplies will be needed in addition to the kit provided. This may include access to a shovel, buckets, an inexpensive kitchen sieve, kitchen scale, and a place to air dry your sample. You may also need to spend some money on postage and packaging to send your soil sample to the Soil Testing Lab if you cannot deliver it in person.

Potential hazards: Students are required to wear closed-toed shoes and pants while performing laboratory activities. Risk associated with laboratory activities is no more than normal associated with being outside. Although supplies for lab are non-toxic, it is not recommended that consume them in any manner. Collection of the soil sample (Lab 1) is likely the activity most prone to risk associated with potential insects, snakes, birds, and other animals or associated with extreme weather conditions. In some cases, soils could be unstable or difficult to dig in. Select a soil sampling site and time that is likely to be non-hazardous. Use caution when collecting your sample.

Time Required for the course: Please anticipate that in addition to the 5 hours per week that you will be attending class and lab, you will also be expected to read the textbook and lab manual, take pre-laboratory quizzes, collect materials or readings for lab activities, work with groups to complete reports, prepare reports, and study for class. You should plan to spend about 8-9 hours per week in addition to class time.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Course title and number          SCSC 301
Term (e.g., Fall 200X)           Spring 2020
Meeting times and location      HPCT 101 and 113

Course Description and Prerequisites
An introduction to the nature and properties of soils. Application of science and technology to the use of this natural resource and the roles in the environment. Pre-requisites: none

Learning Outcomes or Course Objectives

Learning Outcomes:
By the end of the semester, the student will be able to:
1. Describe and quantify fundamental soil physical, chemical, biological, and mineralogical properties and explain how properties impact natural and agricultural ecosystems, and their relationship to soil and water pollution and remediation;
2. Develop an understanding of the formation of soils as they relate to their environment, their description, and their classification;
3. Define and describe the role of soils in infiltration, percolation, and storage of water;
4. Develop a basic understanding of the role of macro- and micro-organisms in soil, their function and their requirements; and
5. Identify and describe the biogeochemical cycles of soil that provide plant essential nutrients.

Instructor Information
Name                Julie A Howe
Telephone number    979-845-3814
Email address       j-howe@tamu.edu
Office hours        By appointment
Office location     HPCT 616

Textbook and/or Resource Material


Grading Policies
Lecture
Grading for the course is summarized in Table 1. The lecture part of the course represents 80% of your grade, which will be determined from 4 exams and 1 final exam (16% per exam). Each exam will contain 40-50 questions and focus on current material, but as many of the topics are related there will be some concepts that continue from unit to unit. The final exam will be divided into two sections. One section will consist of 25 2-point questions covering material introduced following exam 4. The other section will consist of 50 1-point questions covering any material covered in the course. Make-up exams will only be allowed for students with University-approved absences (http://student-rules.tamu.edu/rule07/) or with prior arrangement with the instructor. (see Attendance and Make-up Policy section for more details).
Table 1. Grading summary

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<thead>
<tr>
<th>Assignment/Exam</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>16%</td>
<td>Feb 7</td>
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<tr>
<td>Exam 2</td>
<td>16%</td>
<td>Feb 28</td>
</tr>
<tr>
<td>Exam 3</td>
<td>16%</td>
<td>Mar 27</td>
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<tr>
<td>Exam 4</td>
<td>16%</td>
<td>Apr 17</td>
</tr>
<tr>
<td>Final exam</td>
<td>16%</td>
<td>May 5 (see schedule)</td>
</tr>
<tr>
<td>Laboratory</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Pre-lab quizzes</td>
<td>20%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Lab data/question submission</td>
<td>40%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Field trip report (team)</td>
<td>5%</td>
<td>Week of Mar 20</td>
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<tr>
<td>Soil survey report</td>
<td>5%</td>
<td>Week of Mar 27</td>
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<tr>
<td>Soil sample report</td>
<td>25%</td>
<td>Week of Apr 24</td>
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<tr>
<td>Oral presentation (soil report)</td>
<td>5%</td>
<td>Week of Apr 24</td>
</tr>
</tbody>
</table>

| Attendance/Bonus Quizzes | 3-4% BONUS |

Attendance/Bonus Quizzes: Lecture attendance is not mandatory; however, it will be encouraged using lecture bonus quizzes. Quizzes will consist of two questions related to the most recently discussed topics. Quiz questions will be similar in nature to exam questions. Each question is worth 1 point, and you will receive an additional point for attendance. The grade for the quiz (i.e., 33, 67, or 100% or 0.33, 0.67, or 1.0) will be multiplied by 0.1, which will be added to your final course grade for the semester. For example, you come each day to lecture and get 1 of the 2 questions correctly plus your attendance point. Thus, the grade for each quiz is 0.67 x 0.1 point = 0.067 points. If there were 35 of these quizzes, this would add 2.3 points to your final course grade. There will be 30-40 quizzes in total. Thus, the potential maximum contribution is 3-4 points to your final grade. Because these quizzes are bonus and questions are posted after class, there is no makeup, even for excused absences. This is an in-class participation bonus only. If you have an excess numbers of excused absences, please see instructor. In the event that you cannot come to class, the instructor will make every effort to record and post lecture for viewing. This can also be used to review and study for the test.

Final Exam Exemption: If the average of the 4 exams is \( \geq 89.5 \), the student may be exempt from the final as long as they attend all the remaining classes following Exam 4 (University approved absences are acceptable). After Exam 4, an exam average will be posted in eCampus to indicate potential to exempt the final. Those able to exempt the final will count Exams 1-4 as 20% instead of 16%.

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Pre-lab Quiz (20%): Each lab will start with a pre-lab quiz that is based on the reading material in the lab manual for the upcoming lab. The quiz is on eCampus and must be complete prior to the start of lab. These quizzes are open note/open book and represent 20% of your lab grade.

Assignments (40%): For each lab session, you will turn in requested items from the activities. This may include data sheets, questions, calculations, and/or photos. These assignments will be submitted through eCampus and graded by the teaching assistant or course instructor. Most assignments are submitted following lab, but there are a few items your teaching assistant will request prior to lab. These will be announced or noted in the eCampus instructions. Feedback from some of these assignments is meant to help you prepare for exams and your soil sample report. This component of lab represents 40% of your lab grade.
**Field Trip Report (5%)**: During the field trip to the soil pit, we will discuss the landscape and soil formation process and use techniques learned in prior labs to evaluate the soil. This exercise will be completed in teams. After this experience, you and your teammates will write a short lab report (1-2 pages) that summarizes the information gained about this site and discusses management and land use. This report will represent 5% of your lab grade.

**Soil Survey Report (5%)**: Following the soil survey lab activity, you will summarize information learned about your soil sample in a short lab report (1-2 page). This report is designed to help start preparing your final soil sample report for the class. This will represent 5% of your lab grade and feedback can be used to help develop/improve your final soil sample report.

**Soil Sample Report (25%)**: A soil sample must be obtained by each student for use in the laboratory. Each student must use a sample obtained independently of other student samples. Instructions for soil sample collection are provided on eCampus and in Chapter 1 of the lab manual. This sample is required for use by lab 2 and will be used throughout the semester to generate data for the Soil Sample Report. At the end of the semester, you will compile all the requested soil tests, results from the Soil Testing Lab, and research gained from the soil survey into the final Soil Sample Report about your soil sample. The written part of the report will represent 25% of your lab grade. **Completion of the Soil Sample Report is a course requirement. Students will receive one letter grade lower if report is not complete or not turned in.**

**Soil Sample Report Presentation (5%)**: During the last lab, you will present a short 5 min presentation that describes what you learned about your soil. This will include information from the soil sample report, as well as the soil survey report and represent 5% of your lab grade.

**Attendance and Make-up Policy**: Attendance is required on exam days and for lab. However, regular lecture attendance is not mandatory, but strongly encouraged. Make-up exams, pre-lab quizzes, and lab assignments/reports will be allowed for students with University-approved absences (http://student-rules.tamu.edu/rule07/) or with prior arrangement with the instructor. University rules state: "to be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence." Exams and pre-lab quizzes should be made up as soon as possible. If a student misses a lab, they should discuss with their TA a plan to make up activities. Exams and pre-lab quizzes that are not completed by the due date without University-approved excuses will receive a zero. Late assignments will be accepted with a 5 point deduction per day up to 2 weeks following due date. All activities related to the Soil Sample Report must be completed and can be made up.

**Grading Scale**

*Standard Letter Grading Scale based on the percent calculated from Table 1:*

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

The instructor reserves the right to curve up grades at the end of the semester.
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
<th>Lab Activity/Due Dates</th>
<th>Time required Per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, functions of soil, soil definitions, terminology</td>
<td>Ch 1</td>
<td>1: Soil formation &amp; sample collection, Prelab quiz Lab 1 (no late penalty)</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>2</td>
<td>Soil formation</td>
<td>Ch 2*</td>
<td>2: Soil minerals, Prelab quiz Lab 2, Soil sample collection due</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>3</td>
<td>Soil physical properties (start)</td>
<td>Ch 4</td>
<td>3: Physical properties of soil part 1, Prelab quiz Lab 3</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>4</td>
<td>Soil physical properties (end)</td>
<td>Ch 4 Ch 10</td>
<td>4: Physical properties of soil part 2, Prelab quiz Lab 4, Exam 1 (Friday Feb 7– Ch 1, 2, 4)</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>5</td>
<td>Soil organisms (end)</td>
<td>Ch 10 Ch 11</td>
<td>5: Soil organisms and soil organic matter, Prelab quiz Lab 5</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>6</td>
<td>Soil water</td>
<td>Ch 5</td>
<td>6: Soil water, Prelab quiz Lab 6</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>7</td>
<td>Soil erosion</td>
<td>Ch 14</td>
<td>7: Erosion, Prelab quiz Lab 7</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>8</td>
<td>Soil Formation, Classification, and Judging (start)</td>
<td>Ch 2* Ch 3</td>
<td>8: Soil classification (field trip), Prelab quiz Lab 8</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>9</td>
<td>Soil Formation, Classification, and Judging (end)</td>
<td>Ch 3</td>
<td>9: Soil survey, Prelab quiz Lab 9</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>10</td>
<td>Soil air and temperature Hydrologic Cycle Soil colloids</td>
<td>Ch 6 Ch 7 Ch 8</td>
<td>10: Soil chemical properties, Prelab quiz Lab 10, Soil Survey Report due</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>11</td>
<td>Soil acidity, liming, alkaline soils, salt affected soils</td>
<td>Ch 9</td>
<td>11: Soil acidity and pH, Prelab quiz Lab 11</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>12</td>
<td>Soil Nutrients (start)</td>
<td>Ch 12</td>
<td>12: Liming and salinity lab, Prelab quiz Lab 12</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>13</td>
<td>Soil Nutrients (end) Nutrient management (start)</td>
<td>Ch 12</td>
<td>13: Nutrient management, Prelab quiz Lab 13</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
<tr>
<td>14</td>
<td>Nutrient management</td>
<td>Ch 13</td>
<td>14: Oral presentations</td>
<td>5 hr class; 8-9 hr study/prep</td>
</tr>
</tbody>
</table>

**Final Exam:** May 5, 10:30 am to 12:30 pm (Ch 12 and 13 + comprehensive overview of course)
Other Pertinent Course Information

Potential hazards: Students are required to wear closed-toed shoes and pants while performing laboratory activities. Risk associated with laboratory activities is no more than normal associated with being outside. Although supplies for lab are non-toxic, it is not recommended that consume them in any manner. Collection of the soil sample (Lab 1) is likely the activity most prone to risk associated with potential insects, snakes, birds, and other animals or associated with extreme weather conditions. In some cases, soils could be unstable or difficult to dig in. Select a soil sampling site and time that is likely to be non-hazardous. Use caution when collecting your sample.

Time Required for the course: Please anticipate that in addition to the 5 hours per week that you will be attending class and lab, you will also be expected to read the textbook and lab manual, take pre-laboratory quizzes, collect materials or readings for lab activities, work with groups to complete reports, prepare reports, and study for class. You should plan to spend about 8-9 hours per week in addition to class time.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
### Activity Comparison Chart between on-campus and DE courses

<table>
<thead>
<tr>
<th>Lab: Activity</th>
<th>Brief Description</th>
<th>On-campus</th>
<th>Distance Education</th>
<th>Video Time (min)</th>
<th>Total Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1: Soil Forming Factors</strong></td>
<td>• TA introduction</td>
<td>~15</td>
<td>• Video introduction</td>
<td></td>
<td>~15</td>
</tr>
</tbody>
</table>
| 1.1 Soil Sampling | • TA soil sampling instructions  
  • Select a site, develop a sampling plan, sample soil, prepare soil for analysis, send sample to soil testing lab (home assignment) | 13 240*  | • Video soil sampling instructions  
  • Select a site, develop a sampling plan, sample soil, prepare soil for analysis, send sample to soil testing lab (home assignment)  
  • Students will submit sample directly to the lab rather than to TA | 13 240*  | 13 240*          |
| 1.2 Soil Forming Factors | • Identify soil forming factors from soil profile images/descriptions             | ~30      | • Identify soil forming factors from soil profile images/descriptions |                 | ~30             |
| **2: Soil Materials** | • TA introduction                                                                    | 5        | • Video lab introduction |                 | 5               |
| 2.1-2.5 Soil Under Microscope | • View and answer questions related to soil specimens                             | 30       | • Video of soil specimens, students will pause video to answer questions | 6              | 30              |
| 2.6 Soil Minerals | • Identify 11 soil minerals (physical samples) from their descriptions             | 60       | • Video requiring matching of video specimen with descriptions (pausing needed) | 13             | 60              |
| 3.2 Particle Size Analysis part 1 | • Prepare sample for particle size analysis for following week                    | 25       | (DE students will see video in next week’s lab) |                 |                 |

### 3: Physical Characterization – Part 1

<table>
<thead>
<tr>
<th>Lab: Activity</th>
<th>Brief Description</th>
<th>On-campus</th>
<th>Distance Education</th>
<th>Video Time (min)</th>
<th>Total Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Reading the textural triangle</td>
<td>• Read lab instructions &amp; practice (topic covered in lecture)</td>
<td>(10)</td>
<td>• Read lab instructions &amp; practice (topic covered in lecture)</td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>
| 3.2 Particle Size Analysis | • Particle size analysis with data collection  
  • Calculation of particle size                                                     | 119      | • Video of sample preparation & analysis with data collection points (pausing needed)  
  • Calculation of particle size                                                   | 13       | 60              |
| 3.3 Texture by Feel | • TA Instruction  
  • Student practice                                                                  | (35)     | • Video instruction  
  • Student practice (at home activity; kit)                                        | 13       | 34              |
| 3.4 Soil Color | • TA Instruction  
  • Student practice                                                                  | (20)     | • Video instruction  
  • Student practice (kit)                                                         | 5        | 20              |
| 3.5 Moisture-holding Capacity and Texture | • TA Instruction & student sample preparation  
  • Calculations                                                                     | (20)     | • Video with data collection (pausing needed)  
  • Calculations                                                                   | 2        | 20              |

### 4: Physical Characterization – Part 2

<table>
<thead>
<tr>
<th>Lab: Activity</th>
<th>Brief Description</th>
<th>On-campus</th>
<th>Distance Education</th>
<th>Video Time (min)</th>
<th>Total Time (min)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Particle Density</td>
<td>• TA demonstration with data collection/calculation</td>
<td>15</td>
<td>• Video demonstration with data collection/calculation</td>
<td></td>
<td>8</td>
</tr>
</tbody>
</table>
| 4.2 Bulk Density | • Bulk density paraffin clod method  
  • Bulk density sieved soil method                                                  | 30 25    | • Video bulk density with paraffin clod method with data collection  
  • Bulk density analysis sieved soil method (at home activity; kit) | 5 2      | 30 25            |
<table>
<thead>
<tr>
<th>Topic</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.3 Porosity &amp; Water Content</td>
<td>Calculations</td>
<td>30</td>
</tr>
<tr>
<td>5: Soil Organisms &amp; Organic Matter</td>
<td>TA introduction</td>
<td>10</td>
</tr>
<tr>
<td>5.1 Effect of Environment</td>
<td>TA demonstration with questions</td>
<td>15</td>
</tr>
<tr>
<td>5.2 Influence of SOM and Materials on Aggregation and Stability</td>
<td>TA demonstration with questions</td>
<td>20</td>
</tr>
<tr>
<td>5.3 Linking Soil Structure to Organic Matter &amp; Microbial Activity</td>
<td>Solvita CO₂ burst test</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Solvita Amino-N test</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>(tests require students to return to class within 48 h to complete readings and question)</td>
<td>20*</td>
</tr>
<tr>
<td>6: Soil Water</td>
<td>TA introduction</td>
<td>4</td>
</tr>
<tr>
<td>6.1 Demonstrations</td>
<td>TA demonstrations</td>
<td>16</td>
</tr>
<tr>
<td>6.2 Capillary Rise</td>
<td>TA demonstrations</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td>Column experiment</td>
<td>40</td>
</tr>
<tr>
<td>6.3 Gravitational Water Movement</td>
<td>Column experiment</td>
<td>30</td>
</tr>
<tr>
<td>6.4 Infiltration</td>
<td>TA discussion of methods</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Funnel evaluation</td>
<td>20</td>
</tr>
<tr>
<td>7: Soil Erosion and Its Control</td>
<td>TA introduction</td>
<td>5</td>
</tr>
<tr>
<td>7.1 Erosion Control Practices</td>
<td>TA presentation</td>
<td>20</td>
</tr>
<tr>
<td>7.2 Erosion Around Us</td>
<td>Collect selfies with erosion</td>
<td>90*</td>
</tr>
<tr>
<td></td>
<td>Team discussions of collected selfies</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Presentation of erosion control measures for team selfie</td>
<td>30</td>
</tr>
<tr>
<td>7.3 Soil Cover</td>
<td>Demonstration with questions</td>
<td>5</td>
</tr>
<tr>
<td>8: Soil Formation, Classification, &amp; Judging</td>
<td>Class trip to field (includes soil pit interpretation, slow determination, and infiltration measurement)</td>
<td>100</td>
</tr>
<tr>
<td>8.1 Field Trip</td>
<td>Video of field trip and detailed soil pit interpretation (pausing needed)</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Video of soil slope determination with data collection (pausing needed)</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>Video of infiltration determination</td>
<td>10</td>
</tr>
<tr>
<td>8.2 Classification Exercise</td>
<td>Worksheet to practice classification</td>
<td>25*</td>
</tr>
<tr>
<td>9: Soil Survey</td>
<td>TA instructions &amp; practice with their soil</td>
<td>85</td>
</tr>
<tr>
<td>9.1 Navigating the Web Soil Survey</td>
<td>Video Instructions &amp; practice with their soil</td>
<td>24</td>
</tr>
<tr>
<td>9.2 Exploring the Soil Series</td>
<td>Video instructions &amp; practice with their soil</td>
<td>6</td>
</tr>
<tr>
<td>9.3 Extent of Soil Series in US</td>
<td>Video instructions &amp; practice with their soil</td>
<td>2</td>
</tr>
<tr>
<td>Section</td>
<td>Activity</td>
<td>Time</td>
</tr>
<tr>
<td>---------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>10: Soil Chemistry &amp; Mineralogy</td>
<td>TA introduction</td>
<td>5</td>
</tr>
<tr>
<td>10.1 Structure of Phyllosilicates</td>
<td>Build structural models</td>
<td>20</td>
</tr>
<tr>
<td>10.2 Charge of Soil Particles</td>
<td>Colloid charge evaluation answer questions</td>
<td>10</td>
</tr>
<tr>
<td>10.3 Dispersion &amp; Flocculation</td>
<td>Flocculation test and answer questions</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>TA demonstration on effect of cation and answer questions</td>
<td>10</td>
</tr>
<tr>
<td>10.4 Cation Exchange Capacity Estimation</td>
<td>Problem Set/Calculations</td>
<td>60</td>
</tr>
<tr>
<td>11: Soil Acidity</td>
<td>TA introduction</td>
<td>5</td>
</tr>
<tr>
<td>11.1 Measuring pH with Dyes</td>
<td>TA instruction</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Measure pH of soil sample &amp; answer questions</td>
<td>5</td>
</tr>
<tr>
<td>11.2 Soil pH with Test Strips</td>
<td>TA instruction</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Measure pH of soil sample</td>
<td>4</td>
</tr>
<tr>
<td>11.3 Soil pH with pH meter &amp; Effect of Salts</td>
<td>TA instruction</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Measure pH of soil in water and salts &amp; answer questions</td>
<td>5</td>
</tr>
<tr>
<td>11.4 Soil pH and Iron Solubility</td>
<td>TA demonstration &amp; answer questions</td>
<td>10</td>
</tr>
<tr>
<td>11.5 Soil pH and Base Saturation</td>
<td>Graphing &amp; interpretation of data</td>
<td>45</td>
</tr>
<tr>
<td>12: Managing Acidity, Alkalinity, and Salts</td>
<td>TA introduction/instructions</td>
<td>15</td>
</tr>
<tr>
<td>12.1 Lime Requirement</td>
<td>Lime requirement buffer test Calculations/interpretations</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>12.2 Liming Materials</td>
<td>TA demonstration</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
<tr>
<td>12.3 Lime Calculations</td>
<td>Calculation Problems</td>
<td>30</td>
</tr>
<tr>
<td>12.4 CaCO₃ Content of Calcareous Soils</td>
<td>Measure CO₂ generation from carbonate soils Collect data Calculations</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>12.5 Salts</td>
<td>EC measurement with data collection</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>13: Nutrients and Nutrient Management</td>
<td>TA example calculations Practice calculations Calculations for soil sample</td>
<td>20</td>
</tr>
<tr>
<td>13.1 Fertilizer Calculations</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td></td>
<td></td>
<td>60</td>
</tr>
<tr>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>13.2 Economics of Fertilizer Use</td>
<td>TA introduction Calculations</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>14: Soil Sample Report &amp; Presentation</td>
<td>Student Presentations</td>
<td>120</td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>-----------------------</td>
<td>-----</td>
</tr>
<tr>
<td>TOTAL “in-class” time (minutes)</td>
<td>1515+</td>
<td>120</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUMMARY (in hours)</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class activities</td>
<td>25.25</td>
<td></td>
<td>“in-class” activities (i.e., video and/or activities associated with typical classroom activities</td>
<td>25.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outside class activities 890 min</td>
<td>6.25</td>
<td>890</td>
<td>Outside class activities 890 min</td>
<td>6.25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-lab quizzes, reports, finalizing and submitting in-class activities to LMS, and reading/study Estimated at 1.5 h/wk for 14 wk lab</td>
<td>21</td>
<td>Pre-lab quizzes, reports, finalizing and submitting in-class activities to LMS, and reading/study Estimated at 1.5 h/wk for 14 wk lab</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| TOTAL LAB TIME (hours)               | 52.5                  |     |                        |                                 |     |     |

*activity is outside of class
( ) activity is completed during the waiting time for another activity
+indicates class time shortened to allow students more time for home assignment or return to lab outside of class
Course Change Request

SPMT 402: Sport Management Pre-Internship Seminar

Pre-Internship Field Experiences

Date Submitted: 07/26/19 9:19 am

Changes proposed by: rrahn

Catalog Pages referencing this course
SPMT - Sport Management (SPMT)

Programs referencing this course
BS-SPMT-SPI: Sport Management - BS, Internship Track
BS-EDSM: Sport Management Lower-Level

As A Banner Prerequisite:

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. 06/06/19 2:35 pm
Melinda Sheffield
Moore (zulu818): Approved for HLKN Department Head

2. 06/07/19 11:05 am
Terra Bissett (t.bissett): Rollback to Initiator

3. 06/20/19 10:18 am
Melinda Sheffield
Moore (zulu818): Approved for HLKN Department Head

4. 06/21/19 1:27 pm
Terra Bissett (t.bissett): Rollback to Initiator

5. 06/21/19 9:33 pm
Melinda Sheffield
Moore (zulu818): Approved for HLKN Department Head

6. 06/24/19 1:14 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review

7. 06/24/19 2:03 pm
Kristy Anderson
(kanderson): Approved for ED Committee Preparer UG

8. 07/01/19 8:38 am
Chris Cherry
(chirscherry): Approved for ED Committee Chair UG
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: SPMT
Course number: 402
Department: Health & Kinesiology
College/School: Education & Human Development
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2020
### Complete Course Title
Sport Management Pre-Internship Seminar - Pre-Internship Field Experiences

### Abbreviated Course Title
SPMT PRE INTERNSHIP SEMINAR PRE-INTERN FIELD EXPER

<table>
<thead>
<tr>
<th>Catalog course description</th>
<th>Orientation, observations and experiences in preparation for professional internships.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites and Restrictions</td>
<td>Senior classification; approved acceptance to field experience.</td>
</tr>
</tbody>
</table>

#### Should catalog prerequisites / concurrent enrollment be enforced?
No

#### Crosslistings
No

#### Stacked
No

<table>
<thead>
<tr>
<th>Semester</th>
<th>21</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 2</th>
<th>Lab: 02</th>
<th>Other: 0</th>
<th>Total</th>
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</table>

<table>
<thead>
<tr>
<th>Repeatable for credit?</th>
<th>No</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>CIP/Fund Code</th>
<th>3105040016</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Default Grade Mode</th>
<th>Letter Grade (G)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Method of instruction</th>
<th>Laboratory  Lecture</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Will this course be taught at another branch?</th>
<th>No</th>
</tr>
</thead>
</table>

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

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

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

<table>
<thead>
<tr>
<th>Will classroom space be needed for this course?</th>
<th>Yes</th>
</tr>
</thead>
</table>

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

Required (select program)

Elective (select program)

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

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>fall-2019 402 syllabus.doc</td>
</tr>
</tbody>
</table>

| Letters of support or other documentation | No |
| Additional information | |

**Reviewer Comments**

Terra Bissett (t.bissett) (06/07/19 11:05 am): Rollback: Semester Credit Hours and Contact Hours do not match on form; Every 2 or 3 contact hours equate to 1 Semester credit hour-please update on form and syllabus. Syllabus: Course title should be the same as form; include catalog prerequisites; Committees will want to see learning outcomes that are both measurable and observable; after successful completion of the course, students will be able to:...; committees will question the use of “understand”; Please update attendance and makeup policies to comply with Student rule 7 and include URL to Student Rule 7; If listing excused absences, then please list all ten; old ADA statement – please update; old Aggie Honor Code URL – please update.

Terra Bissett (t.bissett) (06/21/19 1:27 pm): Rollback: Syllabus: Learning Outcomes are statements of what the student will know or be able to do upon successfully completing the course-it appears the headings Learning Outcomes and Learning Objective may need to be switched; old Aggie Honor Code URL – please update.

Terra Bissett (t.bissett) (06/24/19 10:34 am): Updates received.

Jim Herman (jherman) (07/18/19 8:42 pm): Under attendance "Explanatory Statement for Absence form available at: http://shs.tamu.edu/forms.htm". The link is broken. I think they discontinued that form.

Terra Bissett (t.bissett) (07/26/19 8:05 am): Rollback: Rolling back to address comments.

Chris Cherry (chrischerry) (07/26/19 8:42 am): Rollback: See comments/email

Rhonda Rahn (rrahn) (07/26/19 10:26 am): Comment from Dr. Herman was addressed; he indicated he was fine with it.

Jim Herman (jherman) (07/30/19 3:13 pm): Problem corrected. I have no further issues with this course.

Terra Bissett (t.bissett) (08/05/19 12:06 pm): UCC approved August 2019.

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Key: 14963
INTRODUCTION

This course serves as an introduction to the 13 week internship in Sport Management. Topics for discussion relating to the internship will include the following: agency types and selection, successful management skills, professional development, resume writing, as well as interviewing skills and techniques.

To officially enroll in this course, the student must:
1. Be officially admitted to the Sport Management Program
2. Senior Classification, approved acceptance to field experience.
3. Meet all requirements necessary for an internship during the spring of 2020
   a. Application to internship filed and approved by academic advisor
   b. Meet requirements for admission to internship according to the Texas A&M University Undergraduate Catalog

TEXTBOOK

Required

Required
Required
SPMT 402 Pre-Internship Interview Series: Center for Sport Management. Provided on Ecampus

LEARNING OUTCOMES
Upon completion of this course, you should be able to:

1. Comprehensively discuss the policies and procedures of the sport management internship
2. Develop an effective plan for seeking an internship through the job/internship hunt
3. Begin to make the transition from student to intern to professional

LEARNING OBJECTIVES
Appending to the course outcomes above, it is my hope that you will acquire or expand the following aptitudes

1. The appreciation and aptitude of a successful job/internship hunter
2. The passion and work ethic that it takes to be a successful sport manager
3. Understand the importance of internships and networking in the field of sport management

ATTENDANCE
*Documentation required on first class day upon returning to class.*
Please see TAMU student rule number 7. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Confinement because of illness (requires Health Center or physicians note)
******Unexcused absence: Deduct 3 points for each absence from student’s final grade.
For absences (of less than 3 days) to be taken under consideration as excused, students must complete and turn in upon first day of returning to class TAMU’s *Explanatory Statement for Absence form* available at: [https://shs.tamu.edu/wp-content/uploads/2016/03/Explanatory-Statement-for-Absence-from-Class.pdf](https://shs.tamu.edu/wp-content/uploads/2016/03/Explanatory-Statement-for-Absence-from-Class.pdf).

COURSE ASSIGNMENTS

<table>
<thead>
<tr>
<th>Assignments (Tentative)</th>
<th>Grading Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (online)</td>
<td>A 90%-100%</td>
</tr>
<tr>
<td>Internship Q&amp;A</td>
<td>B 80%-89%</td>
</tr>
<tr>
<td>Job/Internship Hunt</td>
<td>C 70%-79%</td>
</tr>
<tr>
<td>Student Info Form</td>
<td>D 60%-69%</td>
</tr>
<tr>
<td>Parachute Quizzes (in-class)</td>
<td>F 59% &amp; Below</td>
</tr>
<tr>
<td>Pink Sheet</td>
<td></td>
</tr>
<tr>
<td>Cumulative Exam</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

402 Syllabus, pg. 2
All forms are located on the internship website.

**Quizzes (25%)**: There will be six “open-book” reading quizzes (Fun is Good) during the semester through ecampus.tamu.edu. Quizzes will cover required readings, refereed journal articles, magazine articles, PowerPoint lectures, guest presenters, book chapters and the Pre-Internship Interview Series.

Quizzes are proctored through the ecampus environment. Students will have a 24-hour window in which to complete each quiz. The quizzes will only be available during the quiz week. The start date and time are located in the syllabus under tentative outline. The quizzes will be objective or short answer and worth 5% points each. **The lowest quiz score will be dropped.** The Aggie Honor Code applies to these quizzes and students may not use knowledge from classmates regarding the material on the quizzes.

**Internship Q&A (10%)**: Each student will need to contact at least 2 sport organization of interest. Students must document this contact, including the names and contact information, responses from the organization, and a site critique. Prior to making contact with a potential internship site you are required to read the Q&A form located on the internship website. Students must write a brief review (5 sentence minimum) for each of the 3 interviews and attach it to the Q&A form. **This assignment must be typed and look professional. The form should be completed and emailed to kayladjones@tamu.edu by 11:59 p.m. of the date listed on the course outline. Make sure to cc yourself on all assignments that are to be e-mailed.**

**Student information form (5%)**: Each student will complete the student information form and include a professional individual picture in the top right hand corner. Your picture must be electronically placed in the form. No stapled or paper clipped pictures will be accepted. This form will be used to identify your internship choices and provide Dr. Hudson with accurate contact information.

*This assignment must be typed and look professional. The form should be completed and emailed to kayladjones@tamu.edu by 11:59 p.m. of the date listed on the course outline. Make sure to cc yourself on all assignments that are to be e-mailed.*

**Job/Internship Hunt (30%)**: The purpose of this assignment is to prepare students for the rigors, networking, and organization it takes to be effective seeking internships and then employment. As a students in SPMT 402 you must obtain a professional internship and in the very near future find a job. The project aims to help students prepare for interviews with the intent of securing an internship and eventually employment. The finished product will be bound with front and back covers and spiral, plastic covered bindings. No others will be accepted. Guidelines and grade sheet will be discussed in class. Make sure to include a table of contents. This project should be taken very seriously.

**Internship Confirmation Form (Pink Sheet) (10%)**: The internship confirmation form is a signed agreement between the student and the internship site. The form is a binding agreement between the student and the site. The Pink Sheet should not be confused with the “Internship Contract” which is a contract between the site and Texas A&M University. The form will be due each semester at a set date given in the syllabus or announced in class. Students who do not turn this assignment in by the deadline will lose 1 point per day (literal day) until they have been cleared.
Peer Review
Professional resume and cover letter to a current internship posting. You will include the email you will use to send it. The classroom peer review will critique the resume, cover letter, and email before you send it. The peer review form is located on the internship website.

Career Fair
Students will spend a minimum of 2 hours at the career fair and sign-up is required upon entering and leaving the building.

Stages of an Internship (extra credit)
For an absence that was unexcused students can write a one page (600 word) paper to include the following:
- Your impressions/opinions of Stages of an Internship
- Briefly discuss all five stages of an internship
- Include Cover Page
The extra credit will count toward one (3 point) unexcused absence during the semester.

Health Insurance:
Proof of Health Insurance, place this in a manila folder with your name on it and turn in the final day of class.
1. Proof of Health Insurance (copy front and back of card)

What Color Is Your Parachute (10%):
Chapters will be assigned in the classroom and in class quizzes will be given. Parachute quizzes are separate from the online quizzes.

Cumulative Exam (10%):
A comprehensive examination will be given through e-campus on the last day of class. The exam will assess any information covered in the class. Prepare for this exam to include objective, short answer, and essay questions covering all material presented in class as well as outside reading assignments.

COURSE REQUIREMENTS

1. This course is one of the last steps in the preparation of a professional Sport Manager; therefore, it is imperative that the student conducts him/herself as a professional.

2. A degree audit “checkout” will be completed in class. It is the student’s responsibility to make sure all responsibilities have been completed for graduation (petitions, transfers, correspondence courses, etc.). Students not cleared by their Academic Advisor by the deadline given during the semester will lose 2 points per day (literal day) until they have been cleared. In addition, should the situation continue students can expect the following consequences until s/he is cleared:
   - Student grade for SPMT 402 will not be submitted
   - Student will not be registered for SPMT 484 (late registration may result in late fees)
   - Internship hours will NOT accrue
3. **All classroom assignments are to be turned in on time. Late assignments will NOT be accepted and a grade of zero will be recorded.** All assignments must be typed.

4. Class attendance is mandatory and students are expected to arrive on time. Should absence be required, it is the student’s responsibility to make contact with the instructor prior to the absence or as soon as is reasonably possible in the case of an emergency. An absence may be excused at the instructor’s discretion or for the following reasons:
   a. Medical emergency or confinement (requires note from physician)
   b. Direct involvement in legal proceedings (including jury duty)
   c. Religious holy day
   d. Death or major illness in immediate family
   e. Direct participation in University authorized activity

5. Unexcused absences will result in a 3 point deduction to the student’s point total for each unexcused absence from the student’s final grade. NOTE: Attendance will be taken once during the class period. Students not present when attendance is taken will be considered absent. Students will have until the next class period to provide the instructor with an excuse for the absence in order for the absence to be excused.

6. Class Decorum: Students are expected to come to class prepared and contribute to the topics of discussion for that day. Students are expected to be respectful of the experiences and opinions of others and to enhance the learning environment. Students should take care to ensure that cell phones are turned off during class.

7. Written Assignments: Students are expected to display writing skills indicative of senior level work. Therefore, all assignments will be graded with content and mechanics taken into consideration. Assignments not meeting a minimum standard may be returned.

8. Students will spend significant time hunting for their internship. They should examine carefully the experiences and exposures they will receive and seek to secure a placement that will most effectively promote their professional goals and aspirations.

9. It is important to note that students should actively and aggressively seek multiple interviews very early in the process. Therefore, we require students to have contacted at least 2 sites during the first week of class.

10. Those students seeking to do their internships in health & fitness, wellness, and strength & conditioning facilities will be required to focus on the administration, management, operations and programming aspects of the site rather than physical therapy, fitness assessments, etc.

11. Email: Students are expected to have and regularly check their TAMU email accounts. This is a requirement of 402 and 484.

12. Ecampus: Various readings, quizzes, and student grades will be posted on ecampus.
13. Students are not allowed to work at any other organizations during their 13 week internship.

<table>
<thead>
<tr>
<th>Date</th>
<th>TENTATIVE COURSE OUTLINE</th>
<th>DUE</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>Syllabus, Website, Course Introduction, Advisor</td>
<td></td>
</tr>
<tr>
<td>9/5</td>
<td>Guidelines, Official Contract, Pink Sheet, Q&amp;A Assignment</td>
<td></td>
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<tr>
<td>9/12</td>
<td>Resume/Cover Letter Writing</td>
<td>Veeck, Ch. 1 &amp; 2 Rootes Interview (all interviews located on the ecampus portal)</td>
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<td></td>
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<td><strong>Q1 Ecampus</strong></td>
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<td></td>
<td>Parachute, Ch. 1-3 (in class)</td>
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<tr>
<td>9/19</td>
<td>Job/Internship Hunt; Professional portfolio/dressing your best</td>
<td>Internship Q &amp; A w/ Interview Series</td>
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<tr>
<td>9/26</td>
<td>Peer Review</td>
<td>Read Veeck, Ch. 3 &amp; 4; Kopil Interview;</td>
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<td><strong>Q2 Ecampus</strong></td>
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<td>Resume and CL Peer Review</td>
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<tr>
<td>10/3</td>
<td>Site Supervisors</td>
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<tr>
<td>10/10</td>
<td>Site Supervisors</td>
<td>Veeck, Ch. 5 &amp; 6; Student Information Form</td>
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<tr>
<td></td>
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<td>Gray Interview;</td>
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<td><strong>Q3 Ecampus</strong></td>
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<td>Parachute Ch. 4-6 (in class)</td>
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<td>10/17</td>
<td>Interviewing Skills, Networking</td>
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<td>10/22</td>
<td>2018 Internship and Career Fair</td>
<td><strong>Mandatory 4-7pm</strong></td>
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<td>10/24</td>
<td>Site Supervisors</td>
<td>Veeck, Ch. 7 &amp; 8 Westerman/Olfers Interview;</td>
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<td><strong>Q4 Ecampus</strong></td>
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<td>10/31</td>
<td>Site Supervisors</td>
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<td>11/7</td>
<td>No Class; Interview Day; Work on Internship Hunt</td>
<td>Veeck, Ch. 9 &amp; 10 Hermann Interview</td>
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<td>11/14</td>
<td>Sexual harassment; Social issues in the workplace</td>
<td><strong>Q5 Ecampus</strong></td>
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<td>Parachute, Ch. 7-9 (in class)</td>
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<tr>
<td>11/28</td>
<td>SPMT 484 Class; syllabus/dates/assignments/Kayla in Class</td>
<td>Veeck, Ch. 11 &amp; 12 Rossman Interview</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Q6 Ecampus</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parachute, Ch. 10-12 (in class)</td>
</tr>
</tbody>
</table>
Final Day of SPMT 402: All remaining assignments are due.

*Make sure to view Ecampus for start and end time of online quizzes

**SPMT 402 Pre-Internship Interview Series: located on the ecampus portal

When you submit assignments, the Review Submission History page will load + “Success!” banner with confirmation number. This confirmation will ensure your document has been sent.

**IMPORTANT UNIVERSITY POLICIES**
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.

*The Aggie Honor Code*
“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.”

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at http://aggiehonor.tamu.edu
THAR 420: Directing Live Performance

Course Change Request

Date Submitted: 06/28/19 12:23 pm

Viewing: **THAR 420: Directing Live Performance**

Last approved: 02/13/18 3:25 am

Last edit: 07/03/19 11:31 am

Changes proposed by: jimball

Catalog Pages referencing this course:

- Department of Performance Studies
  - THAR - Theatre Arts (THAR)

Programs referencing this course:

- BA-PERF: Performance Studies - BA

Faculty Senate Number: FS.35.024

Contact(s)

In Workflow

1. PRFM 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. 07/01/19 3:29 pm
   - Martin Regan (reganmn): Approved for PRFM Department Head
2. 07/03/19 11:31 am
   - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 07/08/19 12:41 pm
   - Steve Oberhelman (s-oberhelman): Approved for LA Committee Preparer UG
4. 07/15/19 8:36 pm
   - Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 07/15/19 8:45 pm
   - Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 07/16/19 8:31 am
   - Terra Bissett (t.bissett): Approved for UCC Preparer
7. 08/05/19 12:07 pm
   - Terra Bissett (t.bissett): Approved for UCC Chair

History

1. Feb 13, 2018 by Brianna Doucet (bdoucet)
Rationale for Course Edit

The proposed changes are to support a new program.
The proposed changes are part of a routine curriculum review.

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim Ball</td>
<td><a href="mailto:jimball@tamu.edu">jimball@tamu.edu</a></td>
<td>646-326-4287</td>
</tr>
<tr>
<td>Brianna Doucet</td>
<td><a href="mailto:bdoucet@tamu.edu">bdoucet@tamu.edu</a></td>
<td>979-458-0940</td>
</tr>
</tbody>
</table>

Course prefix: THAR
Course number: 420
Department: Performance Studies
College/School: Liberal Arts
Academic Level: Undergraduate

Undergraduate course level justification (Select One)
College/Program Course Level Rubric
Academic Level: Graduate
Effective term: Fall 2020

Complete Course Title: Directing Live Performance
Abbreviated Course Title: DIRECTING LIVE PERFORMANCE

Catalog course description:
Theatre forms and styles; director's function and responsibility in producing plays; script analysis; directing laboratory scenes; participation in departmental productions.

Prerequisites and Restrictions:
Junior or senior classification.

Concurrent Enrollment:
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No
Crosslisted With: No

Stacked:
No
Stacked with: No

Semester: 3
Credit Hour(s): Contact Hour(s) (per week):
Lecture: 6
Lab: 4
Other: 0
Total: 10

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code: 5005070003
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture and Laboratory

Will this course be taught at another branch?
No

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

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

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
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)

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

Letters of support or other documentation 
No

Additional information 
This is a cosmetic change to improve clarity in the course description. "Departmental productions" is a misleading phrase in this context as it seems to refer to extracurricular theatrical productions, which do not happen in our department.

Reviewer Comments 
Terra Bissett (t.bissett) (08/05/19 12:07 pm): UCC approved August 2019.

Reported to state? 
CS

No
Course Change Request

Date Submitted: 07/26/19 10:31 am

Viewing: **WFSC 408: Techniques of Wildlife Management**

Last approved: 05/02/18 3:23 am

Last edit: 07/26/19 10:31 am

Changes proposed by: lhutchins

Catalog Pages referencing this course

- Department of Wildlife and Fisheries Sciences
  - WFSC-Wildlife & Fisheries Sci (WFSC)

Programs referencing this course

- MINOR-WFSC: Wildlife and Fisheries Sciences - Minor
- BS/MPS-WFSC/PSAA-BPS: Wildlife and Fisheries Sciences - 5-year Bachelor of Science/ Master of Public Service Administration

Contact(s)

In Workflow

1. WFSC Department Head
2. Curricular Services Review
3. AG Committee Preparer UG
4. AG Committee Chair UG
5. AG 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. 06/03/19 10:44 am
   - David Caldwell (caldwell): Approved for WFSC Department Head
2. 06/03/19 11:35 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 06/03/19 1:43 pm
   - Lauren Johnson (bkjohnson): Approved for AG Committee Preparer UG
4. 07/14/19 7:26 pm
   - Bob Knight (bob-knight): Approved for AG Committee Chair UG
5. 07/14/19 8:44 pm
   - Mary Bryk (bryk): Approved for AG College Dean UG
6. 07/15/19 9:54 am
   - Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 07/26/19 8:06 am
   - Terra Bissett (t.bissett): Rollback to AG College Dean UG for UCC Chair
8. 07/26/19 10:20 am
   - Kelly Essler (essler): Rollback to Initiator
9. 07/26/19 10:50 am
WFSC 408: Techniques of Wildlife Management

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

Course prefix: WFSC  
Course number: 408

Department: Wildlife & Fisheries Sciences
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate

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

Effective term: Fall 2020

Complete Course Title: Techniques of Wildlife Management
Abbreviated Course Title: TECHNQS OF WLDLFE MGMT

Catalog course description:
Techniques available to directly and indirectly manipulate wild animal populations to achieve balance between socioeconomic and aesthetic values.

Prerequisites and Restrictions:
Senior classification, WFSC 403 and WFSC 406 or registration therein or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

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Phone: 979-845-5704

History
1. May 2, 2018 by Terra Bissett (t.bissett)

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>No</th>
<th>Crosslisted With</th>
<th>No</th>
<th>Stacked</th>
<th>No</th>
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</thead>
</table>

| Semester | 3 |
| Credit Hour(s) | Contact Hour(s) (per week): Lecture: 2 Lab: 3 Other: 0 Total 5 |
| Repeatable for credit? | No |
| CIP/Fund Code | 2607090002 |
| 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>Required (select program)</th>
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</thead>
<tbody>
<tr>
<td>(BS-WFSC-WEC+) Wildlife and Fisheries Sciences - BS, Wildlife Ecology and Conservation Option</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Elective (select program)</th>
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</thead>
<tbody>
<tr>
<td>Has/will this course be(en) submitted for core curriculum consideration?</td>
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</tbody>
</table>

| 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
Comments have been addressed. 5/1/18 - edits made to enforced prerequisite table per UCC policy, effective fall 2018 - TB.

Reviewer Comments:

Jim Herman (jherman) (07/18/19 8:46 pm): The Course Level justification is prerequisites, but there are no prerequisites (prerequisites are being removed). Senior-level classification is a restriction.

Terra Bissett (t.bissett) (07/26/19 8:06 am): Rollback: Rolling back to address comments.

Kelly Essler (essler) (07/26/19 10:20 am): Rollback: Please address UCC comments.

Jim Herman (jherman) (07/30/19 3:16 pm): My concerns are addressed.

Terra Bissett (t.bissett) (08/05/19 12:07 pm): UCC approved August 2019.