Course Change Request

Date Submitted: 08/15/19 9:19 am

Viewing: **MSCI 601 : Contemporary Topics in Advanced Cell Biology I**

Last edit: 08/19/19 2:37 pm

Changes proposed by: cgregory

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>GENE - Genetics</td>
</tr>
<tr>
<td>MCMD - Molecular Cell Medicine</td>
</tr>
<tr>
<td>MPHY - Medical Physiology</td>
</tr>
<tr>
<td>MSCI - Medical Sciences</td>
</tr>
<tr>
<td>NEXT - Neuro Exper Therapeutic</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>As A Banner Prerequisite:</td>
</tr>
</tbody>
</table>

Faculty Senate Number

Contact(s)

Name | E-mail           | Phone  
-----|------------------|--------
Carl Gregory | cgregory@tamu.edu | 979 436 9643 |

Rationale for Course Edit

The proposed changes are to support major changes to an existing program.
The proposed changes are to meet the demand/interest of students.

Course prefix | MSCI  
Department     | College of Medicine  
College/School | Medicine  
Academic Level | Graduate
### Undergraduate

#### Academic Level
- Graduate
- Undergraduate

#### Effective term
- Fall 2020

#### Complete Course Title
- Contemporary Topics in Advanced Cell Biology I

#### Abbreviated Course Title
- CONTEM TOP IN ADV CELL BIO I

#### Catalog course description
Advanced cell and molecular biology course examining the molecular basis of cellular functions relevant to human health. Specific topics will vary but the course will focus on the basic structures, functions and properties of proteins, nucleic acids and properties of proteins, nucleic acids and lipids; emphasis on recent developments and the primary literature. Lipids. There will be an emphasis on recent developments and the primary literature.

#### Prerequisites and Restrictions
- BIOL 413, BICH 303 or equivalent.

#### Concurrent Enrollment
- No

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

#### Crosslistings
- No

#### Stacked
- No

#### Contact Hour(s) (per week):
- Lecture: 5
- Lab: 0
- Other: 0
- Total: 5

#### Repeatable for credit?
- No

#### Three-peat?
- Yes

#### CIP/Fund Code
- 5114010002

#### Default Grade Mode
- Letter Grade (G)

#### Alternate Grade Modes
- Lecture

#### 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:
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information

Reviewer Comments: Terra Bissett (t.bissett) (08/19/19 2:35 pm): Minor edits made to catalog course description to comply with catalog style guide.

Reported to state?: No

Key: 11528
Course Change Request

Date Submitted: 06/13/19 1:19 pm

Viewing: PHEB 621: Foundations of Maternal and Child Health

Last approved: 05/02/17 3:17 am

Last edit: 09/16/19 1:25 pm

Changes proposed by: samantha-payton

- Catalog Pages referencing this course
  - Department of Epidemiology and Biostatistics
  - PHEB - Public Hlth Epide Bist

- Programs referencing this course
  - CERT-MACH: Maternal and Child Health - Certificate

Contact(s)

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

Approval Path
1. 06/13/19 1:19 pm
   Samantha Payton (samantha-payton):
   Approved for PHEB Reviewer
2. 06/16/19 4:38 pm
   Xiaohui Xu (xiaohui.xu):
   Approved for PHEB Department Head
3. 06/17/19 8:45 am
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
4. 08/12/19 10:46 am
   Rick Danko (danko):
   Approved for PH Committee Preparer
5. 09/16/19 1:27 pm
   Sherry Lin (sslin):
   Approved for PH Committee Chair
6. 09/17/19 7:28 am
   John August (j-august):
   Approved for PH College Dean
7. 09/19/19 2:35 pm
   LaRhesa Johnson (lrjohnson):
   Approved for GC Preparer
8. 10/03/19 3:22 pm
   LaRhesa Johnson (lrjohnson):
   Approved for GC Chair
PHEB 621: Foundations of Maternal and Child Health

Rationale for Course Edit

Other

Explain other rationale

non-traditional, distance education.

Course prefix

PHEB

Course number

621

Department

Epidemiology & Biostatistics

College/School

Public Health

Academic Level

Graduate

Effective term

Summer 2019

Complete Course Title

Foundations of Maternal and Child Health

Abbreviated Course Title

FOUNDATION MATERNAL CHILD HLTH

Catalog course description

Determinants, mechanisms systems that maintain health, safety, well-being of children and their families in communities and societies; introduction to maternal and child health populations; conceptual frameworks; health indicators; research issues, program planning and evaluation.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Crosslisted With

No

Stacked

No

Stacked with

No

Semester

3

Contact Hour(s) (per week):

Lecture: 3 Lab: 0 Other: 0 Total

3 0 3

Repeatable for credit?

No

CIP/Fund Code

2613090002

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)

Yes

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

N/A. There is no current traditionally delivered version of the course for valid comparison.

Hours

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

Documentation described at least 45 hours of formalized instruction and at least 90 hours of coursework.

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MPH-PHEP) Master of Public Health in Epidemiology</td>
</tr>
</tbody>
</table>

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MPH-PHEB) Master of Public Health in Biostatistics</td>
</tr>
</tbody>
</table>

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

- MCH Syllabus_spring_2020.docx

Letters of support or other documentation

- No

Additional information

Reviewer Comments

- **Terra Bissett (t.bissett) (06/17/19 8:44 am):** A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.
- **Rick Danko (danko) (08/12/19 10:46 am):** Updated syllabus and NTC documentation attached for SPH Curriculum Committee review
- **Sherry Lin (sslin) (09/16/19 1:27 pm):** Updated syllabus submitted. SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.

Key: 16856
Instructor Information
Course title and number  PHEB621, Foundations of Maternal and Child Health
Term (e.g., Fall 200X)  Spring, 2020
Meeting times and location  Online

Instructor Name(s)  Dr. Shaida Kalbasi

Teaching Assistant(s)
Telephone number  979-436-9390
Email address  Kalbasi@sph.tamhsc.edu
Office hours  Wednesday 1-4pm
Office location  SPH room 214

Course Description
This course provides foundational maternal and child health (MCH) material to: Focus on the determinants, mechanisms and systems that maintain the health, safety, well-being, of children and their families in communities and societies; Describe MCH populations, conceptual frameworks, MCH health indicators and public health programs; Understand major challenges in the MCH field including health disparities, using and applying sound epidemiologic research, research issues, program planning and evaluation; Encourage critical thinking and interdisciplinary collaboration to improve MCH. This course encourages the data based decision making to improve the health of mothers and children.

Prerequisites
None

Course Competencies and Objectives
This course is focused on developing core MCH competencies across SPH disciplines.

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1.1. Explain public health history, philosophy and values</td>
<td>1. Be able to explain Title V programs and implementation in the United States.</td>
</tr>
<tr>
<td></td>
<td>2. Be able to explain the history of MCH policies and programs in the United States.</td>
</tr>
<tr>
<td>D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health</td>
<td>3. Be able to explain MCH program planning and evaluation.</td>
</tr>
<tr>
<td></td>
<td>4. Understand the rationale of current MCH programs, interventions and policies</td>
</tr>
<tr>
<td>D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate D2.4. Interpret results of data analysis for public health research, policy or practice</td>
<td>5. Be able to identify key MCH indicators.</td>
</tr>
<tr>
<td></td>
<td>6. Be able to analyze MCH indicators to understand trends in MCH health outcomes</td>
</tr>
<tr>
<td>D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice</td>
<td>7. Be able to identify epidemiologic research methods to address MCH problems</td>
</tr>
<tr>
<td>D2.14. Advocate for political, social or economic policies and programs that will</td>
<td>8. Be able to describe advocacy in MCH</td>
</tr>
</tbody>
</table>
Textbook and/or Resource Material


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Part 1: The Foundations (disparities, MCH methods)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Jan 16</td>
<td>Introduction &amp; newsletter groups assignments</td>
</tr>
<tr>
<td></td>
<td>Jan 18</td>
<td>MCH History &amp; newsletter groups meet</td>
</tr>
<tr>
<td>2</td>
<td>Jan 23</td>
<td>Hispanic paradox</td>
</tr>
<tr>
<td></td>
<td>Jan 25</td>
<td>Disparities in MCH – TO BE COMPLETED ON eCAMPUS</td>
</tr>
<tr>
<td>3</td>
<td>Jan 30</td>
<td>Writing center &amp; Newsletter groups meet</td>
</tr>
<tr>
<td></td>
<td>Feb 1</td>
<td>Program planning &amp; evaluation</td>
</tr>
<tr>
<td>4</td>
<td>Feb 6</td>
<td>Research methods &amp; systems approach</td>
</tr>
<tr>
<td></td>
<td>Feb 8</td>
<td>MCH advocacy</td>
</tr>
<tr>
<td>Part 2: Reproductive Health</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Feb 13</td>
<td>Reproductive health – Newsletter topic presentations</td>
</tr>
<tr>
<td></td>
<td>Feb 15</td>
<td>Women’s Health &amp; HPV/HIV</td>
</tr>
<tr>
<td>6</td>
<td>Feb 20</td>
<td>Sexually transmitted Infections &amp; book club</td>
</tr>
<tr>
<td></td>
<td>Feb 22</td>
<td>Contraception &amp; infections during pregnancy</td>
</tr>
</tbody>
</table>

D2.21. Perform effectively on inter professional teams

D1.7. Explain effects of environmental factors on a population’s health

D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation

9. Be able to work with other class members to effectively execute a MCH newsletter

10. Be able to describe the impact of environment on MCH population.

11. Be able to identify and communicate MCH problems through newsletter project and in-class activity.

D1.7. Explain effects of environmental factors on a population’s health

D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feb 27</td>
<td>Fertility/family planning &amp; Newsletter groups meet</td>
</tr>
<tr>
<td>Mar 1</td>
<td>Special guest lecture – *Dr. Margaret O Caughy, University of Georgia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mar 20</td>
<td>Environmental impacts on maternal health</td>
</tr>
<tr>
<td>Mar 22</td>
<td>Obesity and pregnancy &amp; Newsletter groups meet</td>
</tr>
<tr>
<td>Mar 27</td>
<td>Preterm birth</td>
</tr>
<tr>
<td>Mar 29</td>
<td>Maternal and infant mortality &amp; Book club</td>
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<td>Mar 29</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 3</td>
<td>Sexual Health Education</td>
</tr>
<tr>
<td>Apr 5</td>
<td>Environmental impacts on child health</td>
</tr>
<tr>
<td>Apr 10</td>
<td>Childhood nutrition interventions</td>
</tr>
<tr>
<td>Apr 12</td>
<td>Newsletter peer review workshop</td>
</tr>
<tr>
<td>Apr 17</td>
<td>Adolescent Health</td>
</tr>
<tr>
<td>Apr 19</td>
<td>CYSHN &amp; book club</td>
</tr>
<tr>
<td>Apr 24</td>
<td>Child development</td>
</tr>
<tr>
<td>Apr 27</td>
<td>In-class activity part 1</td>
</tr>
<tr>
<td>May 1</td>
<td>In-class activity part 2</td>
</tr>
<tr>
<td>May 8</td>
<td>Final version of newsletter due by 5pm</td>
</tr>
</tbody>
</table>

**Grading Policies**

**Grading Scale**

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>59 and below</td>
<td>F</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>20%</td>
</tr>
<tr>
<td>Midterm exam</td>
<td>15%</td>
</tr>
<tr>
<td>Book club</td>
<td>15%</td>
</tr>
<tr>
<td>Class activity</td>
<td>10%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>40%</td>
</tr>
</tbody>
</table>
Homework (20%)
There will be a total of 4 homework assignments each worth 25 points. Homework assignments will be posted on eCampus and due on the designated date by 11:59pm. All assignments must be turned in through eCampus. Homework will be based on the material from the book, lectures or other assigned resources and will consist of multiple choice and/or short answer questions.

Midterm exam (15%).
The midterm will consist of multiple choice and short answer questions. The exam will be worth 50 points. The mid-term exam will cover reading assignments and lectures from weeks 1-7. The exam will be open book and note, but must be completed on your own and submitted via eCampus.

Book Club (15%)
Students will engage in an in-class book club (A Doctors Quest by Gretchen Roedde).
- Students must read the assigned chapters prior to book club.
- Each student is expected to develop 1 reflective question to be submitted prior to the book club.
- These question are due to the instructor via email on the Monday prior to book club by 5pm.
- Student must also bring a copy of their question to book club.
- Questions will be selected by the instructor for discussion during class. Not all students will get a chance to read their question at each book club. Students are expected to respond to the questions during class and participate in the discussion.
- The quantity and quality of questions & discussions will be evaluated.
- There will be a total of 4 book clubs for a total of 80 points. Students can obtain up to 20 points for each book club.
  - 4 points – Contributes substantially to the discussion, provides interpretations of the readings, and responses to other questions are thoughtful. The question submitted is well-prepared, well-written and insightful.
  - 3 points – Submitted a question and adequately contributed to the discussion. However, 1) the question submitted was not well-prepared or well-written or 2) the discussion was not well-thought out or not relevant to the topic.
  - 2 points – Submitted a question and had very limited participation in the discussion. Both the question and/or discussion were not well-prepared or insightful.
  - 1 points – Submitted a question but did not participate in the discussion OR contributed to the discussion but did not submit a question.
  - 0 points – Did not submit question and did not participate in the discussion.

Class activity (10%)
Students will participate in a two-day in-class activity worth 20 points. The activity will be based on MCH health indicators and will be complete in small groups. The second day of the activity will include a 10 minute presentation by each group. Details will be provided in class.

Newsletter (40%)
Students will work in groups on a maternal and child health newsletter. Examples and details of the newsletter and creation of groups will be provided in class. The newsletter will be worth 50 points. This is a group activity that consist of several phases. Students will be graded based on individual contributions to the newsletter (20 points), peer-review of your work (10 points) and the overall quality of the final newsletter (20 points).
- Peer review scoring – each student will provide a peer-review score for each member of their group. Specifics regarding the scoring will be provided in class and on the scoring sheet. This score will indicate the level of participation of your group members. These scores will not be shared with your peers, so please be honest. You will have to provide a justification for your score. Thus, you must provide specific examples to defend your scoring choice. Scores will be averaged to determine the final number of points for each student.
- Individual contributions – Each student will turn in (via eCampus) a written description of their individual contributions to the newsletter. This will be due by May 8th before 5pm. This written statement should be no longer than 4 pages (12-point Times New Roman font, 1 inch margins) doubled spaced. The statement should include; 1) a description of your role in group; 2) a detailed outline of each task that you worked on during the newsletter development (this includes writing, designing the newsletter, editing, interviewing, etc.); 3) Examples of specific parts of the newsletter that you wrote, edited, and/or designed and 4) a self-reflection of what you learned from this group activity (no more than 1 paragraph for this).
- Overall quality of the newsletter – The final newsletter is due on May 8th and must be emailed to the instructor by
5pm. The final newsletter will be graded based on the 1. Content, 2. Organization, 3. Support/reasoning, 4. Use of sources/documentation, 5. Audience awareness, 7. Style/writing conventions (grammar/spelling, punctuation) and 8. Presentation. The newsletter scoring sheet will be posted on eCampus.

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

If you need to miss class for reasons under excused absences as outlined in the student rules (see link above), please arrange with the instructor to make up any missed assignments.

**eCampus (Blackboard)**

eCampus, powered by Blackboard Learn, is the university-wide learning management system for uploading syllabi, managing grades, and teaching courses either partially or completely online. eCampus is a secure, centralized system that features: grade center, assignments, quizzes, surveys, chat rooms, discussions, blogs, email, and content management tools.

In order to access the course materials you will need to log in to Howdy, then click the eCampus button or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu). Your eCampus login is the same as your Howdy login (NetID). Review the eCampus Tutorials (in the EdTech Tools & Resources section of School’s Office of Academic Assessment and Instructional Technology website) or visit the Student Documentation for eCampus.

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our Computer Requirements web page. For technical support, contact HelpDesk hdc@tamu.edu, or phone to (979) 845-8300

**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found responsible of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty.

Information on the Aggie Honor Code is found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu). Students are encouraged to view two short videos at: [https://aggiehonor.tamu.edu/Student-Resources/AHSO-Videos](https://aggiehonor.tamu.edu/Student-Resources/AHSO-Videos)

As well as review available materials and examples of academic dishonesty found at: [https://library.tamu.edu/services/library_tutorials/academic_integrity/index.html](https://library.tamu.edu/services/library_tutorials/academic_integrity/index.html)

Remember:

"*An Aggie does not lie, cheat, or steal, or tolerate those who do.*"
Course Evaluation

Constructive feedback from students on course evaluations is held in high regard at the School of Public Health. Your assistance in helping the School in its assessment of courses and faculty through participation in the evaluation of courses is requested. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

School of Public Health Mission

The Texas A&M School of Public Health is committed to transforming health through interdisciplinary inquiry, innovative solutions, and development of leaders through the Aggie tradition of service to engage diverse communities worldwide.

Americans with Disability Act (ADA)

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

Copyright Statement

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy or share, unless permission is expressly granted by the instructor.

Federal Education Rights and Privacy Act (FERPA)

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their University assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my University assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

Texas A&M University is an Equal Opportunity/Affirmative Action/Veterans/Disability Employer committed to diversity. Inquiries regarding nondiscrimination policies may be directed to the Human Resources by phone at 979-845-4141 or to Texas A&M University Division of Human Resources and Organizational Effectiveness, 750 Agronomy Road, General Services Complex Suite 1201, College Station, TX 77843-1255

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by
another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

For complaints against students:

Dr. Anne Reber  
Dean of Student Life  
Student Services @ White Creek  
Student Life #3 (Bldg. #0072), Room 101  
Texas A&M University  
College Station, TX 77843-1257  
(979) 845-3111  
studentlife@tamu.edu

For complaints against faculty, staff, visitors, contractor, vendors, or unknowns:

Kevin McGinnis  
Chief Compliance Officer  
Medical Sciences Library  
202 Olsen Blvd., Suite 007  
College Station, TX 77843  
(979) 458-8407  
CivilRights@tamu.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

Disclaimer
This syllabus is representative of materials that will be covered in this class. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.
APPENDIX A: SCHOOL OF PUBLIC HEALTH COMPETENCIES - Council on Education for Public Health (CEPH)

D1. MPH & DrPH Foundational Public Health Knowledge

Provision & Science of Public Health
D1.1. Explain public health history, philosophy and values
D1.2. Identify the core functions of public health and the 10 Essential Services
D1.3. Explain the role of quantitative and qualitative methods and sciences in describing and assessing a population’s health
D1.4. List major causes and trends of morbidity and mortality in the US or other community relevant to the school or program
D1.5. Discuss the science of primary, secondary and tertiary prevention in population health, including health promotion, screening, etc.
D1.6. Explain the critical importance of evidence in advancing public health knowledge

Factors Related to Human Health
D1.7. Explain effects of environmental factors on a population’s health
D1.8. Explain biological and genetic factors that affect a population’s health
D1.9. Explain behavioral and psychological factors that affect a population’s health
D1.10. Explain the social, political and economic determinants of health and how they contribute to population health and health inequities
D1.11. Explain how globalization affects global burdens of disease
D1.12. Explain an ecological perspective on the connections among human health, animal health and ecosystem health (e.g., One Health)

D2. MPH Foundational Competencies

Evidence-based Approaches to Public Health
D2.1. Apply epidemiological methods to the breadth of settings and situations in public health practice
D2.2. Select quantitative and qualitative data collection methods appropriate for a given public health context
D2.3. Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate
D2.4. Interpret results of data analysis for public health research, policy or practice

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings
D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

Planning & Management to Promote Health
D2.7. Assess population needs, assets and capacities that affect communities’ health
D2.8. Apply awareness of cultural values and practices to the design or implementation of public health policies or programs
D2.9. Design a population-based policy, program, project or intervention
D2.10. Explain basic principles and tools of budget and resource management
D2.11. Select methods to evaluate public health programs

Policy in Public Health
D2.12. Discuss multiple dimensions of the policy-making process, including the roles of ethics and evidence
D2.13. Propose strategies to identify stakeholders and build coalitions and partnerships for influencing public health outcomes
D2.14. Advocate for political, social or economic policies and programs that will improve health in diverse populations
D2.15. Evaluate policies for their impact on public health and health equity

Leadership
D2.16. Apply principles of leadership, governance and management, which include creating a vision, empowering others, fostering collaboration and guiding decision making
D2.17. Apply negotiation and mediation skills to address organizational or community challenges

Communication
D2.18. Select communication strategies for different audiences and sectors
D2.19. Communicate audience-appropriate public health content, both in writing and through oral presentation
D2.20. Describe the importance of cultural competence in communicating public health content

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams

Systems Thinking
D2.22 Apply systems thinking tools to a public health issue
D3. DrPH Foundational Competencies

Data & Analysis
D3.1. Explain qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues at multiple (individual, group, organization, community and population) levels
D3.2. Design a qualitative, quantitative, mixed methods, policy analysis or evaluation project to address a public health issue
D3.3 Explain the use and limitations of surveillance systems and national surveys in assessing, monitoring and evaluating policies and programs and to address a population’s health

Leadership, Management & Governance
D3.4. Propose strategies for health improvement and elimination of health inequities by organizing stakeholders, including researchers, practitioners, community leaders and other partners
D3.5. Communicate public health science to diverse stakeholders, including individuals at all levels of health literacy, for purposes of influencing behavior and policies
D3.6. Integrate knowledge, approaches, methods, values and potential contributions from multiple professions and systems in addressing public health problems
D3.7. Create a strategic plan
D3.8. Facilitate shared decision making through negotiation and consensus-building methods
D3.9. Create organizational change strategies
D3.10. Propose strategies to promote inclusion and equity within public health programs, policies and systems
D3.11. Assess one’s own strengths and weaknesses in leadership capacities, including cultural proficiency
D3.12. Propose human, fiscal and other resources to achieve a strategic goal
D3.13. Cultivate new resources and revenue streams to achieve a strategic goal

Policy & Programs
D3.14. Design a system-level intervention to address a public health issue
D3.15. Integrate knowledge of cultural values and practices in the design of public health policies and programs
D3.16. Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
D3.17. Propose interprofessional team approaches to improving public health

Education & Workforce Development
D3.18. Assess an audience’s knowledge and learning needs
D3.19. Deliver training or educational experiences that promote learning in academic, organizational or community settings
D3.20. Use best practice modalities in pedagogical practices

EHC. MPH in Epidemiology Concentration Competencies
EPIC.1. Select epidemiologic methods that are appropriate to address epidemiologic content areas.
EPIC.2. Analyze strengths and limitations of study designs for providing evidence for causal associations.
EPIC.3. Apply appropriate advanced data analysis and management techniques to analyze epidemiologic data.
EPIC.4. Assess and compare different reporting formats to communicate epidemiologic data to a variety of audiences.
EPIC.5. Explain the role of epidemiology in developing, implementing, and evaluating health policy.

BIOC. MPH in Biostatistics Concentration Competencies
BIOC.1. Translate research questions or aims into testable hypotheses and propose appropriate statistical methods to test those hypotheses.
BIOC.2. Apply statistical methods that assure a study is adequately powered for achieving scientific aims or testing a specific research hypothesis.
BIOC.3. Evaluate and recommend study designs based on identified strengths and weaknesses and desired study goals.
BIOC.4. Analyze and interpret data using a variety of advanced analytical tools.
BIOC.5. Communicate commonly used statistical ideas and methods to collaborators in non-technical terms.

Dr.PH in Epidemiology and Environmental Health Competencies
DREP.1. Use epidemiologic and environmental health evidence pertaining to the scope and magnitude of environmental threats to public health.
DREP.2. Plan, implement, and evaluate interventions designed to respond to environmental hazards that threaten population health.
DREP.3. Utilize theoretical foundations and change strategies to address critical public health issues.
DREP.4. Connect epidemiology and environmental health issues to interdisciplinary research.
DREP.5. Prepare reports and scholarly presentations and participate in conference presentations in order to appropriately influence relevant state-of-the-art practice.
Course Change Request

Date Submitted: 07/18/19 9:37 am

Viewing: SCSC 628: Soil Mineralogy Lab

Last edit: 07/18/19 9:37 am

Changes proposed by: taylor_barfield

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

Contact(s)

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

Approval Path
1. 09/02/19 10:45 am
   Wayne Smith
   (cwsmith): Approved for SCSC Reviewer GR
2. 09/02/19 10:59 am
   David Baltensperger
   (dbaltensperger): Approved for SCSC Department Head
3. 09/03/19 3:59 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 09/11/19 2:55 pm
   Jamie Norgaard
   (jnorgaard): Approved for AG Committee Preparer GR
5. 09/11/19 4:12 pm
   Mary Bryk (bryk): Approved for AG Committee Chair GR
6. 09/11/19 5:06 pm
   Mary Bryk (bryk): Approved for AG College Dean GR
7. 09/19/19 2:35 pm
   LaRhesa Johnson
   (lrjohnson): Approved for GC Preparer
8. 10/03/19 3:21 pm
   LaRhesa Johnson
   (lrjohnson): Approved for GC Chair
Rationale for Course Edit: The proposed changes are to meet the demand/interest of students.

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<tbody>
<tr>
<td>Taylor Atkinson</td>
<td><a href="mailto:taylor_atkinson@tamu.edu">taylor_atkinson@tamu.edu</a></td>
<td>9798454620</td>
</tr>
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Course prefix: SCSC  
Course number: 628  
Department: Soil & Crop Sciences  
College/School: Agriculture & Life Sciences  
Academic Level: Graduate  
Effective term: Fall 2020  
Complete Course Title: Soil Mineralogy Lab  
Abbreviated Course Title: SOIL MINERALOGY LAB

Catalog course description: Mineral identification and quantification techniques involving theory and practice with x-ray diffraction, electron microscopy (SEM and TEM). Fourier transform infrared spectroscopy and chemical methods.

Prerequisites and Restrictions: SCSC 626.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Stacked: No

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Repeatable for credit? No  
CIP/Fund Code: 0112010005  
Default Grade Mode: Letter Grade (G)  
Method of instruction: 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:
**Program(s)**

- (MS-SOSC) Master of Science in Soil Science
- (PHD-SOSC) Doctor of Philosophy in Soil Science

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**Course Syllabus**

**Syllabus:**

Upload syllabus

**Letters of support or other documentation:**

No

**Additional information:**

Changing prerequisite enforcement.

**Reviewer Comments**

Key: 14520