

Undergraduate Curriculum Committee Agenda

September 24, 2010

To: David Allard, Victor Govindaswamy, Tommie Hughes, Luz Mary Rincon, Tom Wagy, Carla Snyder, Kristi Johnson-Cobb, Pat Black, Rosanne Stripling, Peter Racheotes, and John Humphrey

From: George Boger, Chairman

Date: September 22, 2010

Re: Agenda

Undergraduate Curriculum Committee (UCC) will meet on **Friday, September 24, 2010, at 10:00 am in UC 116.**

AGENDA:

Page #'s

- | | |
|-------|--|
| 1-2 | 1. Agenda |
| | 2. Meeting called to order by Dr. Boger. |
| 3-7 | 3. Approval of minutes from June 28 and September 7, 2010. |
| 8 | 4. Changes to Existing Undergraduate Program: Bachelor of Science in Electrical Engineering (Linkins) |
| 9-16 | 5. Course Inventory Add/Reinstate: BIOL 497 Global Change (Allard) |
| 17-21 | 6. Course Inventory Add/Reinstate: EE 336 Electronics Laboratory (Linkins) |
| 22-26 | 7. Course Inventory Add/Reinstate: PHYS 2125 University Physics I Lab (Linkins) |
| 27-30 | 8. Course Inventory Add/Reinstate: PHYS 2126 University Physics II Lab (Linkins) |
| 31-35 | 9. Course Inventory Add/Reinstate: PHYS 2325 University Physics I (Linkins) |
| 36-40 | 10. Course Inventory Add/Reinstate: PHYS 2326 University Physics I (Linkins) |
| 41-47 | 11. Course Changes: HSCI 401 Computers for the Healthcare Professional (Post) |
| 48-54 | 12. Course Inventory Add/Reinstate: PSCI 456 Politics and Religion (Ballard) |
| | 13. Old Business: <u>Tabled Item from June 28, 2010:</u> |
| 55 | 14. Course Inventory Deletion: ED 401 Early Childhood Education: History and Philosophy (Ballard) |

- 56-62 **15. Course Inventory Add/Reinstate: ECE 401 History and Foundations of Early Childhood** (Ballard)
- 16.** New Business
- 17.** Other Business
- 18.** Meeting adjournment
- 19.** Next meeting: October 29, 2010, 10 am, **SCIT 102**

Undergraduate Curriculum Committee Minutes

June 28, 2010

Called to Order: 3:02 PM
Adjourned: 4:23 PM

Members present: Peter Racheotes Chair; David Allard, Tommie Hughes and Tom Wagyo

Members absent: Elaine Beason, Joan Brumm and Victor Govindaswamy

Ex-Officio

Members present: Carla Snyder and Pat Black

Ex-Officio

Members absent: John Humphrey, Kristi Johnson-Cobb and Rosanne Stripling

Guests: Glenda Ballard, George Boger, Arthur Linkins and Farrokh Saba

1. Agenda
2. Meeting called to order at 3:02 PM by Dr. Racheotes.
3. Dr. Hughes moved, seconded by Dr. Allard to approve minutes from May 12, 2010. **Motion passed.**
4. Dr. Hughes moved, seconded by Dr. Wagyo to approve **Course Changes: LEAD 1101 Student Success** (Borns). Motion was to change the Course Title to Foundations of Leadership and change the course description to reflect the new title. **Motion passed.**
5. Dr. Hughes moved, seconded by Dr. Wagyo to approve **Course Changes: GBUS 440 International Business** (Boger). Motion was to add web enhanced to the course delivery method. **Motion passed.**
- 6-8. Dr. Hughes moved, seconded by Dr. Wagyo to approve the following **Course Inventory Add/Reinstate** together (Agenda items 6, 7 and 8). Motion was to add PHED 1101, PHED 1102 and PHED 1103 to the course inventory. The following recommendations were made:
 - # 6 **PHED 1101 Yoga** - 1) On the Grading Scale, delete "Attendance" and "Extra credit options will be awarded at the instructor's discretion". 2) Under Faculty Office Location and Contact Policy, the instructor must use the Texas A&M University-Texarkana email address to communicate with students. **Motion passed with corrections.**
 - # 7 **PHED 1102 Pilates** - 1) On the Grading Scale, delete "Attendance" and "Extra credit options will be awarded at the instructor's discretion". 2) Under Faculty Office Location and Contact Policy, the instructor must use the Texas A&M University-Texarkana email address to communicate with students. **Motion passed with corrections.**
 - # 8 **PHED 1103 Physical Conditioning**- 1) Student Learner Outcomes need to be revised. 2) On the Grading Scale, delete "Attendance" and "Extra credit options will be awarded at the instructor's discretion". 3) Under Faculty Office Location and Contact Policy, the instructor must use the Texas A&M University-Texarkana email address to communicate with students. 4) On Student Participation, replace "absentee(s)" with "absence(s)". **Motion passed with corrections.**
9. Dr. Hughes moved, seconded by Dr. Wagyo to approve **Changes to Existing Undergraduate Program: Bachelor of Science in Electrical Engineering** (Linkins). Motion was made to add EE 497 Special Topics to the program to broaden the electives that can be offered. **Motion passed.**

10. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: MATH 1325 Business Calculus** (Linkins). Motion was made to add MATH 1325 to the course inventory as face to face, web based and web enhanced. The committee approved the course as face to face only. **Motion passed.**
11. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: EE 497 Special Topics** (Linkins). Motion was made to add EE 497 to the course inventory as face to face, web based and web enhanced. The following recommendation was made: 1) Since this course will be cross listed with CS 497 Computational Intelligence and Neural Networks, the syllabus needs to be revised to reflect the same title. The committee approved the course as face to face only. **Motion passed with corrections.**
12. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: MATH 2415 Calculus III** (Linkins). Motion was made to add MATH 2415 to the course inventory as face to face, web based and web enhanced. The committee approved the course as face to face only. **Motion passed.**
13. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: MATH 2414 Calculus II** (Linkins). Motion was made to add MATH 2414 to the course inventory as face to face, web based and web enhanced. The committee approved the course as face to face only. **Motion passed.**
14. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: MATH 0302 Intermediate Algebra** (Linkins). Motion was made to add MATH 0302 to the course inventory as face to face, web based and web enhanced. The committee approved the course as face to face only. **Motion passed.**
15. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: MATH 0301 Elementary Algebra** (Linkins). Motion was made to add MATH 0301 to the course inventory as face to face, web based and web enhanced. The committee approved the course as face to face only. **Motion passed.**
16. Dr. Hughes moved, seconded by Dr. Wagy to approve **Changes to Existing Undergraduate Program: Bachelor of Science in Computer Science** (Linkins). Motion was made to add CS 497 Special Topics to the program to broaden the electives that can be offered. **Motion passed.**
17. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: CS 497 Computational Intelligence and Neural Networks** (Linkins). Motion was made to add CS 497 Computational Intelligence and Neural Networks to the course inventory as face to face, web based and web enhanced. The following recommendation was made: 1) Student Learner Outcomes need to be revised. The committee approved the course as face to face only. **Motion passed with corrections.**
18. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Changes: ED 321 Foundations of Education** (Ballard). Motion was made to add the following prerequisite to ED 321: "All students must have completed the online Teacher Preparation Orientation prior to enrolling in ED 321." **Motion passed.**
19. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: PHED 1104 Introduction to Golf** (Ballard). Motion was to add PHED 1104 to the course inventory. The following recommendations were made: 1) Student Learner Outcomes need to be revised. 2) Copy the sentence "Students will need to provide their own golf clubs and balls" from the Course Requirements and add to the Required Textbooks/Resources. 3) Add the price and specify which golf clubs will be needed. 4) Add the price and quantity of balls needed. 5) On the Grading Scale, delete "Extra credit options will be awarded at the instructor's discretion". **Motion passed with corrections.**
20. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Inventory Add/Reinstate: PHED 1105 Introduction to Tennis** (Ballard). Motion was to add PHED 1105 to the course inventory. The following recommendations were made: 1) Student Learner Outcomes need to be revised. 2) Copy the sentence "Students will need to provide their own rackets and balls" from the Course Requirements and add to the Required Textbooks/Resources. 3) Add the price of the rackets and balls. 4) Add the quantity of balls needed. 5) On the Grading Scale, delete

“Extra credit options will be awarded at the instructor’s discretion”. **Motion passed with corrections.**

21. Dr. Hughes moved, seconded by Dr. Wagy to table **Course Changes: ED 401 Early Childhood and Elementary Education: History and Philosophy** (Ballard). Motion was to change the course title to ECE 401 History and Foundations of Early Childhood Education. The following recommendations were made: 1) A Course Inventory Deletion form needs to be submitted to delete the ED 401 course from the course inventory. 2) A Course Inventory Add/Reinstate form needs to be submitted to add ECE 401 to the course delivery. 3) Student Learner Outcomes need to be revised 4) On the Course Requirements, the class attendance needs to be removed. Dr. Hughes moved, seconded by Dr. Wagy to table this item. **Motion tabled.**

22-26 Dr. Hughes moved, seconded by Dr. Wagy to approve the following **Changes to Existing Undergraduate Program** together (Agenda items 22 - 26). Motion was to modify the following undergraduate programs to reflect the new Core Curriculum.

#22 **HISTORY**

#23 **HISTORY: Teaching Field: History (8-12)**

#24 **HISTORY: Teaching Field: Social Studies (8-12)**

#25 **HISTORY: Teaching Field: Social Studies (4-8)**

#26 **Bachelor of Science General Studies**

Motion passed.

27. Dr. Hughes moved, seconded by Dr. Wagy to approve **Changes to Existing Undergraduate Program: Bachelor of Applied Arts and Sciences (B.A.A.S.)** (Ballard). Motion was made to modify the program to reflect the new Core Curriculum. **Motion passed.**

28. Dr. Hughes moved, seconded by Dr. Wagy to approve **Course Changes: HONORS 345 Research Methods** (Ballard). Motion was made to add web based to the course delivery method. The following recommendation was made: 1) Student Learner Outcomes need to be revised. **Motion passed with corrections.**

29. Old Business: **Tabled Item from May 12, 2010:**

30. **Course Inventory Add/Reinstate: ENGL 2332 World Literature I** (Billings). Motion was to add ENGL 2332 to the course inventory. The following recommendation was made: 1) Add a rubric reflecting how students will earn 350 points for participation. **Motion passed with corrections.**

31. New Business: A special meeting will be called August 20, 2010 to announce the College of Business and Faculty Senate representative. A new Chair will be elected at this time.

32. Other Business: None

33. Meeting adjournment at 4:23 pm.

34. Next meeting: TBD

Respectfully Submitted,

*Kelly Bennett
Recording Secretary*

*Special Called Meeting
Undergraduate Curriculum Committee Minutes
September 7, 2010*

Members present: Peter Racheotes, Chair; David Allard, George Boger, Victor Govindaswamy, Tommie Hughes, Luz Mary Rincon, Tom Wagy

1. Dr. Racheotes, current Committee Chair, stated the purpose of the meeting was to elect a Chair for the 2010-2011 Undergraduate Curriculum Committee. After discussion, a nomination was made by Dr. Wagy and seconded by Dr. Govindaswamy for Dr. George Boger, representative from the College of Business, to serve as Chair. The vote was unanimous.

Due to the required secretarial support for the Committee, Dr. Boger was reluctant to accept the nomination. The representatives from the remaining colleges; STEM, CELA and CHBS, stated they do not have sufficient secretarial support in their colleges for one of them to serve as Chair. Dr. Boger was charged by the Committee members to consult with COB Interim Dean Larry Davis regarding the issue and see if the secretaries would be able to do the work needed for the Committee. Dr. Boger will report back to Dr. Wagy regarding the outcome of this meeting and Dr. Wagy will notify the remainder of the Committee. **UPDATE:** On September 8, 2010, Dr. Tom Wagy informed the committee that Dr. George Boger had accepted the position as Chair of the Undergraduate Curriculum Committee.

2. The Committee members expressed their gratitude to Dr. Peter Racheotes for his service as Chair of the Undergraduate Curriculum Committee.
3. Current/Elected 2010-2011 Undergraduate Curriculum Committee:

Member's Name	Term	Representing
Dr. Luz Mary Rincon	August 2010 – July 2012	Education faculty rep (CELA)
Dr. Tom Wagy	August 2009 - July 2011	Liberal Arts faculty rep (CELA)
Dr. Victor Govindaswamy	August 2010 – July 2012	Faculty Senate rep
Dr. Tommie Hughes	August 2009 – July 2011	College of Health & Behavioral Sciences (CHBS)
Dr. David Allard	August 2009 – July 2011	STEM faculty rep
Dr. George Boger	*August 2010 – July 2012	Committee Chair

3. Meetings dates:

Sept. 24	10:00 am – 12:00 pm	Main Campus
Oct. 29	10:00 am – 12:00 pm	Main Campus
Nov. 19	10:00 am – 12:00 pm	Main Campus

Dec. – called meeting if needed

The meeting room has yet to be determined.

4. Meeting adjourned.

Respectfully submitted,

Sherri McIlroy
Recording Secretary

Texas A&M University-Texarkana
CHANGES TO EXISTING UNDERGRADUATE PROGRAM

Effective for fiscal year:

College: College of Science Technology Engineering & Math

Name of Program:

Please identify changes that are requested. Please list each prefix, number and title:

Delete Program

General Ed Core:

Major Requirements:

Interdisciplinary Course:

Electives:

Minor:

Justification:

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: BIOL 497

Course Title: Global Change

SCH Value: 3

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

This course will focus on global change. Topic covered include: Global Climate Change, Sea Level Change/Coastal Inundation, Ocean Acidification, and Permafrost and the Changing Arctic.

Prerequisites:

Two undergraduate science courses.

Justification:

This course will give our biology majors an additional elective to choose from and it will cover an important current topic.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Biology 497 - Global Change

Effective Date: Spring 2011

I. **Course Number: Biology 497**

II. **Course Title: Global Change**

III. **Semester Credit Hours: 3**

IV. **Course Description:** This course will focus on global change. Major topics covered include: Global Climate Change, Sea Level Change/Coastal Inundation, Ocean Acidification, and Permafrost and the Changing Arctic.

V. **Required Textbooks/Resources:** No textbooks required. Course material available is on the internet. Download the free concept map program at <http://cmap.ihmc.us/download/>.

VI. **Student Learner Outcomes:**

Students who successfully complete this course will be able to:

- Analyze data and information related to global change.
- Synthesize data and information related to global change.
- Evaluate data and information related to global change.

VII. **Course outline:** Outline major topics and subtopics in the course. For example

Introduction

- Course Orientation
- Learn about Problem Based Learning and Earth System Science

Global Climate Change

- Global temperature change is a gradual and natural process
 - Human activity may have accelerated global change for all systems.
- The primary causes of the human-induced component of warming are the increased amounts of carbon dioxide (CO₂) and other greenhouse.
- An increase in global temperatures can in turn cause other changes, including a rising sea level and changes in the amount and pattern of precipitation.
- CO₂ excess can be compensated for by an increase in algae, thus increasing the amount of CO₂ locked in the ocean floor.

Sea Level Change/Coastal Inundation

- The surface of the oceans is not flat and the sea surface does not change at the same rate globally.
- Global sea level rise is the increase seen in the "Global Sea Level Trend".
- Thermal expansion comes from a global increase in temperature creating an expansion of saline sea water molecules.
- Measurements at any given tide station include both global sea level rise and vertical land motion, such as subsidence, glacial rebound, or large-scale tectonic motion.
- Sea level will rise if the ocean warms and fall if it cools, since the density of the water column will change.

Ocean Acidification

- Fifty percent of the carbon dioxide emitted by the burning of fossil fuels or other substances is absorbed by the ocean.
- Carbon dioxide reacts with water to form carbonic acid, thus increasing the overall acidity of ocean water.

- Because life in the oceans has evolved to the pre-Industrial acidity levels, this change will likely change the makeup of ocean life, possibly driving a number of species extinct.
- Laboratory studies have suggested that shelled creatures, in particular, may be unable to cope with the expected pH changes.
- The acidification of the ocean due to the industrial emission of carbon dioxide is destroying the world's coral reefs, a coalition of marine experts has warned in the recently released Honolulu Declaration.
- Ocean acidification will affect us first, and most visibly, through the loss of important commercial fish stocks (primarily shellfish but quite possibly finfish).
- When the loss of coral reefs is coupled with sea level rise, it could become nothing less than a national security issue for the United States as it will contribute to displacement of coastal populations and to world-hunger as a result of suffering fisheries.
- The oceans supply numerous services which are less visible, but nonetheless of vital importance. The oceans regulate earth's climate, supply us with most of our oxygen, and moderate global warming. As we rapidly change the chemistry of the sea we are altering the oceans' ability to perform these functions.

Global Climate Change: Permafrost and the Changing Arctic

- Permafrost, or perennially frozen ground, is a critical component of the cryosphere and the Arctic system.
- Permafrost or perennially frozen ground is defined, on the basis of temperature, as soil or rock that remains at or below freezing temperature (0°C) for at least two years.
- Permafrost has an active layer, which freezes and thaws each year, and a perennially frozen layer.
- Permafrost should never be considered "permanent" as it is always in a dynamic equilibrium with the surrounding temperature boundary conditions.
- Permafrost is sometimes considered a geologic manifestation of past or present climate.
- The active layer is the near-surface thickness of soil or rock, above the permafrost, that freezes and thaws each year.
- Permafrost has been identified as one of six cryospheric indicators for global climate change within the monitoring framework of the World Meteorological Organizations Global Climate Observing System (GCOS).
- The effects of climatic warming on permafrost and the seasonally thawed layer above it (the active layer) can severely disrupt ecosystems and human infrastructure such as roads, bridges, buildings, utilities, pipelines, and airstrips.
- The release of carbon dioxide and methane are thought to be one of the most destructive results of permafrost melting as far as adding trace gases to the atmosphere.

VIII. **Course Requirements:** This course consists of an orientation module followed by four content modules and a final project. The orientation module is not graded. The content modules consist of three parts (Cycle A, Cycle B, and Cycle C). Below is a description of the Cycles:

Cycle A Individual: Researcher

You are a researcher and a problem solver this cycle. You will begin by thinking through what you already know and then build knowledge with your teammates. Start with what you think you know and share why you think it, then learn as much as you can about the

subject of the scenario, so you can build Earth System Science models in Cycle B, and design a concept map in Cycle C.

The deliverables for this assignment are:

- Describe your prior knowledge and upload it.
- Discuss your questions and prior knowledge with your group.
- Analyze your prior knowledge from an ESS perspective.
- Complete the Reflection Rubric.

Cycle A Team: Researcher

Part of your problem solving this cycle is working to build on your prior knowledge with your teammates. Now it's time to share your private theories, questions, prior knowledge and ideas with each other and plan how you will tackle the scenario given what you already know and what you need to know. Looking ahead, in Cycle B you will research the scenario and use what you learn to build Earth System Science models (analyses). In Cycle C, you will design concept maps based on what you have learned.

The deliverables for this assignment are:

- Construct a Team Knowledge-Building assignment document, which each member of the team will upload to the ESSEA website (each team member should upload the same document)
- Complete the Knowledge-Building Rubric

Cycle B Team: Analyzer

If needed, review the sample ESS Analysis

- Review the ESS Analysis Rubric.
- Using your team's original or revised problem statement, build an ESS model.
- Post your best ideas in your team's Discussion Space.
- Read your teammates' analyses.
- Develop a team analysis.
- As a team, develop support for the relationships with evidence from your reading and research.
- After completing the ESS analysis, be sure to address the request for recommendations in the PBL Tasking.
- Complete the ESS Analysis Rubric.
- Upload your team assignment to your Portfolio (ESSEA).

Cycle C Individual: Synthesizer

In this cycle, you will use what you have learned about the module topic to create a concept map (c-map) showing the connections between and among key concepts. During cycles A and B, you have researched and analyzed the module topic. Now you will create a concept map focused on the module topic, get and give feedback from others based on a rubric, and revise your c-map for submission for a grade.

Final Project Assignment

Complete a final ESS analysis on same topic you analyzed in the 1st orientation cycle.

Build an ESS model that includes:

- Your findings as they relate to the problem statement: a brief opening summary of supportable ideas and conclusions (recommendations, solutions, or alternatives) based on the information you have collected, particularly for your ESS analysis (PBL Step 8).
- Statements about the relationships: detailed accounts of all the changes and impacts (revealing your understanding of interrelationships of the spheres and the event in the Earth System Diagram) that led you to the conclusions put forth in your recommendations or solutions (findings). Make sure that you include the systemic relationships, called causal chains, where multiple spheres and/or the event are involved in complex and interrelated changes. In a system, nothing occurs in isolation. Each causal chain should include S > S > S interactions.
- Evidence: For evidence that your thinking is accurate, consider information, examples, and corroboration from readings, web sites, CD ROMs, and experts that lend credence to your relationship statements. Discuss what you learned and make statements you can support with evidence from multiple sources, including observation, expert opinion, analogy, or experimental results.

IX. **Methods of Evaluation:** Each week's assignment is graded by a rubric which has a maximum of 16 points. There are 16 weekly assignments and 1 final project.

X. **Grading Scale:**
 61 - 68 points = A
 54 - 60 points = B
 48 - 53 points = C
 41 - 47 points = D
 < 41 points = F

XI. **Faculty Office Location and Contact Policy:**

Instructor: Dr. David Allard
 E-mail: David.Allard@tamut.edu

Phone: 903-334-6672
 Office: 219A SCIT

XII. **Course Schedule:**

Welcome			
Welcome to the Course	Hear from your instructor about this course		
ESS Investigations	Read about the learning and teaching approach of this course		
Guide to Online Learning	Learn how to "sit in the front" and other useful online learning strategies		
Orientation Module			
1st Week	Get to know the course, meet your classmates and explore what you already know about Earth	Sunday, January 23 2011 Sunday, January 23	Assignment to be completed

	systems science.	2011	Rubric to be completed
2nd Week	Learn more about PBL and ESS analyses	Sunday, January 30 2011	Assignment to be completed
3rd Week	Reflect and Prepare	Sunday, February 6 2011	Assignment to be completed
Module 1 - Global Climate Change			
Cycle A	Individual: Researcher Team: Researcher	Thursday, February 10 2011 Sunday, February 13 2011	Assignment to be completed Assignment to be completed
Cycle B	Team: Analyzer	Sunday, February 20 2011	Assignment to be completed
Cycle C	Individual: Synthesizer	Sunday, February 27 2011	Assignment to be completed
Module 2 - Sea Level Change/Coastal Inundation			
Cycle A	Individual: Researcher Team: Researcher	Thursday, March 3 2011 Sunday, March 6 2011	Assignment to be completed Assignment to be completed
Cycle B	Team: Analyzer	Sunday, March 13 2011	Assignment to be completed
Cycle C	Individual: Synthesizer	Sunday, March 20 2011	Assignment to be completed
Module 3 - Ocean Acidification			
Cycle A	Individual: Researcher Team: Researcher	Thursday, March 24 2011 Sunday, March 27 2011	Assignment to be completed Assignment to be completed
Cycle B	Team: Analyzer	Sunday, April 3 2011	Assignment to be completed
Cycle C	Individual: Synthesizer	Sunday, April 10 2011	Assignment to be completed
Module 4 - Global Climate Change: Permafrost and the Changing Arctic			
Cycle A	Individual: Researcher Team: Researcher	Thursday, April 14 2011 Sunday, April 17 2011	Assignment to be completed
Cycle B	Team:	Sunday, April	

	Analyzer	24 2011	
Cycle C	Individual: Synthesizer	Sunday, May 1 2011	
Final Project and Assessments			
Final	Final Project and Assessments	Sunday, February 6 2011 Sunday, May 8 2011	Survey to be completed Rubric to be completed Assignment to be completed

This is a tentative schedule that may be revised at the teacher's discretion.

XIII. **Discussion Board:** It is impossible to complete this course without interacting with your group on Blackboard. Be sure to follow good netiquette. There is information posted on black board concerning the rules.

XIV. **Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XV. **Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of F in the course and/or disciplinary actions. For additional information, see the university catalog.

XVI. **University Email Account**

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

XVII. **Student Technical Assistance:**

Solutions to common problems and Frequently Asked Questions for web-enhanced and online courses are found at <http://www.tamut.edu/webcourses/index.php?pageid=37>

Students who do not find resolution there, can send a support request detailing the specific problem to <http://www.tamut.edu/webcourses/gethelp2.php>

Blackboard Helpdesk contacts:

Office hours: Monday – Friday 8:00 AM to 5:00 PM Central Standard Time
Kevin Williams (main contact): 903-223-1356 kevin.williams@tamut.edu
Frank Miller 903-223-3156 frank.miller@tamut.edu
Nikki Thomson 903-223-3083 nikki.thomson@tamut.edu

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: EE336

Course Title: Electronics Laboratory

SCH Value: 1 Credit Hour Lab

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

This laboratory course consists of multiple projects that the students will complete based upon the concepts learned in EE335 (Electronics) class

Prerequisites:

EE 335 Electronics

Justification:

This is a required EE course offered to increase the students' depth of understanding of electronic components and their applications i.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

**EE336 ELECTRONICS LABORATORY
SPRING 2011**

SYLLABUS

Instructor: Dr. P.K.Lala
Office: 104D
Phone: (903) 304-6653
Email: plala@tamut.edu

Catalog description:

This laboratory course consists of multiple experiments that the students will complete based upon the concepts learned in EE335 (Electronics) class. The overall aim of the course is to increase the students' depth of understanding of electronic components and their practical applications.

Prerequisite: EE 335 (Electronics)

Course Objectives

- (i) Apply the operation of basic electronic components and circuits
- (ii) Ability to design, simulate, and measure (or test) the circuits
- (iii) Apply team work concepts
- (iv) Ability to communicate the work done by writing technical laboratory report

Textbook: Fundamentals of Microelectronics, 1st Edition, Behzad Razavi, John Wiley & Sons, 2008, ISBN 978-0-471-47846-1 Retail Price: \$119.15

Course Description:

This course provides hands on experience with mainstream microelectronic components. This shall be accomplished with a set of laboratory experiments. Successful completion of each lab assignment shall:

- Require a written report detailing the design solution(s).
- Require the construction of one or more circuits.
- Require a verification by simulation that the constructed circuits work properly.

Laboratory experiments:

1. Learn to use PSPICE simulation program during the first three weeks and prior to the first experiment (Weeks 1-3)
2. Diode behavior and application (Weeks 4-5)
3. Design a non-inverting operational amplifier (Weeks 6-7)
4. Design an inverting operational amplifier (Weeks 8-9)
5. Design a common emitter amplifier using a BJT (Weeks 10-12)

6. Design a common source amplifier using a MOSFET (Weeks 13-15)

Evaluation:

Correct execution of lab. assignments: 60 pts

Laboratory Reports : 40 pts

Laboratory Policy

Attendance at the laboratory periods is mandatory.

Unless specifically stated to the contrary, each student will document each lab exercise with a laboratory report. The report should include the following items: i) a brief description of the work performed for that lab period, ii) a brief description of the student's design approach and the implementation of the circuit with a schematic diagram (if applicable for the particular exercise) and also the PSPICE files iii) a description of any problems encountered, recommendations for changes, or improvements to the lab exercise, iv) each lab report must be typeset and submitted in hardcopy one week after the experiment is done.

Eating, drinking or use of cell phones are expressly forbidden in any instructional lab. These labs must be kept neat and each student is responsible for insuring that the equipment on his/her work bench is neatly arranged, that all the leads and other equipment are put away, and that there are no scraps of paper or other garbage left on or near his/her work area.

Grades: A (90-100), B (80-89), C (70-79), D (60-69), F (59-0)

ABET Outcomes

This course supports the following program outcomes as required by ABET

- a. An ability to apply knowledge of mathematics, science, and engineering
- b. An ability to design and conduct experiments, as well as to analyze and interpret data
- c. An ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- d. An ability to function on multi-disciplinary teams.
- k. An ability to use the techniques, skills, and modern engineering tools necessary for engineering practice.

Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and

undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

Statement on email usage: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: PHYS2125

Course Title: University Physics I Lab

SCH Value: 1 Credit Hour Lab

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

Physics lab covers elementary vector algebra, mechanics, heat, thermodynamics and sound.

Prerequisites:

Must be taken concurrently with PHYS2325. Pre-Requisites: MATH2313 Calculus I and MATH2113 Calculus I Lab.

Justification:

This one hour course partially fulfills the requirements for students who are required to take laboratory science.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University-Texarkana

University Physics I Lab PHYS2125

- I. **Course Number: PHYS2125**
- II. **Course Title: University Physics I Lab**
- III. **Semester Credit Hours: 1SCH**
- IV. **Course Description:** Physics lab covers elementary vector algebra, mechanics, heat, thermodynamics and sound. Pre-requisite: MATH2313 Calculus I and MATH2113 Calculus I Lab; must be taken concurrently with PHYS2325.
- V. **Required Textbooks/Resources:** Same textbook as for PHYS2325 and lab manual
- VI. **Student Learner Outcomes:**
After completion of this course the student will be able to-
 - demonstrate a better understanding of the principles and topics discussed in the lecture.
 - approach scientific problems analytically and efficiently.
 - use basic apparatus and apply experimental methodologies used in the physics laboratory.
 - comprehend and follow laboratory instructions.
 - demonstrate good laboratory techniques.
 - make careful and accurate experimental observations.
 - interpret correctly laboratory results and experimental data and reach logical conclusions.
 - record experimental work completely and accurately in laboratory notebooks
- VII. **Course Requirements and Methods of Evaluation:**
Your grade in this course will be based on three lab exams (100 points each) and your grade of ten lab reports (10 points each).

Lab Reports	= 100 points
<u>Lab Exams</u>	<u>= 300 points</u>
TOTAL	= 400 points
- VIII. **Grading Scale:**

>= 360 points	= A
>= 320 points - < 360 points	= B
>= 280 points - < 320 Points	= C
>= 240 points - < 280 points	= D

< 240 points = F

IX. Faculty Office Location and Contact Policy: The Professor's office will be in the Science and Technology building and office hours will be posted at the beginning of each semester.

X. Complete Course Schedule:

Week 1: Introduction to Procedure and Measurements

Week 2: Free-Fall Motion and Projectiles

Week 3: Vectors

Week 4: Vectors

Week 5: Kinematics

Week 6: LABORATORY EXAM I

Week 7: Newton's Second Law

Week 8: Forces – Springs and Buoyancy

Week 9: Prosthetic Arm

Week 10: Work and Energy

Week 11: Work and Thermal Energy

Week 12: LABORATORY EXAM II

Week 13: Thermal Energy and Phase Changes

Week 14: Momentum, Collisions and Mass

Week 15: Design of an Experiment

Week 16: LABORATORY FINAL

XI. Student Participation:

a. Participation Policy: Each student is encouraged to end and participate in all lab activities.

XIV. Disability Accommodations: Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XV. Academic Integrity: Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

XII. Statement on email usage: Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to

utilize the university email account when communicating about coursework.

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: PHYS2126

Course Title: University Physics II Lab

SCH Value: 1 Credit Hour Lab

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

Physics lab covers electricity and magnetism, light and modern physics.

Prerequisites:

MATH2313 and MATH2113; PHYS2325 and PHYS2125; must be taken concurrently with PHYS2326.

Justification:

This one hour course partially fulfills the requirements for students who are required to take laboratory science.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University - Texarkana

**University Physics II Lab
PHYS2126**

- I. Course Number: PHYS2126**
- II. Course Title: University Physics II Lab**
- III. Semester Credit Hours: 1SCH**
- IV. Course Description:** Physics lab covers electricity and magnetism, light and modern physics. Pre-requisite: MATH2313 Calculus I and MATH2113 Calculus I Lab, PHYS2325 and PHYS2125; must be taken concurrently with PHYS2326.
- V. Required Textbooks/Resources:** Same textbook as for PHYS2326 and lab manual
- VI. Student Learner Outcomes:**

After completion of this course the student will be able to-

 - demonstrate a better understanding of the principles and topics discussed in the lecture.
 - approach scientific problems analytically and efficiently.
 - use basic apparatus and apply experimental methodologies used in the physics laboratory.
 - comprehend and follow laboratory instructions.
 - demonstrate good laboratory techniques.
 - make careful and accurate experimental observations.
 - interpret correctly laboratory results and experimental data and reach logical conclusions.
 - record experimental work completely and accurately in laboratory notebooks
- VII. Course Requirements and Methods of Evaluation:**

Your grade in this course will be based on three lab exams (100 points each) and your grade of twelve lab reports (10 points each).

Lab Reports	= 120 points
<u>Lab Exams</u>	= 300 points
TOTAL	= 420 points
- VIII. Grading Scale:**
 - >= 378 points = A
 - >= 336 points - < 378 points = B
 - >= 294 points - < 336 Points = C
 - >= 252 points - < 294 points = D

< 252 points = F

- IX. Faculty Office Location and Contact Policy:** The Professor's office will be in the Science and Technology building and office hours will be posted at the beginning of each semester.
- X. Complete Course Schedule:**
- Week 1: Introduction
 - Week 2: Electrostatic Fields
 - Week 3: DC Circuits
 - Week 4: DC Circuits
 - Week 5: Magnetic Force
 - Week 6: LABORATORY EXAM I
 - Week 7: AC Circuits I
 - Week 8: AC Circuits II
 - Week 9: AC Circuits II
 - Week 10: Geometric Optics I
 - Week 11: Geometric Optics I
 - Week 12: LABORATORY EXAM II
 - Week 13: Geometric Optics II
 - Week 14: Wave Nature of Light
 - Week 15: Atomic Spectra
 - Week 16: LABORATORY FINAL
- XI. Student Participation:**
- a. Participation Policy:** Each student is encouraged to end and participate in all lab activities.
- XII. Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- XIII. Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- XIV. Statement on email usage:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: PHYS2325

Course Title: University Physics I

SCH Value: 3SCH

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

Calculus based physics sequence for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound.

Prerequisites:

MATH2313 Calculus I and MATH2113 Calculus I Lab

Justification:

This course partially fulfills the core curriculum requirement for six hours in Natural Sciences.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University-Texarkana

**University Physics 1
PHYS2325**

Semester Credit Hour: 3SCH

Course Description Calculus based physics sequence for students in pre-professional programs, biology, geology, or architecture who do not expect to do additional work in engineering or physics. Topics include elementary vector algebra, mechanics, heat, thermodynamics and sound. Pre-requisites: MATH2313 Calculus I and MATH2113 Calculus I Lab.

Textbook Physics for Engineers and Scientists, Gebhard Von Oppen and Frank Mechert, Infinity Science Press 2006, ISBN: 9780977858217

Student Learner Outcomes:

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. For PHYS2325 University Physics I, the Natural Sciences EEOs are integrated into the Student Learner Outcomes below:

- To apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Educational Objective

Apply mechanics (solid and fluids) and thermodynamics to science and engineering.

Course Schedule:

Physics and Measurement Chap. 1 (Week 1)

Kinematics: Motion in Two or Three Dimensions Chap. 3 (Week 2)

Dynamics: Newton's Laws of Motion Chap. 4 (Week 2)
Using Newton's Laws: Friction Chap. 5 (Week 2)
Using Newton's Laws: Circular Motion (Week 3)
Universal Gravitation Chap. 6 (Week 4)
Exam I (Week 5)
Work and Energy Chap. 7 (Week 6)
Conservation of Energy Chap. 8 (Week 6)
Linear Momentum and Collisions Chap. 9 (Week 7)
Rotational Motion Chap. 10 (Week 7)
Angular Momentum Chap. 11 (Week 8)
Static Equilibrium Chap. 12 (Week 8)
Fluids Chap. 13 (Week 9)
Oscillations Chap. 14 (Week 9)
Exam II (Week 10)
Temperature Chap. 17 (Week 11 & 12)
Kinetic Theory of Gases Chap. 18 (Week 13)
Heat and First Law of Thermodynamics Chap. 19(Week 14)
Entropy and Second Law of Thermodynamics Chap. 20 (Week 15)
Exam (Week 16)

Evaluation:

Two Midterm Tests	30% each
Final	40%

Grading Scale

$\geq 90 = A$
 $\geq 80 - < 90 = B$
 $\geq 70 - < 80 = C$
 $\geq 60 - < 70 = D$
 $< 60 = F$

Academic Integrity

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Statement on email usage

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Science Technology Engineering & Math

Check one: Add new course Reinstate course

Course Prefix and Number: PHYS2326

Course Title: University Physics I

SCH Value: 3SCH

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

Calculus based physics sequence, for students in pre-professional programs, biology, geology, and architecture who do not expect to do additional work in engineering or physics. Covers electricity and magnetism, light, and modern physics.

Prerequisites:

PHYS 2325, MATH2313 and MATH2113

Justification:

This course partially fulfills the core curriculum requirement for six hours in Natural Sciences.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University-Texarkana

**University Physics II
PHYS2326**

Semester Credit Hour: 3 SCH

Course Description Calculus based physics sequence, for students in pre-professional programs, biology, geology, and architecture who do not expect to do additional work in engineering or physics. Covers electricity and magnetism, light, and modern physics. Prerequisite: PHYS 2325, MATH2313 and MATH2113.

Textbook Physics for Engineers and Scientists, Gebhard Von Oppen and Frank Mechert, Infinity Science Press 2006, ISBN: 9780977858217

Student Learner Outcomes:

The Texas Higher Education Coordinating Board adopted Exemplary Educational Objectives (EEOs) to establish a common knowledge thread through the courses taught within the Texas Core Curriculum. For PHYS2326 University Physics II, the Natural Sciences EEOs are integrated into the Student Learner Outcomes below:

- To apply method and appropriate technology to the study of natural sciences.
- To recognize scientific and quantitative methods and the differences between these approaches and other methods of inquiry and to communicate findings, analyses, and interpretation both orally and in writing.
- To identify and recognize the differences among competing scientific theories.
- To demonstrate knowledge of the major issues and problems facing modern science, including issues that touch upon ethics, values, and public policies.
- To demonstrate knowledge of the interdependence of science and technology and their influence on, and contribution to, modern culture.

Educational Objective

Apply electromagnetism and optics to science and engineering.

Course Schedule:

Electric Charge and Electric Field 21 (Week 1)
Gauss's Law 22 (Week 2)
Electric Potential 23 (Week 3)
Electric Potential 23 (Week 4)
Capacitance, Dielectrics, Electric Energy Storage 24 (Week 5)
Electric Currents and Resistance 25 (Week 6)
DC Circuits 26 (Week 7)
Exam I (Week 8)
Magnetism 27 (Week 9)
Sources of Magnetic Field 28 (Week 9)
Electromagnetic Induction and Faraday's Law 29 (Week 10)
Inductance, Electromagnetic Oscillations, and AC Circuits 30 (Week 11)
Maxwell's Equations and Electromagnetic Waves 31 (Week 12)
Exam II (Week 13)
Light: Reflection and Refraction 32 (Week 14)
Wave Nature of Light; Interference 34 (Week 14)
The Wave Nature of Light; Interference 34 (Week 15)
Diffraction and Polarization 35 (Week 15)
Final Exam (Week 16)

Evaluation:

Two Midterm Tests	30% each
Final	40%

Grading Scale

$\geq 90 = A$
 $\geq 80 - < 90 = B$
 $\geq 70 - < 80 = C$
 $\geq 60 - < 70 = D$
 $< 60 = F$

Academic Integrity

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.

Disability Accommodations

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

Statement on email usage

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

Texas A&M University-Texarkana
COURSE CHANGES
-Please attach syllabus-

Effective Term: Jump Start Fall 2010

College: College of Health & Behavioral Sciences

Current Information:

Course Prefix and Number: HSCI 401

Course Title: Computers for the Healthcare Professional

Current Course Delivery Method(s): (Check all that apply)

- Face to Face
- Web Enhanced Course
- Web Based Course
- Interactive Video
- Shortened Format

Grade Type: Letter S/U

SCH Value: Lecture: 3 Lab: _____

Nature of Change: (Check all that apply)

Course Title Change (for 497/597 classes, this will be the name of the new course being offered:

Course Description:

Student Learner Outcomes:

Course Content:

Course Requirements & Evaluation:

Add Course Delivery Method:

- Face to Face
- Web Based Course
- Web Enhanced Course
- Interactive Video
- Shortened Format

Grade Type: Letter S/U

SCH Value: Lecture: _____ Lab: _____

Cross Listed with another course

Attach Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Justification:

Web basing this course will result in greater flexibility for students taking the class.

Submitted by Juni Post

Date 9/22/2010

Approved by:
Dean of College: Josephine Kahl
(Signifies Faculty Approval)

Date: 9/22/10

Curriculum Committee or
Graduate Council Chairman: _____

Date: _____

Vice President for Academic Affairs: _____

Date: _____

Registrar: _____

Date: _____

**Texas A&M University-Texarkana
College of Health and Behavioral Sciences**

COURSE NUMBER: HSCI 401.01W
COURSE TITLE: Computers for the Healthcare Professional
COURSE CREDIT: 3 Semester Credit Hours (3-0)
FACULTY: Jerri Post, MSN, RN
OFFICE: ACAD 236
PHONE: (903) 223-3179

COURSE DESCRIPTION: This course is designed to assist students achieve confidence with computer technology and its application to healthcare settings. Course emphasis is computer-assisted communications, such as, Blackboard, Microsoft Office (MS), and library databases related to healthcare fields. Integration of professional theoretical concepts with healthcare informatics will be explored.



REQUIRED MATERIALS

Cresia, J.L., & Parker, B.J. (2007). *Conceptual foundations: The bridge to professional nursing practice*. St. Louis, MO: Mosby/Elsevier. ISBN: 9780323036597

Publication manual of the American Psychological Association (6th ed.). (2001). Washington, D.C.: Author. ISBN# 9781433805615

Each student must purchase a USB drive (also known as a flash drive, jump drive or thumb drive) for storing and transporting files. Internet access is required.

Software requirements:

-  Microsoft Office 2007 (MS Word, MS Excel, MS PowerPoint)
-  Note: You may purchase a student version at a substantially-reduced cost from locations, such as Office Depot or Best Buy, with your student ID.

COURSE OBJECTIVES: By the end of this course, the student will be able to:

- Apply newly-acquired technology skills in healthcare settings.
- Select appropriate computer-assisted communications for application in healthcare settings.
- Integrate healthcare informatics and professional theoretical concepts.
- Create a presentation using MS PowerPoint.
- Perform simple file management and Windows desktop tasks, such as, creating folders, moving and deleting files, and creating shortcuts.
- Conduct Internet and library database research using a variety of search engines and online library databases.
- Develop a multimedia project applying professional theoretical concepts.

TEACHING METHODS

This course is a web-based course. Classes will be available online through Blackboard. The teacher role includes facilitating the student's learning and serving as a resource person as the student engages in active learning. Other teaching strategies include online assignments, online discussion boards, electronically submitted written assignments and a student project.

GRADING SCALE

A = 90-100
B = 80- 89
C = 70-79
D = 60-69
F = 59 and below

EVALUATION METHODS

Online Assignments (7 X 10%)	70%
Final Project (1)	<u>30%</u>
	100%

MODULES

You will be expected to complete seven (6) modules that are based on technologies and concepts covered in this class. The six modules include:

I. Understanding your Computer	IV. Microsoft Word
II. Blackboard Navigation	V. PowerPoint
III. Internet and Research	VI. Final Product

RESOURCES

The Resource Library is located in Room 227. It has computers loaded with software that is needed for this course.

ACCOMMODATIONS STATEMENT

Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

ACADEMIC INTEGRITY

Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source, constitute academic dishonesty, and may be grounds for a grade of "F" in the course and/or disciplinary actions." For additional information see the university policy manual.

A&M-TEXARKANA EMAIL ADDRESS

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.

LATE WORK

All work is due on the date assigned. Work submitted after midnight of the due date will be subject to a 10% per day grade reduction unless arrangements are made with the course faculty prior to the assignment due date.

RESERVE RIGHT

This syllabus is intended to provide the student with guidance in what may be covered during this course and will be followed as closely as possible. However, the professor reserves the right to modify, supplement, and make changes as the course needs arise.

HSCI 401.01W
Computers for the Healthcare Professional
Fall 2010 Calendar

DATE	ACTIVITES	ASSIGNMENTS	DUE DATE
10/21/10	Online Module 1	Discussion Assignments 1 & 2	10/24/2010
10/28/10	Online Module 2	Discussion Assignment 3	10/31/2010
11/04/10	Online Module 3	Discussion Assignment 4	11/07/2010
11/11/10	Online Module 4	Discussion Assignment 5	11/14/2010
11/18/10	Online Module 5	Discussion Assignment 6	11/21/2010
11/25/10	Chapter 13	Discussion Assignment 7	11/28/2010
12/02/10	Online Module 6	Project – Paper and PowerPoint	12/05/2010
12/09/10	Course Evaluations	Evaluations	12/15/2010

Online Discussion Rubric

Criteria for Evaluation	Points Possible 0	Points Possible 1	Points Possible 2
Provide an initial post of 100 words to the discussion board related to the weekly topic	No initial posting to the discussion board was made.	The initial post contained less than 100 words or was not related to the weekly topic.	The initial post contained 100 words and was related to the weekly topic.
Provide a 50 word response to 2 other colleagues in the class; may include agreement/ disagreement with supporting rationale or constructive suggestions and ideas	No responses were made to colleagues.	Less than 2 responses were made to colleagues or fewer than 50 words were used in the response.	2 responses were made to colleagues with 50 words used in each response.
No grammatical and/or spelling errors in postings.	3 of the postings had grammatical or spelling errors.	1 -2 of the postings had grammatical or spelling errors.	None of the postings had grammatical or spelling errors.
Discussions were conducted in a courteous and respectful manner.	The weekly discussion was not conducted in a courteous and respectful manner.		The weekly discussion was conducted in a courteous and respectful manner.
Do not respond to the same classmates each week.	Responds to the same classmates each week.	Responds to the same classmates two consecutive weeks.	Responds to a variety of classmates each week.
Total			

Paper Rubric

Criteria for Evaluation	Points Possible 0	Points Possible 1	Points Possible 2
The paper includes the introduction of the topic and ways to incorporate the concept into your practice.	The paper does not include the introduction of the topic and ways to incorporate the concept into your practice.	The paper includes either the introduction of the topic or ways to incorporate the concept into nursing practice.	The paper includes the introduction of the topic and ways to incorporate the concept into your practice.
Composition of paper Is organized with a minimum of 3 headings.	No headings were used in the paper	Less than 3 headings were used in the paper	3 headings were used in the paper.
Spelling/Grammar accurate paper (5 pages) including Title and Reference Pages	5 or more of the pages had spelling or grammatical errors.	1-4 of the pages had spelling or grammatical errors.	None of the pages had spelling or grammatical errors.
Include 2 peer-reviewed journal articles related to your paper.	The paper contained no peer-reviewed references.	The paper contained 1 peer-reviewed reference.	The paper contained 2 peer-reviewed references.
Use correct APA format including title page, in-text citations, and reference page	5 or more of the pages had APA errors.	1 -4 of the pages had APA errors.	None of the pages had APA errors.
Total			

PowerPoint Presentation Rubric

Criteria for Evaluation	Points Possible 0	Points Possible 1	Points Possible 2
Slides are not over-crowded with a maximum of six bulleted points.	5 of the slides had more than (6) bulleted points.	3 of slides had more than (6) bulleted points.	None of the slides had more than (6) bulleted points.
Colorful graphics are used in 75% of presentation.	No colorful graphics were used in the presentation.	Colorful graphics were used in 50% of the presentation.	Colorful graphics were used in 75% of the presentation.
Presentation contains 10 slides.	Presentation contained less than 5 slides.	Presentation contained 5-9 slides.	Presentation contained 10 slides.
Contains a minimum of 2 peer-reviewed references.	Presentation contained no peer-reviewed references.	Presentation contained 1 peer-reviewed reference.	Presentation contained 2 peer-reviewed references.
No grammatical and/or spelling errors in presentation.	5 or more of the slides had grammatical or spelling errors.	1 -4 of the slides had grammatical or spelling errors.	None of the slides had grammatical or spelling errors.
Total			

Student Technical Assistance:

- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link: <http://www.tamut.edu/webcourses/index.php?pageid=37>
- If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/webcourses/gethelp2.php>
- Blackboard Helpdesk contacts:

Office hours are: Monday - Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu

Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu

Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu

Technical Requirements

Minimum System Requirements

The following computer system requirements are recommended for an online course:

OS: Windows 2000/XP/Vista; Mac OSX 10.2 & above

RAM: 256 MB, Processor: 2.0 GHz, Free space on HDD: 500MB

Internet Connection: (Broadband/DSL preferred), Dial Up 56k minimum

Browser: Internet Explorer 6 or 7, Mozilla Firefox 2.0, Safari 1.0

Java: Version 6 Update 11 or later

Sound card and speakers

Software Requirements

Pop-up Blockers

All pop-up blockers installed on your computer must be set to allow pop-ups from Blackboard

Java Runtime Environment

You must have the Java Runtime Environment installed. This is a free plug-in for your browser that can be obtained by going to <http://www.java.com>

Additional Plug-ins

You may need additional software based on the content that your instructor posts in their course. Commonly needed applications are:

Microsoft Office 2007/2003/XP Suite/Works (not free software)

Adobe Acrobat Reader (free download)

Windows Media Player (free download)

Real Time Media Player (free download)

Quick Time Media Player (free download)

Macromedia/Adobe Flash (free download)

Macromedia/Adobe Shockwave (free download)

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Fall 2010 Jump Start

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Education & Liberal Arts

Check one: Add new course Reinstate course

Course Prefix and Number: PSCI 456

Course Title: Politics and Religion

SCH Value: 3

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

This course is an introduction to a hotly debated topic in many political systems: the interaction between religion and politics. During the course of the semester, the student will examine the attempts by religious groups, movements, and interests to influence politics through agenda setting, lobbying, demonstrations, and electoral activities.

Prerequisites:

None

Justification:

With this course, an opportunity is created to recruit and retain prospective interested students with a short-course style approach to topical and timely subject matters.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

SYLLABUS for PSCI 456

<meeting days>, <meeting times>

<room number>

Professor W. T. Casey, Ph.D. UC 224 x-6664 wcasey@tamut.edu

Effective Date: Fall 2010 (Jump Start)

I. *Course Number:*456 **II.** *Course Title:* Politics and Religion

III. *Semester Credit Hours:* 3 credit hours.

IV. *Course Description-*

This course is an introduction to a hotly debated topic in many political systems: the interaction between religion and politics. During the course of the semester, we will examine the attempts by religious groups, movements, and interests to influence politics through agenda setting, lobbying, demonstrations, and electoral activities.

Prerequisites: None, but a wide reading knowledge of basic philosophy is helpful. This course is reading intensive, with essay-style examinations of student prowess. Therefore, students must have competency in written and spoken English.

V. *Required Textbooks/Resources:* There are three textbooks required for this course:

A. *Sacred and Secular: Religion and Politics Worldwide* (Cambridge Studies in Social Theory, Religion and Politics) Pippa Norris and Ronald Inglehart. Cambridge University Press. ISBN-10: 0521548721, ISBN-13: 978-0521548724 (**Hereafter SS**)

B. *Religion and Politics in the United States.* Kenneth Wald and Allison Calhoun-Brown. Rowman & Littlefield Publishers, ISBN-13: 978-0742540415, ISBN-10: 0742540413 (**Hereafter US**)

C. *Religion and Politics in Comparative Perspective: The One, the Few, and the Many.* Ted Gerard Jelen, and Clyde Wilcox, eds. . Cambridge University Press ISBN-10: 052165971X, ISBN-13: 978-0521659710 (**Hereafter CR**)

Other assigned material - I will assign or provide additional required reading to supplement the learning process.

VI. *Student Learner Outcomes:* Upon successfully completing this course students will be able to:

A. provide examples and apply important theoretical and scholarly approaches to explaining why religion is involved with politics;

[1]

- B. analyze and appreciate historical trends in the development of secularization and religious reactions to them;
- C. identify, describe, and analyze various religions around the world, and;
- D. demonstrate an understanding of the intersections of morality, faith, religion, and politics.

VII. *Course Outline By Topic:*

- | | |
|--|---|
| <ul style="list-style-type: none"> I. Roots of Religious involvement with Politics II. Historical Church-State relations III. The Rise of Humanism & Rationalism IV. Secularist Origins V. The ‘Problem’ of Protestantism | <ul style="list-style-type: none"> VI. Islam, Muslim, Sharia, Jihad VII. Communism and Post-Communism VIII. Religion in The U.S IX. The Religion of Politics X. The Politics of Religion |
|--|---|

- VIII.** *Course Requirements:* You are expected to take your own notes in class. I do not provide notes for those who do not take college seriously. While I will take attendance, I do not grade it. My experience is that those who do not come to class earn D’s and F’s.
- A. **Tardies:** Class is scheduled to begin at <time>, thus, I will begin class at that time. If you know you will be late, please do your classmates the courtesy of entering the room unnoticed.
 - B. **Leaving Early:** Due to the amount of material being covered, leaving before class is complete will hurt your interactive note-taking. Moreover, doing so is an unnecessary breach of etiquette and a distraction to your colleagues. If you must leave early, inform me before class.

IX. *Methods of Evaluation:*

Examinations and Assignments -

- A. You will have a comprehensive mid-term worth 30 points, a cumulative Final examination worth 30 points, and a Research Paper worth 40 points. You will need your own supplies of working black or blue pens.
- B. **Exams** will occur on regular class days. If you are involved in an official campus activity, I expect you to take the exam at an earlier date. Assigned book chapters, readings, any material discussed or assigned in class; are all sources eligible for all examinations.
- C. **MAKE-UPS:** must be arranged with me prior to the scheduled date, with very limited exemptions.

You will be graded on the standard 100-point scale, conformed to Letter grades. I DO NOT CURVE GRADES- it only rewards the weak and punishes the smart.

Grading Scale:	90-100 = A	80-89 = B	70-79 = C	60-69 = D	59 and below = F
----------------	------------	-----------	-----------	-----------	------------------

X. Faculty Office Location: UC 224. Office Hours are Mondays 10:00-12:00, 2:00-3:00; Wednesdays 10:00-1:00 and 4:30-5:30; Thursdays 9:00-11:00, and by appointment. I may always be contacted *via* email.

XI. Course Schedule and assigned reading:

Week 1	Intro, Roots, and History	SS: 1-3, CR: 1, US: 1-3
Week 2	Humanism, Rationalism, Secularism	SS: 7, CR: 11-12, US: 4-5
Week 3	Protestantism and Individualism	SS: 4, CR: 2-4, US: 8
Week 4	Islam, Communism	SS: 5-6, CR: 5-7, US: 10
MID-TERM		
Week 5	The U.S.	SS: n/a , CR: 13 US: 7 & 11
Week 6	Religion of Politics	SS: 9, CR: 8-9, US: 9
PAPER DUE		
Week 7	Politics of Religion	SS: 7-8, CR: 7, 10, & 14, US: 12
FINAL EXAM		

OTHER IMPORTANT DATES

Thanksgiving Holidays - no class meetings held, university closed	Nov 25-26 (R-F)
Last day to drop or withdraw from Fall Term	Dec 1 (W)
Last class meeting day	Dec 15 (W)
Final Grades due for graduating students	Dec 16 (R) 9:00am
Final grades due for all students	Dec 20 (M) 9:00am

XII. Participation and Conduct

A. Student Participation:

In discussing such a sensitive topic as religion, it is important that we respect views different from our own. As part of that respect, remember that the class is not intended as a place for proselytizing or conversion. It is important that we respect both those who have religious faith and those who do not. If your own views are so sensitive that they cannot bear scrutiny, you may want to consider another class. Keep in mind, however, that this is a course about politics and we are interested in religion primarily as it affects public life.

Please feel free to enter into discussion, but be prepared to logically and empirically back up your argument. Please remember the basic courtesies when disagreeing with others in the room- Speak clearly, concisely, and do not engage in shouting matches.

I will document intellectually contributive participation in each class meeting and will reward up to 2 points at the end of the semester to those who make the most positive contributions to class discussion.

B. Course Etiquette:

i. Classroom Conduct –

- Texas A&M University-Texarkana has rules and regulations for the orderly and efficient conduct of business. It is the students' responsibility to know the rules and regulations which govern student conduct and activities. General information on this may be found in the catalog, which is provided to all registered students each academic year and is available on-line.
- Texas A&M University-Texarkana administers student discipline within the procedures of recognized and established due process. Please consult your catalog, under "Student Code of Conduct".
 - a. Turn off your cell-phones- if they ring I will answer for you- and turn off your pagers as well. Remove your iPods from your head. I reserve the right to have you removed from the classroom if this turns out to be a persistent problem. If this turns out to be a persistent problem (more than three warnings) your grade will be penalized one percent for every repeat occurrence.
 - b. No hats or headphones permitted to be worn while in the classroom.
 - c. I do not care if you eat or drink, simply do so quietly and unobtrusively.

ii. Attendance –

a. Texas A&M University-Texarkana requires '*regular and punctual attendance*'. It has been my experience that poor attendance DOES result in a lackluster performance.

b. **Verification of Enrollment:** The State of Texas requires that all persons residing in the state carry an identification card, and:

1) have on their person this card, and

2) be ready to surrender it for examination to any duly constituted authority.

(For our purposes, this means I may ask for your I.D. when you turn in an examination.)

c. **WITHDRAWING FROM THIS COURSE-**

1) If you decide that you must drop the course, it is your responsibility to fill out the appropriate form in the college office on campus. Withdrawal from the course after the official day of record (1 December 2010) will result in a final grade of "W" on the student transcript and no credit will be awarded. Prior to the official day of record, it is the student's responsibility to initiate and complete a request for withdrawal from any course.

2) If you stop attending class and do not fill out the drop form, you will receive an "F" in the course.

XIII. *Academic Integrity and Scholastic Dishonesty –*

- A. Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- B. With instructor permission only, audio recording devices may be used during lectures only for the purpose of helping students take notes. The use of such devices for any other purpose may result in loss of device use for remainder of semester, system charges of academic dishonesty, and administrative drop from the course. *No other electronic devices will be allowed during class without specific written instructor approval.* All lectures are copyrighted material and may not be disseminated without the express written consent of the instructor. XIV.
-

XIV. *Disability Accommodations:* Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.

XV. *Student Technical Assistance:*

- Blackboard Helpdesk contacts: Office hours are: Monday - Friday, 8:00a to 5:00p
Kevin Williams (main contact) 903-223-1356 kevin.williams@tamut.edu
Frank Miller (alternate) 903-223-3156 frank.miller@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
-

XVI. *Texas A&M University Statement on E-mail use*

Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received *via* the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. *Faculty and students are required to utilize the university email account when communicating about coursework.*

Texas A&M University-Texarkana COURSE INVENTORY DELETION

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Education & Liberal Arts

List all courses to be deleted. Please indicate course prefix, number and title::

ED 401 Early Childhood Education: History and Philosophy

Justification:

This course content has been re-configured and revised, with some being embedded in other courses as the new EC-6 certification has been implemented.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Texas A&M University-Texarkana
COURSE INVENTORY ADD/REINSTATE

Effective Term: Spring 2011

Note: Deadline for submitting this form for changes to be included in the next catalog is February 15th.

College: College of Education & Liberal Arts

Check one: Add new course Reinstate course

Course Prefix and Number: ECE 401

Course Title: History and Foundations of Early Childhood

SCH Value: 3

If this course has a lab please indicate: Lecture hours: Lab hours:

Please check if Cross Listed with another course

Attach Cross Listed Course Syllabus and Provide:

Course Prefix:

Course Number:

Course Title:

Please check all that apply:

Grade Type: Letter S/U

Multiple Topic: Yes No

Course Delivery Method: Face to Face Web Based Web Enhanced Interactive Video

Course Type: Required Course Elective

Course Level: Undergraduate Graduate

Note: For graduate credit, please explain how this course is progressively more advanced in academic content than an undergraduate course and how it fosters independent learning enabling the graduate to contribute to a profession or field of study.

Graduate credit rationale:

Course Description:

This course is a study of the history of childhood educational movements and the impact of past and present educational philosophies on the development of childhood education.

Prerequisites:

ED 321 or may be taken concurrently.

Justification:

ECE 401 is a new course added to make the foundations of education stronger by understanding the purposes of early childhood education as it supports all educational learning.

Submitted by _____ Date _____

Approved by:

Dean of College: _____ Date: _____
(Signifies Faculty Approval)

Curriculum Committee or
Graduate Council Chairman: _____ Date: _____

Vice President for Academic Affairs: _____ Date: _____

Registrar: _____ Date: _____

Course Syllabus Template ECE 401

Effective Date: (Spring 2010)

- I. Course Number: ECE 401
- II. Course Title: History and Foundations of Early Childhood
- III. Semester Credit Hours: 3
- IV. Course Description: This course is a study of the history of early childhood educational movements and the impact of past and present educational philosophies on the development of childhood education. Prerequisites: ED 311, PYSC 2308 or PYSC 2314, and ED 321 or may be taken concurrently.
- V. Required Textbooks/Resources: *Early Childhood Education Today*, 11th edition, by George S. Morrison. Published by Merrill Prentice-Hall Publishing Company. ISBN 978-0-13-501052-5 .
- VI. Student Learner Outcomes: Through classroom activities and course assignments the student will:
 - summarize the teachings of Dewey, Vygotsky, Montessori, Piaget, and others with specific classroom application.
 - describe the benefits of continuing professional development.
 - analyze governmental influences in public education and describe how these influences impact funding, support, and control of public education.
 - compare theories and stages of child development to historical movements in education.
 - describe the value of multiculturalism in schools and society.
 - apply instructional methods and strategies effective with young learners.
 - investigate student management techniques to promote appropriate social behaviors in young learners.
- VII. **Course Outline:**
 - **Childhood Education and Professional Development**
 - **Foundations: History and Theories**

- Programs and Services for Children and Families
- Teaching Today's Young Children: Linking Development and Learning
- Meeting the Special Needs of Children

VIII. Course Requirements:

- Class attendance
- 5 announced tests 100 points each 500 points total
- Research paper on a person or event in education 100 points
- Interview with a classroom teacher 100 points

IX. Methods of Evaluation:

- Tests
- Completion of all assignments
- Evaluation of written assignments

X. Grading Scale:

90-100%	A
80-90%	B
70-80%	C
60-69%	D

XI. Faculty Office Location and Contact Policy:

Professor: Judy C. Sander, Ph.D.

Office: UC 209

Office Hours: As Posted

Office phone 903 223 3037

email: Judy.Sander@tamut.edu

XII. Complete Course Schedule:

Week 1 Education and You, as a Professional

Week 2 Childhood Education Today

Week 3 Observing and Assessing Young Children
TEST 1 Chapters 1, 2, & 3

Week 4 Past and Present Educational Theories

Week 5 Current and Past Educational Programs
INTERVIEW DUE

Week 6 Theories Applied to Teaching and Learning
TEST 2 Chapters 4, 5, & 6

Week 7 The Role of the Federal Government in Education

Week 8 Preschool Years

Week 9 Kindergarten
TEST 3 Chapters 8, 10, & 11

Week 10 Primary Grades

Week 11 Technology and Children
RESEARCH PROJECT DUE

Week 12 The Foundations of Guiding Children's Behavior
TEST CHAPTER 4 Chapters 12, 13, & 14

Week 13 Multiculturalism in the Classroom and Community

Week 14 Introduction to Children with Special Needs
Week 15 Parent, Family, and Community Involvement
TEST 5 Chapters 15, 16, & 17

XIII. Student Participation:

- a. **Participation Policy:** All students will participate in partner, small group and large group discussions. Presentation of the research paper is required with a power point presentation.

- b. Course Etiquette:** Appropriate dress, speech, and confidentiality of a discussion of teachers and/or classrooms and /or schools are required. Students are expected to come to class prepared to be involved in any and all activities.

Include the following required statements in each course syllabus.

- XIV. Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- XIV. Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- XV. Texas A&M-Texarkana email account:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- XVI. Student Technical Assistance:**
- Solutions to common problems and FAQ's for your web-enhanced and online courses are found at this link:
<http://www.tamut.edu/webcourses/index.php?pageid=37>
 - If you cannot find your resolution there, you can send in a support request detailing your specific problem here:
<http://www.tamut.edu/webcourses/gethelp2.php>
 - Blackboard Helpdesk contacts:

Office Hours are: Monday-Friday, 8:00a to 5:00p

Kevin Williams (main contact) 903.223.1356,
Kevin.williams@tamut.edu

Frank Miller (alternate) 903.223.3156, frank.miller@tamut.edu

Nikki Thompson (alternate) 903.223.3083
nikki.thompson@tamut.edu