1. No minutes from February 2015 as meeting was handled via e-vote.

2. New Courses
   A1  PHLT 314
   A2  PHLT 315
   A3  PHLT 333
   A4  PHLT 334
   A5  PHLT 335
   A6  PHLT 416
   A7  PHLT 441
   A8  PHLT 445

3. Change in Courses
   C1  HISP 364 - course number (to 474)
   C2  HISP 371 - course number (to 471)
   C3  RELS 312 - course title
   C4  RELS 364 - course number (to 474)
   C5  RELS 371 - course number (to 471)

4. Special Consideration

   School of Public Health
   H2  Department of Public Health Studies
       Minor in Public Health Studies
       Request for a new minor

5. Other Business
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

Form Instructions

1. Course request type:  
   - Undergraduate [x]  
   - Graduate [ ]  
   - First Professional (ex. DVM, JD, MD, etc.) [ ]

2. Request submitted by (Department or Program Name):  
   Department of Public Health Studies (School of Public Health)

3. Course prefix, number and complete title of course:  
   PHLT 314 Public Health Data Management and Assessment I

4. Catalog course description (not to exceed 50 words):  
   Familiarizes public health students with using the CDC software Epi-Info for managing, analyzing and assessing population health data; focuses on using Epi-Info to produce descriptive data reports including tables and graphs. Prerequisite: Public health major; junior or senior classification; or approval of instructor.

5. Prerequisite(s):  
   - Public health major; junior or senior classification; or approval of Instructor

   Cross-listed with:  
   - None

   Stacked with:  
   - None

   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  
   - Yes [ ]  
   - No [x]  
   If yes, from _______ to _______

7. Is this a repeatable course?  
   - Yes [ ]  
   - No [x]  
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?  
   - Yes [ ]  
   - No [x]

8. Will this course be submitted to the Core Curriculum Council?  
   - Yes [ ]  
   - No [x]

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Public Health
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.  
    Attach approval letters.

11. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  
    Course #  
    Title (excluding punctuation)  
    PHLT 314 PUB HLTH DATA MGT ASSMNT II

   Lect.  
   Lab  
   SCH  
   CIP and Fund Code  
   02 00 03 51 22 01 10 01 14 24 14 15 16 03 63 2
   Admin. Unit  
   Acad. Year  
   FICE Code  
   0 0 3 6 3 2

   Approval recommended by:  
   Gilbert Ramirez  
   [Sign]  
   [Date: 6/15]

   Chair, College Review Committee  
   [Sign]  
   [Date]

   Department Head or Program Chair (Type Name & Sign)  
   [Date]

   Department Head or Program Chair (Type Name & Sign)  
   [Date]

   Jay Maddock  
   Dean of College  
   [Date]

   Chair, GC or UCC  
   [Date]

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
Instructor Information
Course title and number  PHLT 314 Public Health Data Management and Assessment I
Term          Fall 2015
Meeting times and location  TBD

Instructor Name(s)
Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This 2-credit course is the first of a 2-course series that familiarizes public health students with using the CDC software Epi-Info for managing, analyzing and assessing population health data, focusing on the use of Epi-Info to produce descriptive data reports including tables and graphs. The course primarily consists of lectures and demonstrations.

Prerequisites
Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Identify quantitative and qualitative data and information (e.g., vital statistics, electronic health records, transportation patterns, unemployment rates, community input, health equity impact assessments) that can be used for assessing the health of a community. Use information technology in accessing, collecting, analyzing, using, maintaining, and disseminating data and information.</td>
</tr>
<tr>
<td>Apply cultural competencies to public health problems</td>
<td>Describe the diversity of individuals and populations in a community. Prepare comparative assessment reports characterizing the diversity of communities.</td>
</tr>
</tbody>
</table>
# Textbook and/or Resource Material

**Basic Biostatistics – Statistics for Public Health Practice, 2nd edition. B. Burt Gerstman, Jones and Bartlett Learning, 2015.**

**Epi-Info 7.1.4 software (free) and User Guide/Tutorials, [http://www.cdc.gov/epiinfo/7/index.htm](http://www.cdc.gov/epiinfo/7/index.htm).**

## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction&lt;br&gt;Overview of Public Health Data&lt;br&gt;Analysis/Assessment Core Competency.</td>
<td>Blackboard slide sets and other materials.&lt;br&gt;Gerstman Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Measurement</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>Intro to Epi-Info and Microsoft Excel data entry/management</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Frequency Distributions</td>
<td>Quiz 1&lt;br&gt;Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Tables and Graphs</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>Using Epi-Info to produce descriptive reports (frequency tables and graphs)</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 3</td>
</tr>
<tr>
<td>7</td>
<td>Overview of Summarizing Data</td>
<td>Quiz 2&lt;br&gt;Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 4</td>
</tr>
<tr>
<td>8</td>
<td>Measures of Central Tendency</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 4</td>
</tr>
<tr>
<td>9</td>
<td>Measures of Variation</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 4</td>
</tr>
<tr>
<td>10</td>
<td>Using Epi-Info to produce measures of central tendency and variation</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 4</td>
</tr>
<tr>
<td>11</td>
<td>Epidemiological Cross-Tab Data</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 18</td>
</tr>
<tr>
<td>12</td>
<td>Using Epi-Info for epidemiological cross-tab data</td>
<td>Quiz 3&lt;br&gt;Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 8</td>
</tr>
<tr>
<td>13</td>
<td>Introduction to Clinical and Statistical Significance</td>
<td>Blackboard slide sets and other materials&lt;br&gt;Gerstman Chapter 8</td>
</tr>
<tr>
<td>14</td>
<td>Integrative application of Epi-Info and Excel for describing and summarizing public health data</td>
<td>In-class assignment&lt;br&gt;Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>15</td>
<td>Course Review and Reflection</td>
<td></td>
</tr>
</tbody>
</table>
Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:
- Quizzes (3) 75%
- In-class assignment 25%

The grading scale will be as follows:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

Assignment Instructions:
I. Quizzes. Three quizzes will be typically given during the semester on previous reading assignments and class presentations. Reading assigned chapters or papers and lecture are an important part of this course. Thus, quizzes on the readings comprise 75% of the final course grade. Quizzes will usually occur at the beginning of class and will be closed book, closed notes for lessons taught earlier. Students who arrive late to class and miss a quiz will earn a 0 for the missed quiz unless they provide university excused absence. Make-up for university-excused absence is discussed below.

II. In-Class Assignment. This will be an in-class assessment of data analysis/assessment skills and abilities. Students are expected to attend class and to complete all assignments.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment, quiz or examination. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused absences, quizzes and assignments will result in a grade of a 0, for missed participation or assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or
document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available athttp://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Other Pertinent Course Information**

### Blackboard (Bb Statement)

If this course uses Blackboard (Bb): Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School's homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course website please contact John Lingsweller in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweller@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. **All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 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!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a
SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. 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.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

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 guilty 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. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

Remember:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

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 the handouts, unless permission is expressly granted.
FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC 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 HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. 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.

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.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.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.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 315 Public Health Data Management and Assessment II
4. Catalog course description (not to exceed 50 words): Continuation of PHLT 314; familiarizes public health students with using the CDC software Epi-Info for managing, analyzing and assessing population health data; focuses on using of Epi-Info to generate inferential statistics such as confidence intervals and p-values. Prerequisites: Public health major, PHLT 314, or approval of instructor.

5. Prerequisite(s): Public health major; PHLT 314; or approval of instructor
Cross-listed with: None
Stacked with: None
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☒ No If yes, from ________ to ________
7. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☐ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☒ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Public Health
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix | Course # | Title (excluding punctuation)
PHLT 315 | PUB HLTH DATA MGT ASMNT II
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<td>0</td>
<td>0</td>
<td>5 1 2 2 0 1 0 0 1 4</td>
<td>2 4 1 4</td>
<td>1 5 - 1 7</td>
<td>0 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Gilbert Ramirez 17/6/15
Department Head or Program Chair (Type Name & Sign) Date

Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Instructor Information

Course title and number: PHLT 315 Public Health Data Management and Assessment II
Term: Spring 2016
Meeting times and location: TBD
Instructor Name(s): Gilbert Ramirez

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This 2-credit course is the second of a 2-course series that familiarizes public health students with using the CDC software Epi-Info for managing, analyzing and assessing population health data, focusing on the use of Epi-Info to analyze and assess data for decision making. The course focuses on hypotheses testing, correlation analyses and drawing inferences about population health data. The course primarily consists of lectures and demonstrations.

Prerequisites

Public Health major; PHLT 314 Public Health Data Management and Assessment I; junior or senior classification; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Explain how community health assessments use information about health status, factors influencing health, and assets and resources</td>
</tr>
<tr>
<td>Identify strategies for assessing community health status and factors influencing health in a community (e.g., quality, availability, accessibility, and use of health services; access to affordable housing)</td>
<td></td>
</tr>
</tbody>
</table>

Integrate and apply knowledge, skills, and principles for health improvement

Prepare comparative assessment reports characterizing the health of communities.

Describe how evidence (e.g., data, findings reported in peer-reviewed literature) is used in decision making.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td>Review of PHLT #5. Public Health Data Management and Assessment</td>
<td>Gerstman Chapters 1-4, 8</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to public health decisions using evidence</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 5, 8</td>
</tr>
<tr>
<td>3</td>
<td>Hypothesis testing using Epi-Info</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 9</td>
</tr>
<tr>
<td>4</td>
<td>Confidence Intervals, p-values, and effect sizes</td>
<td>Quiz 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 10</td>
</tr>
<tr>
<td>5</td>
<td>Interpreting Epi-Info confidence intervals, p-values and effect sizes</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 10</td>
</tr>
<tr>
<td>6</td>
<td>Using Epi-Info to produce descriptive reports (frequency tables and graphs)</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td>7</td>
<td>Using Epi-Info to make inferences about means</td>
<td>Quiz 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 11</td>
</tr>
<tr>
<td>8</td>
<td>Using Epi-Info to make inferences about more than one mean</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 12, 13</td>
</tr>
<tr>
<td>9</td>
<td>Interpreting Epi-Info reports testing means</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 11-13</td>
</tr>
<tr>
<td>10</td>
<td>Association and Predicting</td>
<td>Quiz 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 14</td>
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<tr>
<td>11</td>
<td>Using Ep-Info for correlation and regression analyses</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 14</td>
</tr>
<tr>
<td>12</td>
<td>Using Epi-Info to make inferences about proportions</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 16-18</td>
</tr>
<tr>
<td>13</td>
<td>Using Epi-Info to analyze stratified data</td>
<td>Blackboard slide sets and other materials.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Gerstman Chapter 19</td>
</tr>
<tr>
<td>14</td>
<td>Integrative application of Epi-Info and Excel for making inferences about public health data</td>
<td>In-class assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Blackboard slide sets and other materials.</td>
</tr>
</tbody>
</table>
Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:

**Quizzes (3)** 75%
In-class assignment 25%

The grading scale will be as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

**Assignment Instructions:**

I. **Quizzes.** Three quizzes will be typically given during the semester on previous reading assignments and class presentations. Reading assigned chapters or papers and lecture are an important part of this course. Thus, quizzes on the readings comprise 75% of the final course grade. Quizzes will usually occur at the beginning of class and will be closed book, closed notes for lessons taught earlier. Students who arrive late to class and miss a quiz will earn a 0 for the missed quiz unless they provide university excused absence. Make-up for university-excused absence is discussed below.

II. **In-Class Assignment.** This will either be an in-class assessment of data analysis/assessment skills and abilities. Students are expected to attend class and to complete all assignments.

Attendance and Make-up Policies

**Attendance:** Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment, quiz or examination. For information regarding what constitutes an excused absence, please see http://studentrules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused absences, quizzes and assignments will result in a grade of a 0, for missed participation or assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a
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1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
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      (i.) Texas A&M University Explanatory Statement for Absence from Class form available athttp://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

---

**Other Pertinent Course Information**

**Blackboard (Bb Statement)**

If this course uses Blackboard (Bb): Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School's homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweller in the School's Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweller@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 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!
Plagiarism Virtual Course

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End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. 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.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

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 guilty 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. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.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.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (ex., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 333 Accident Investigation
4. Catalog course description (not to exceed 50 words): Covers principles of accident investigation and how accidents happen in the workplace; integrates procedural, systematic, corrective and formative applications for the occupational health professional. Prerequisites: Public Health major, junior or senior classification, or approval of instructor.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor
   Cross-listed with: None
   Stacked with: None
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☐ Yes ☑ No
   If yes, from ________ to ________

7. Is this a repeatable course? ☐ Yes ☑ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Bachelor of Science in Public Health

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

11. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix | Course # | Title (excluding punctuation) | Admin. Unit | Acad. Year | FICE Code
--- | --- | --- | --- | --- | ---
PHLT | 333 | ACCIDENT INVESTIGATION | 2414 | 15-16 | 003632

Lect. Lab SCH CIP and Fund Code
0300035122010014

Approval recommended by:
Gilbert Ramirez
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
Date

Jay Maddock
Dean of College
Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services
Date

Chair, GC or UCC
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
Instructor Information

Course title and number: PHLT 333 ACCIDENT INVESTIGATION
Term: Fall 2016
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course covers principles of accident investigation and how accidents happen in the workplace. This course integrates procedural, systematic, corrective and formative applications for the occupational health professional. The course will combine lectures, reading discussions, case studies, and in-class presentations.

Prerequisites

Public Health major, junior or senior classification, or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Discuss regulatory issues involving physical hazards.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Describe the &quot;event and causal factors analysis&quot; and other common accident analysis techniques.</td>
</tr>
<tr>
<td></td>
<td>Discuss the principles of Root Cause Analysis theory.</td>
</tr>
<tr>
<td>Apply concepts of planning and management in public health programs</td>
<td>Discuss the importance of accident investigation to the safety manager.</td>
</tr>
<tr>
<td></td>
<td>Explain how systems for safety management affect worker safety and accidents.</td>
</tr>
<tr>
<td></td>
<td>Describe tree analysis techniques as they apply to hazard prevention and accident analysis.</td>
</tr>
<tr>
<td>Integrate and apply knowledge.</td>
<td>Identify investigative techniques.</td>
</tr>
<tr>
<td>management in public health programs</td>
<td>Explain the right -to-know for chemical hazards to both employees and communities. Identify the warning signs of workplace violence.</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td>Analyze respiratory hazards, respirators, and methods to begin respirator programs.</td>
</tr>
<tr>
<td></td>
<td>Describe the various types of hazards related to work in confined spaces.</td>
</tr>
<tr>
<td></td>
<td>Discuss general rules for electrical safety.</td>
</tr>
<tr>
<td></td>
<td>Describe the types of safety equipment and procedures employed to protect workers from electrical hazards.</td>
</tr>
<tr>
<td></td>
<td>Describe machine guarding procedures and other methods to protect workers from potentially hazardous machine systems.</td>
</tr>
<tr>
<td></td>
<td>Describe various fall protection methods.</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, regulatory issues involving physical hazards</td>
<td>Collins, Schneid, &amp; English Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Ergonomic hazard prevention and control</td>
<td>Collins, Schneid, &amp; English Chapter 2 Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>Respiratory hazards and respirators</td>
<td>Collins, Schneid, &amp; English Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>The who, what, when, where, and why of fires</td>
<td>Collins, Schneid, &amp; English Chapter 4 Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Hazards in confined spaces</td>
<td>Collins, Schneid, &amp; English Chapter 5 Homework 1</td>
</tr>
<tr>
<td>6</td>
<td>Electrical safety and equipment</td>
<td>Collins, Schneid, &amp; English Chapter 6 Quiz 3</td>
</tr>
<tr>
<td>7</td>
<td>Review and Examination 1</td>
<td>Blackboard slides, and materials exam review Exam</td>
</tr>
<tr>
<td>8</td>
<td>Machine hazards, Fall hazards, and protection</td>
<td>Collins, Schneid, &amp; English Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>9</td>
<td>Hearing loss prevention</td>
<td>Collins, Schneid, &amp; English Chapter 9 Quiz 4</td>
</tr>
</tbody>
</table>
10 Exposure to bloodborne pathogens, and preventing exposure 
Homework 2  
Collins, Schneid, & English  Chapter 10

11 Emergency preparedness and workplace violence 
Collins, Schneid, & English Chapter 11 & 13

12 Chemical Hazards and right-to-know 
Collins, Schneid, & English  Chapter 12  
Quiz 5

13 Review and Exam 2 
Blackboard slides, and materials  
Examination 2

14 Student Group Presentations 
Blackboard slides, and materials

15 Conclusions and feedback 
Blackboard slides, and materials

Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:
Homework (2) 10 %
Examinations (2) 50 %
Quizzes (5) 10 %
Student presentations 30 %

The grading scale will be as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Assignment instructions:
I.  Quizzes: Five quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

II.  Homework: Two homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date.

III.  Examinations: Exams will be multiple choice questions. Questions will be similar to quiz questions.

IV.  Student Presentations: Each student or student group will present an analysis of prevention of a specific assigned workplace hazard. The results will be presented to the class on the assigned date.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional (e.g. DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)

3. Course prefix, number and complete title of course: PHLT 334 Fire Safety and Workplace Hazards

4. Catalog course description (not to exceed 50 words): Course covers principles of fire safety, and other workplace hazards, such as electrical hazards, chemical hazards, respiratory hazards, falls, confined spaces, bloodborne pathogens, hearing loss, ergonomics, and machine hazards.
   Prerequisites: Public Health major; junior or senior classification, or approval of instructor.

5. Prerequisite(s):
   Public health major; junior or senior classification; or approval of instructor
   Cross-listed with: None
   Stacked with: None

6. Is this a variable credit course? □ Yes  □ No  If yes, from _____ to _____

7. Is this a repeatable course? □ Yes  □ No
   Will this course be repeated within the same semester? □ Yes  □ No
   If yes, this course may be taken _____ times.

8. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   Bachelor of Science in Public Health

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
    Attach approval letters.

11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    PHLT  334  FIRE SAFETY WORKPLACE HAZARDS

    | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|-------------------|-------------|------------|-----------|
    | 0     | 3   | 0   | 0 3 0 0 0 3 1 2 2 0 1 0 0 1 4 | 2 4 1 4    | L 5 - L 6  | 0 0 3 6 3 2 |

    Approval recommended by: Level 3
    Gilbert Ramirez
    Chair, College Review Committee
    12/4/15

    Department Head or Program Chair (Type Name & Sign) Date
    Chair, College Review Committee  2/25/15

    Department Head or Program Chair (Type Name & Sign) Date
    Dean of College  2/25/15

    Submitted to Coordinating Board by: Date
    Associate Director, Curricular Services  Date
    Chair, GC or UCC  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Course title and number: PHLT 334 FIRE SAFETY AND WORKPLACE HAZARDS

Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course covers the principles of fire safety, workplace emergencies, and physical hazards in the workplace. In addition to the hazards of fire and explosions, this course will cover, other hazards, such as, electrical hazards, chemical hazards, respiratory hazards, falls, confined spaces, bloodborne pathogens, hearing loss prevention, ergonomics, and machine hazards. The content will focus on the role of the health professional in mitigating these hazards, and regulatory issues involving these hazards. The course will combine lectures, reading discussions, student presentations.

Prerequisites

Public Health major, junior or senior classification or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe fire issues in a national context.</td>
</tr>
<tr>
<td></td>
<td>Explain the need for bloodborne pathogen protection.</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Discuss regulatory issues involving physical hazards.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Apply methods to address fire problems in the workplace.</td>
</tr>
<tr>
<td></td>
<td>Describe how to determine exposure to a bloodborne pathogen.</td>
</tr>
<tr>
<td></td>
<td>Describe various measures that can be used to protect workers from exposure to bloodborne pathogens.</td>
</tr>
<tr>
<td>Apply concepts of planning and</td>
<td>Apply methods to plan for disasters and emergencies.</td>
</tr>
</tbody>
</table>
management in public health programs

- Explain the right-to-know for chemical hazards to both employees and communities.
- Identify the warning signs of workplace violence.

Integrate and apply knowledge, skills, and principles for health improvement

- Analyze respiratory hazards, respirators, and methods to begin respirator programs.
- Describe the various types of hazards related to work in confined spaces.
- Discuss general rules for electrical safety.
- Describe the types of safety equipment and procedures employed to protect workers from electrical hazards.
- Describe machine guarding procedures and other methods to protect workers from potentially hazardous machine systems.
- Describe various fall protection methods.

Textbook and/or Resource Material

ISBN-10: 1566703395

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, regulatory issues involving physical hazards</td>
<td>Collins, Schneid, &amp; English Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Ergonomic hazard prevention and control</td>
<td>Collins, Schneid, &amp; English Chapter 2 Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>Respiratory hazards and respirators</td>
<td>Collins, Schneid, &amp; English Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>The who, what, when, where, and why of fires</td>
<td>Collins, Schneid, &amp; English Chapter 4 Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Hazards in confined spaces</td>
<td>Collins, Schneid, &amp; English Chapter 5 Homework 1</td>
</tr>
<tr>
<td>6</td>
<td>Electrical safety and equipment</td>
<td>Collins, Schneid, &amp; English Chapter 6 Quiz 3</td>
</tr>
<tr>
<td>7</td>
<td>Review and Examination 1</td>
<td>Blackboard slides, and materials exam review Examination 1</td>
</tr>
<tr>
<td>8</td>
<td>Machine hazards, Fall hazards, and protection</td>
<td>Collins, Schneid, &amp; English Chapter 7 &amp; 8</td>
</tr>
<tr>
<td>9</td>
<td>Hearing loss prevention</td>
<td>Collins, Schneid, &amp; English Chapter 9 Quiz 4</td>
</tr>
</tbody>
</table>
| 10 | Exposure to bloodborne pathogens, and preventing exposure | Homework 2  
Collins, Schneid, & English  
Chapter 10 |
| 11 | Emergency preparedness and workplace violence | Collins, Schneid, & English  
Chapter 11 & 13 |
| 12 | Chemical Hazards and right-to-know | Collins, Schneid, & English  
Chapter 12  
Quiz 5 |
| 13 | Review and Exam 2 | Blackboard slides, and materials  
Examination 2 |
| 14 | Student Group Presentations | Blackboard slides, and materials |
| 15 | Conclusions and feedback | Blackboard slides, and materials |

### Grading Policies

The graded assignments and the percentages of the student’s grade they will constitute are the following:
- Homework (2) 10 %
- Examinations (2) 50 %
- Quizzes (5) 10 %
- Student presentations 30 %

The grading scale will be as follows:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

Assignment instructions:

I. **Quizzes:** Five quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

II. **Homework:** Two homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date.

III. **Examinations:** Exams will be multiple choice questions. Questions will be similar to quiz questions.

IV. **Student Presentations:** Each student or student group will present an analysis of prevention of a specific assigned workplace hazard. The results will be presented to the class on the assigned date.

### Attendance and Make-up Policies

**Attendance:** Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

Unexcused absences or missed homework, quizzes, examinations, and presentations will result in a grade of a 0.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a
timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons
absences are considered excused by the university are listed below. See Student Rule 7 for details
(http://student-rules.tamu.edu/rule07) The fact that these are university-excused absences does not
relieve the student of responsibility for prior notification and documentation. Failure to notify and/or
document properly may result in an unexcused absence. Falsification of documentation is a violation of
the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized
activity list at https://studentactivities.tamu.edu/app/sponsors/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's
presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within
      one week of the last date of
      the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor's discretion), within one week of
      the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form
      available athttp://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of
      visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be
rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper
documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student
must provide notification by the end of the second working day after the absence, including an
explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

Blackboard (Bb Statement)

If this course uses Blackboard (Bb): Within the course's Blackboard site you will access the learning
materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students
and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for
Quick Links on the bottom of the School's homepage. Please do not contact your instructor with
technical problems. If you are having a technical problem with the course, review the Blackboard Learn
Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology
website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have
trouble accessing the course web site please contact John Lingsweiler in the School's Office of Academic
Assessment and Instructional Technology. John may be reached at (979) 456-3032 or at
lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in
an online course. All computing problems or other technical issues can be routed to the TAMHSC Help
Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-798-7472 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!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a
SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are
automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. 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.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

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 guilty 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. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

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 the handouts, unless permission is expressly granted.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC 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 HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. 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.

**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.

**WHERE TO REPORT:**
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.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.
Form Instructions

1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 335 Hazardous Materials
4. Catalog course description (not to exceed 50 words): Cover the principles of managing hazardous materials in the workplace; role of the health and safety professional in hazardous material management and hazard communication. Prerequisites: Public Health major, junior or senior classification, or approval of instructor.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor
6. Is this a variable credit course? [ ] Yes  [x] No  If yes, from _____ to _____
7. Is this a repeatable course? [ ] Yes  [x] No  If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? [ ] Yes  [ ] No
9. Will this course be submitted to the Core Curriculum Council? [ ] Yes  [ ] No
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Bachelor of Science in Public Health

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

[ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    PHLT  335  HAZARDOUS MATERIALS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Approval recommended by:

Gilbert Ramirez  1/20/15
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date
Jay Maddock  2/26/15
Dean of College

Department Head or Program Chair (Type Name & Sign)  Date
Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
Course title and number: PHLT 335 HAZARDOUS MATERIALS
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This course covers the principles of managing hazardous materials in the workplace. Course emphasis is on the role of the health and safety professional in hazardous material management and hazard communication. The course will combine lectures, reading discussions, design homework, and in-class presentations.

Prerequisites
Public Health major, junior or senior classification or approval of instructor

Learning Outcomes and Course Objectives
By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Recognize hazardous workplace materials.</td>
</tr>
<tr>
<td></td>
<td>Identify and describe methods for mitigating exposures to hazardous materials in the workplace.</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify and describe the various regulations and standards of hazardous materials from the federal and state level.</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Discuss hazard communication and hazard communication training.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Discuss cultural and literacy issues with hazard communication</td>
</tr>
<tr>
<td>Apply concepts of planning and management in public health programs</td>
<td>Evaluate the effectiveness of hazardous materials programs</td>
</tr>
<tr>
<td></td>
<td>Design and implement a hazardous materials spill plan.</td>
</tr>
</tbody>
</table>
Integrate and apply knowledge, skills, and principles for health improvement

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, introduction to hazardous materials</td>
<td>Haight Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Overview of occupational diseases related to workplace exposures</td>
<td>Blackboard slides, and materials</td>
</tr>
<tr>
<td>3</td>
<td>Federal regulations for hazardous materials</td>
<td>Haight Chapter 2, Homework 1</td>
</tr>
<tr>
<td>4</td>
<td>Other hazardous materials regulations and resources</td>
<td>Haight Chapter 3, Quiz 1</td>
</tr>
<tr>
<td>5</td>
<td>Hazardous materials labeling and communication standards</td>
<td>Haight Chapters 4 &amp; 7, Homework 2</td>
</tr>
<tr>
<td>6</td>
<td>Transportation of hazardous materials and wastes</td>
<td>Haight Chapter 5, Quiz 2</td>
</tr>
<tr>
<td>7</td>
<td>Review and Examination 1</td>
<td>Review and Exam 1</td>
</tr>
<tr>
<td>8</td>
<td>DOT, EPA, and RCRA</td>
<td>Haight Chapter 6</td>
</tr>
<tr>
<td>9</td>
<td>Developing training programs</td>
<td>Haight Chapter 8, Quiz 3</td>
</tr>
<tr>
<td>10</td>
<td>Developing plans for spills and other incidents</td>
<td>Haight Chapter 9, Homework 3</td>
</tr>
<tr>
<td>11</td>
<td>Application of best practices</td>
<td>Haight Chapter 10, Quiz 4</td>
</tr>
<tr>
<td>12</td>
<td>Evaluating the effectiveness of a program</td>
<td>Haight Chapter 11</td>
</tr>
<tr>
<td>13</td>
<td>Review and Examination 2</td>
<td>Review and Exam 1</td>
</tr>
<tr>
<td>14</td>
<td>Student Presentations</td>
<td>Blackboard slides, and materials</td>
</tr>
<tr>
<td>15</td>
<td>Conclusions and feedback</td>
<td>Blackboard slides, and materials</td>
</tr>
</tbody>
</table>
Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Quizzes (4)</td>
<td>10%</td>
</tr>
<tr>
<td>Examinations (2)</td>
<td>50%</td>
</tr>
<tr>
<td>Student Presentations</td>
<td>25%</td>
</tr>
</tbody>
</table>

The grading scale will be as follows:

<table>
<thead>
<tr>
<th>Percentage Range</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>0-59%</td>
<td>F</td>
</tr>
</tbody>
</table>

Assignment instructions:

I. **Homework**: Three homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date.

II. **Quizzes**: Four quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

III. **Examinations**: Exams will be multiple choice questions. Questions will be similar to quiz questions.

IV. **Student Presentations**: Student groups will present how to safely manage a specific assigned hazardous material, and the importance of mitigating this hazard, to the class on the assigned date.

Attendance and Make-up Policies

**Attendance**: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

Unexcused absences or missed homework, quizzes, examinations, and presentations will result in a grade of a 0.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at [https://studentactivities.tamu.edu/app/sponsauth/index](https://studentactivities.tamu.edu/app/sponsauth/index)
2. Death or major illness in a student's immediate family.
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   (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or
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8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

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#### Blackboard (Bb Statement)

If this course uses Blackboard (Bb): Within the course’s Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

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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!

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WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by {Department or Program Name}: Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 416 Public Health Leadership and Ethics
4. Catalog course description (not to exceed 50 words): Provides students with an overview of major leadership and ethical theories, current leadership and ethical issues and their impact on public health practice.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor
Cross-listed with: None Stacked with: None
Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ________ times.
Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
    Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

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Approval recommended by:
Gilbert Ramirez
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Jay Maddock
Dean of College Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
SYLLABUS

Instructor Information
Course title and number       PHLT 416 Public Health Leadership and Ethics
Term                          Fall 2015
Meeting times and location    TBD
Instructor Name(s)            Stephanie A. Kodatt, Ph.D., MBA
Telephone number              979.436.9491
Email address                Kodatt@sph.tamhsc.edu
Office hours                 TBD
Office location              SPHCLS 289

Course Description
This course provides students with an overview of major leadership and ethical theories, current leadership and ethical issues and their impact on public health practice.

Prerequisites
Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives
By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPh Learning Outcomes</th>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describing how to improve the health of each person in the community; identify ways to strengthen infrastructure by utilizing the core functions and essential services of public health</td>
</tr>
<tr>
<td></td>
<td>Describe the principle of utility and its applications in public health, including the distinction between social utility and health utility</td>
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<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify several moral norms applicable to public health</td>
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<td>Coordinate knowledge and performance management activities</td>
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<td>Apply cultural competencies to public health problems</td>
<td>Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health; work with leaders from diverse backgrounds</td>
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<td></td>
<td>Discuss ethical issues in public health</td>
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<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td>Assess the source and quality of health information and data, as related to individual and community health</td>
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<td></td>
<td>Apply strong ethical standards for the jurisdiction and the country as a whole</td>
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</tbody>
</table>
There is no required textbook for this course.

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<th>Required Reading</th>
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<tr>
<td>1</td>
<td>Course Introduction</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>2</td>
<td>Introduction to Public Health Leadership</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>3</td>
<td>Leadership Styles, Management and Leadership Comparisons Assignment 1</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>4</td>
<td>Values and Organizational Culture Assignment 2</td>
<td>Blackboard slide sets and other materials Study for Exam 1</td>
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<td>5</td>
<td>Exam 1</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>6</td>
<td>Public Health Law and Ethics</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>7</td>
<td>Moral Considerations: Bases and Limits for Public Health Interventions Assignment 3</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>8</td>
<td>Public Health and the Environment</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>9</td>
<td>Crisis Leadership Assignment 4</td>
<td>Blackboard slide sets and other materials Study for Exam 2</td>
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<tr>
<td>10</td>
<td>Exam 2</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>11</td>
<td>Planning and Decision-Making</td>
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<td>12</td>
<td>Surveillance and Public Health Data Assignment 5</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>13</td>
<td>Leadership Challenges Assignment 6</td>
<td>Blackboard slide sets and other materials Study for Exam 3</td>
</tr>
<tr>
<td>14</td>
<td>Exam 3</td>
<td>Blackboard slide sets and other materials</td>
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<tr>
<td>15</td>
<td>Conclusion and course reflection</td>
<td>Blackboard slide sets and other materials</td>
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Grading Policies

The graded assignments and the percentages of your grade they will constitute are the following:

- Exams (3) 75%
- Assignments 25%

The grading scale will be as follows:
- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- 0-59% = F

Assignment Instructions:

I. Assignments: This will be an in-class assignment

II. Examinations. will either be a take-home examination or in-class examination.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment, quiz, examination or participation credit. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused absences, quizzes and assignments will result in a grade of a 0, for missed participation or assignments.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07) The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1. Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsor/index
2. Death or major illness in a student's immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within
      one week of the last date of
      the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of
      the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form
      available at http://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of
      visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be
    rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper
documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student
must provide notification by the end of the second working day after the absence, including an
explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

Electronic Devices: Handwritten notes are more effective than type written notes. Additionally screens
can be distracting to you and others. Please do not use laptops, tablets, smartphones, or other electronic
devices in the classroom unless it is explicitly stated that you do so. Having cell phones or other electronic
devices out while taking exams or quizzes will be seen as cheating. You may print your notes and write on
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☒ Undergraduate  ☐ Graduate  ☐ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 441 Strategies for Population Health Improvement
4. Catalog course description (not to exceed 50 words): Case study based course covering the three core functions of public health and strategies for improving population health; focus on case studies exploring multiple types of interventions; involves class discussion, breakout groups, and group assignments.

PHLT 441

5. Prerequisite(s): PHLT 302, prior or concurrent enrollment in PHLT 441; Public health major; junior or senior classification; or approval of instructor
Cross-listed with: None  Stacked with: None
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  ☐ Yes  ☒ No  If yes, from ______ to ______
7. Is this a repeatable course?  ☐ Yes  ☒ No  If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?  ☐ Yes  ☒ No
8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☒ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Bachelor of Science in Public Health
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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11. ☒ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    PHLT  441  STRAT POP HEALTH IMPROVMT

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Approval recommended by:
Gilbert Ramirez  1/25/15  Department Head & Program Chair (Type Name & Sign)  Date

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Instructor Information

Course title and number: PHLT 441 Strategies for Population Health Improvement
Term: Spring 2016
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course is a case study based course covering the three core functions of public health and strategies for improving population health. This course will focus on case studies exploring multiple types of interventions. The course will involve class discussion, break-out groups, and group assignments.

Prerequisites

PHLT 302 Foundations of Public Health, prior or concurrent enrollment in PHLT 411 Project management in Public Health; junior or senior classification; public health major; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Identify and describe approaches to community needs assessment. Identify and describe population health interventions. Apply knowledge of population health interventions to current community health topics.</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify and describe population health interventions.</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Identify and describe various interventions on lifestyle behaviors.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Identify and describe methods to plan and implement population health interventions. Describe qualitative and quantitative data collection and management methods. Identify and describe methods to evaluate population health interventions.</td>
</tr>
<tr>
<td>Apply cultural competencies to public health problems</td>
<td>Identify and describe ways that cultural norms and community structures influence implementation of population health interventions</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
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</tr>
<tr>
<td>Apply concepts of planning and management in public health programs</td>
<td>Identify and describe methods to plan and implement population health interventions. Discuss funding and sustainability of population health interventions</td>
</tr>
<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td>Apply knowledge of population health interventions to past cases studies and Describe how population health interventions may change with the future.</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


**Course Topics, Calendar of Activities, Major Assignment Dates**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction Public health experiences</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Assessment: feasibility and evidence-based public health</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 2&amp;3 In-class assignment 1</td>
</tr>
<tr>
<td>3</td>
<td>Assessment: evidence-based public health continued and research synthesis</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 4 In-class assignment 2</td>
</tr>
<tr>
<td>4</td>
<td>Policy development: risk communication</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 5&amp;5 Quiz 1</td>
</tr>
<tr>
<td>5</td>
<td>Policy development: implementation strategies</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 7 Homework 1</td>
</tr>
<tr>
<td>6</td>
<td>Policy development: strategies for building trust and using strengths</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 8&amp;9 In-class assignment 3</td>
</tr>
<tr>
<td>7</td>
<td>Policy development: strategies for building coalitions</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 10 Quiz 2</td>
</tr>
<tr>
<td>8</td>
<td>Policy development: handling controversial public health topics and interventions</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 11&amp;12 In-class assignment 4</td>
</tr>
<tr>
<td>9</td>
<td>Policy development: race, ethnicity, and gender in interventions</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 13 In-class assignment 5</td>
</tr>
<tr>
<td>10</td>
<td>Policy development: disaster and intervention</td>
<td>Blackboard slide sets and other materials Hunting and Gleason chapter 14</td>
</tr>
</tbody>
</table>
opportunities

11
Assurance: evaluation and assessment

Homework 2
Blackboard slide sets and other materials
Hunting and Gleason chapter 16
Quiz 3

12
Assurance: perspectives and marketing

Blackboard slide sets and other materials
Hunting and Gleason chapter 17&18
In-class assignment 6

13
Assurance: evaluation and assessment

Blackboard slide sets and other materials
Hunting and Gleason chapter 19&21
In-class assignment 7

14
Assurance: privacy issues and other controversies

Blackboard slide sets and other materials
Hunting and Gleason chapter 20
Quiz 4

15
Course reflections and conclusions

Blackboard slide sets and other materials

Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:

In-Class Assignments (7) 70 %
Quizzes (4) 20 %
Homework (2) 10 %

The grading scale will be as follows:

90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Assignment instructions:

I. Quizzes: Four quizzes will be given in class during the semester on reading assignments, class lectures, and discussions. Make-up for university-excused absences is discussed below.

II. Homework: Two homework assignments will be assigned during this course. Each assignment is due at the beginning of class (before presentations or discussions) on the assigned due date. These assignments will be short answer case study analyses.

III. In-Class Assignments: Communication and group work is essential in public health work. Students will work in groups to respond to an aspect of case studies in these assignments. Assignment focus and reporting will vary depending on the weekly topic. Each student will have a role to play in their group's work that week. Roles will be switched for each assignment.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

Unexcused absences or missed homework, quizzes, examinations, and presentations will result in a grade of a 0.
If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/ruleC7) The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

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   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i).Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

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If this course uses Blackboard (Bb): Within the course's Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

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time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. 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.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

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 guilty 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. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

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 the handouts, unless permission is expressly granted.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC 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 HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor." 

Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. 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.

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.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.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.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

**Form Instructions**

1. **Course request type:**  
   - [x] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (e.g., DVM, JD, MD, etc.)

2. **Request submitted by (Department or Program Name):**  
   - Department of Public Health Studies (School of Public Health)

3. **Course prefix, number and complete title of course:**  
   - PHLT 445 Population Health Culminating Experience

4. **Catalog course description (not to exceed 50 words):**  
   - Designed to combine student knowledge and skills related to public health experience and coursework to address public health issues; student groups will work through the process of developing, implementing, and evaluating public health interventions; each student will have an assigned role and responsibilities in the group assignment and presentation.

5. **Prerequisite(s):**
   - Prior or concurrent enrollment in PHLT 441; Public health major; junior or senior classification; or approval of instructor

6. **Cross-listed with:**
   - None

7. **Cross-listed courses require the signature of both department heads.**

8. **Is this a variable credit course?**  
   - [ ] Yes  
   - [x] No

9. **If yes, from _____ to _____**

10. **Is this a repeatable course?**  
    - [ ] Yes  
    - [x] No

11. **If yes, this course may be taken _____ times.**

12. **Will this course be repeated within the same semester?**  
    - [ ] Yes  
    - [x] No

13. **Will this course be submitted to the Core Curriculum Council?**  
    - [ ] Yes  
    - [x] No

14. **This course will be:**
   - [ ] required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   - [ ] Bachelor of Science in Public Health
   - [ ] an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

15. **If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.**

16. **Attach approval letters.**

17. **I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).**

18. **Prefix**  
   - PHLT

19. **Course #**  
   - 445

20. **Title (excluding punctuation)**  
   - POP HEALTH CULMINATING EXPERIENCE

21. **Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code**  
   - 0 3 0 0 0 3 5 1 2 2 0 1 0 0 1 4 2 4 1 4 1 1 1 6 1 7 0 0 3 6 3 2

22. **Approval recommended by:**
   - Gilbert Ramirez  
   - Department Head or Program Chair (Type Name & Sign)  
   - Date 1/17/15

23. **Department Head or Program Chair (Type Name & Sign) Date**
   - Chair, College Review Committee  
   - Date 2/2/15

24. **Submitted to Coordinating Board by:**
   - Chair, GC or UCC  
   - Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Instructor Information

Course title and number: PHLT 445 Population Health Culminating Experience
Term: Spring 2016
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This course is designed to combine students' knowledge and skills related to public health experience and coursework to address public health issues. Students will work through the process of developing, implementing, and evaluating public health interventions in groups. The ability to work in and lead groups is essential for public health careers, thus students will have the opportunity to fill different roles in their groups throughout the semester.

Prerequisites
PHLT 302 Foundations of Public Health, prior or concurrent enrollment in PHLT 441 Strategies for Population Health Improvement; junior or senior classification; public health major; or approval of instructor.

Learning Outcomes and Course Objectives

By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Apply knowledge of population health interventions to current community health topics</td>
</tr>
<tr>
<td></td>
<td>Analyze and apply community assessments</td>
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<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Compare and contrast population health interventions.</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Describe interventions on lifestyle behaviors.</td>
</tr>
<tr>
<td></td>
<td>Describe intervention assessment strategies.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Compare and contrast methods to plan and implement population health interventions.</td>
</tr>
<tr>
<td></td>
<td>Describe qualitative and quantitative data collection and management methods.</td>
</tr>
<tr>
<td>Apply cultural competencies to</td>
<td>Apply methods to evaluate population health interventions.</td>
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<tr>
<td></td>
<td>Describe ways that cultural norms and community</td>
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<tr>
<td>Public Health Problems</td>
<td>Structures influence implementation and marketing of population health interventions</td>
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<tr>
<td>-------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Apply concepts of planning and management in public health programs</td>
<td>Develop methods to plan and implement population health interventions. Develop funding and sustainability strategies for population health interventions</td>
</tr>
<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td>Apply knowledge of population health interventions to past cases studies and Develop public health interventions</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**Required:** none

### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction Public health reflection</td>
<td>Blackboard slide sets and other materials Group assignments made</td>
</tr>
<tr>
<td>2</td>
<td>Population health assessment review Discussion of community issues and assessments</td>
<td>Blackboard slide sets and other materials Group semester topics chosen, individual roles assigned, group contracts signed</td>
</tr>
<tr>
<td>3</td>
<td>Review of evidence based strategies, work on topic evidence, topic focus</td>
<td>Blackboard slide sets and other materials Group mini-literature reviews</td>
</tr>
<tr>
<td>4</td>
<td>Review population health interventions</td>
<td>Blackboard slide sets and other materials Group topic interventions chosen</td>
</tr>
<tr>
<td>5</td>
<td>Review of project management</td>
<td>Blackboard slide sets and other materials Group topic budgets</td>
</tr>
<tr>
<td>6</td>
<td>Discussions on planning</td>
<td>Blackboard slide sets and other materials Group timelines and logic models</td>
</tr>
<tr>
<td>7</td>
<td>Implementation strategy review</td>
<td>Blackboard slide sets and other materials Group implementation plan outline</td>
</tr>
<tr>
<td>8</td>
<td>Strategies for handling mistakes, disasters, reality, and learning lessons from set-backs</td>
<td>Blackboard slide sets and other materials Group response to setbacks</td>
</tr>
<tr>
<td>9</td>
<td>Review of assessing and evaluating interventions</td>
<td>Blackboard slide sets and other materials Group plan for evaluating effectiveness of interventions</td>
</tr>
<tr>
<td>10</td>
<td>Review of marketing and communicating public health messages and programs</td>
<td>Blackboard slide sets and other materials Group communication plan</td>
</tr>
<tr>
<td>11</td>
<td>Review of using evidence and evaluations in informing policy</td>
<td>Blackboard slide sets and other materials Group strategies for policy advocacy</td>
</tr>
<tr>
<td>12</td>
<td>Public health scenarios</td>
<td>Blackboard slide sets and other materials In class group role-playing scenarios</td>
</tr>
<tr>
<td>13</td>
<td>Group presentations</td>
<td>Blackboard slide sets and other materials Group presentations</td>
</tr>
</tbody>
</table>
14  Group presentations  Blackboard slide sets and other materials
Course reflections and conclusions  Group presentations

Grading Policies

The graded assignments and the percentages of the student’s grade they will constitute are the following:
Group Assignments (10)  75 %
Group presentation (1)  25 %

The grading scale will be as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Assignment instructions:

I. In-Class Assignments: Communication and group work is essential in public health work. Students will work in groups to respond to an aspect of case studies in these assignments. Assignment focus and reporting will vary depending on the weekly topic. Each student will have a role to play in their group’s work that week. Students are expected to fulfill their role in their group and to display leadership and conflict resolution strategies within their groups.

II. Group Presentations: Student groups will present their interventions, including all of the pieces that have been part of weekly assignments. Presentations should be cohesive and explain why a funding agency should invest in this intervention. Each student in each group is expected to have a role in the presentation. Students are expected to dress, behave, and present professionally.

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

Unexcused absences or group work, and presentations will result in a grade of a 0.

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lingsweller@tamhscl.edu. You will need to possess the required computing technology to be successful in
an online course. All computing problems or other technical issues can be routed to the TAMHSC Help
Desk at helpdesk@tamhscl.edu via E-mail, or phoned to 979-862-8028 or 1-800-799-7472 Important!!!
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Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. 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.

**SPH Mission**

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**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 guilty 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. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Remember:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”

**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 the handouts, unless permission is expressly granted.

**FERPA**

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC 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 HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**
The Texas A&M Health Science Center is an Equal Opportunity/Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. 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.

**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.

**WHERE TO REPORT:**
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.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.
CHANGE IN COURSES
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Hispanic Studies
3. Course prefix, number and complete title of course: HISP 364 Diversity Lessons from Medieval Spain

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

Cross-listed courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 10. Complete item 11a and b for a change in title.

5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CMPD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

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b. Change to:

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<td>DIVERSITY IN MEDIEVAL SPAIN</td>
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<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Maria Moyna
Department Head or Program Chair (Type Name & Sign) 1/21/15

Donnalee Dox
Department Head or Program Chair (Type Name & Sign) 1/21/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services 08/14
RELS / HISP 474
Convivencia and Its Limits: Modern Applications of Diversity Lessons from Medieval Spain

Prerequisites: ENGL 104 and junior or senior classification.

Course Description:

Crucible of cultures—Christian, Jewish, and Muslim—that was medieval Spain and modern implications of that experience in diversity.

This course seeks to study the crucible of cultures—Christian, Muslim, and Jewish—that was medieval Spain and to draw modern applications from this historical experiment in diversity. Readings of historical sources from all three cultural perspectives will demonstrate that "convivencia," or "living together," was a somewhat different thing in theory and in practice. The rich cultural heritage afforded to postmodern Spanish speakers from this diverse historical background will be analyzed through such short stories as Borges' "Averroes' Search." The enduring fascination with this place and this time period, especially for Jewish and Islamic writers longing for a similar contemporary experiment, will be explored over the course of the semester through careful reading of A.B. Yehoshua's novel Journey to the End of the Millennium. Students should leave the class with renewed hope for unity as well as enhanced awareness of the complexity which true diversity entails.

Textbooks:


Learning Outcomes:

Upon finishing this course, a student will:

- Develop heightened multicultural awareness
- Articulate strategies for "convivencia," or living together, with other faiths
- Defend his or her religious and political positions clearly but courteously
- Examine received assumptions about Christianity, Judaism and Islam
- Apply medieval diversity lessons to postmodern problems
Schedule:

Week 1  The Visigothic Kingdom (Sixth and Seventh Centuries)

Film: "Islamic Spain"

JEM 1-20
In Praise of Spain: Isidore of Seville, History of the Goths, Vandals, and Suevi (MI 3-4)
A Catholic Bishop and an Arian King: Lives of the Holy Fathers of Mérida (MI 5-11)
The Visigothic Conversion to Catholicism (MI 12-20)

Week 2  The Muslim Arrival and Christian Reaction (Eighth Century)

JEM 20-40
Two Accounts of the Muslim Conquest (MI 29-36)
A Muslim-Christian Treaty (MI 37-8)
Christian Resistance in the North (MI 39-42)

Week 3  Umayyad al-Andalus and the Northern Kingdoms (Ninth and Tenth Centuries)

JEM 40-60
An Uprising Against the Amir al-Hakam (MI 45-7)
A Christian Account of the Life of Muhammad (MI 48-50)
Eulogius and the Martyrs of Córdoba (MI 51-5)

Week 4  The Taifa Period in al-Andalus (Eleventh Century)

JEM 60-80
On Forgetting a Beloved: Ibn Hazm, The Ring of the Dove (MI 77-80)
On the Inconsistencies of the Four Gospels (Ibn Hazm) (MI 81-3)
A Jewish Vizier Describes the Battle of Alfuente (MI 84-90)
The Political Dilemma of a Granadan Ruler (MI 103-8)

Week 5  Christian Expansion, Integration, and Urbanization (Eleventh and Twelfth Centuries)

JEM 80-100
Exile of the Cid and His Capture of Valencia (MI 111-17)
Redeeming a Captive Jewish Woman (MI 131-2)
The Pilgrimage to Santiago (MI 137-42)
Week 6  Review and Midterm

JEM 100-120  Film, “El Cid”
JEM 120-140  Film, “El Cid”

Midterm Exam

Weeks 7-8  Al-Andalus Under the Almoravids and Almohads (Twelfth and Thirteenth Centuries)

JEM 140-160  Market Regulations in Muslim Seville (MI 175-9)
Hispano-Arabic Poetry (MI 180-4)
Ibn Tumart and the Rise of the Almohads (MI 185-9)

JEM 160-180  The Doctrine of Divine Unity: The Almohad Creed (MI 190-7)
Jewish Listeners and an Arab Astrologer (MI 198-201)
The Life of an Andalusian Mystic (MI 203-6)

Week 9  Christian Conquest and Resettlement (Thirteenth Century)

JEM 180-200  The Christian Conquest of Valencia (MI 209-16)
Resettlement and Redistribution of Land (MI 228-31)
A Christian Alliance Against Granada (MI 232-6)

Weeks 10-12  Society Under Christian Rule (Twelfth to Fourteenth Centuries)

JEM 200-220  Everyday Life in the Crown of Aragon (MI 239-49)
The Proper Qualities of a King (MI 255-61)
Positions at the Royal Court (MI 262-8)

JEM 220-240  The Legal Status of Jews and Muslims in Castile (MI 269-75)
On Preaching and Conversion (MI 280-4)
Foundation of a Convent of Friars (MI 285-7)

JEM 240-260  The Evils of Money and Drink (MI 288-91)
Love Lyrics by a Catalan Queen (MI 292-3)
Memoirs of a Castilian Noblewoman (MI 302-6)
Week 13  The Christian Kingdoms and Muslim Granada (Fifteenth Century)

JEM 260-280
Marriage and Divorce in Muslim Granada (MI 323-6)
Heresy and Inquisition (MI 330-6)
The Expulsion of the Jews (MI 352-63)

Week 14  Review and Final Exam

JEM 280-309
Jorge Luis Borges, “Averroës’ Search” (handout)

Grading:

10%  Participation (answering questions in class and raising your hand to make comments)

25%  Midterm exam

15%  Oral report on author or work in the textbook but not covered on the syllabus; just summarize its contents and importance (you may read a prepared text aloud to the class; I will be willing to read a draft beforehand)

25%  Final exam

25%  Final paper: apply one of the specific lessons you have learned from one or more of the readings in class to a modern or contemporary diversity problem. You may draw upon current events or personal experience. 10 pages, double-spaced. Due on the day of the final exam.

Grading Scale:

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

Policies:

ACADEMIC INTEGRITY STATEMENT
“An Aggie does not lie, cheat, or steal or tolerate those who do.”
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their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu.

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**ATTENDANCE**
Attendance is the responsibility of each student and it is critical to a student’s success in this class. Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE. For more on university excused absences please familiarize yourself with TAMU attendance policies [see http://student-rules.tamu.edu/rule07].

**LATE WORK**
Late work will be accepted only on the basis of Student Rule 7. Each day the assignment is late will result in the loss of 10 points (the equivalent of one full letter grade), except in the case of a university-excused absence. Please visit http://student-rules.tamu.edu/rule07 for information concerning university-excused absences.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  
   - Undergraduate [✓]  
   - Graduate [ ]  
   - First Professional (DDS, MD, JD, PharmD, D'PM) [ ]

2. Request submitted by (Department or Program Name):  
   Hispanic Studies

3. Course prefix, number and complete title of course:  
   HISP 371 Hispanic Religions

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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   - Yes [ ]  
   - No [ ]

6. If grade type is changing for existing course, indicate the new grade type:  
   - Grade [ ]  
   - S/U [ ]  
   - P/F (CLMD) [ ]

7. If this course will be stacked, please indicate the course number of the stacked course:  
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://cypr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education/)

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Approval recommended by:

   Maria Moyna [Signature]  
   Department Head or Program Chair (Type Name & Sign)  
   Date 1/21/15

   Donna Lee Durr [Signature]  
   Department Head or Program Chair (Type Name & Sign)  
   Date 1/21/15

   Chair, College Review Committee  
   Date 2/24/2015

   Dean of College  
   Date 2/24/2015

Submitted to Coordinating Board by:

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services - 08/14
HISP / RELS 471
Hispanic Religion
Office: 302C Academic

Dr. H. Kallendorf
h-kallendorf@tamu.edu
Office hours: MWF 3-4pm

Prerequisites: Junior or Senior classification, or approval of the instructor

Course description: Exploration of the history and practice of Hispanic religion, including spirit possession, evil eye, consumption of sacred substances, healing traditions, ex-votos, relics, prophecy, omens, monsters, astrology, witchcraft, the Inquisition, festivals, pilgrimage, mystics, and religious contributions of diverse ethnic groups. All required readings available on eCampus.

Learning Outcomes:

At the end of this class, the student should be able to:

- Apply correctly a basic Cultural Studies vocabulary.
- Deliver a 5-10 minute oral report.
- Formulate a coherent essay exam.
- Articulate reading comprehension through successful completion of quizzes.
- Relate interpretive tools of academic analysis to the study of religion.
- Express greater sensitivity to people of Hispanic cultures and their heritage.

Grading:

10% Participation (answering questions in class and raising your hand to make comments)
15% Quiz over Cultural Studies glossary [terms available on eCampus]
25% Midterm essay exam in class
25% Oral report (5-10 minutes) on topic NOT covered on the syllabus; report dates will be assigned the first week of class, depending on topics chosen and number of students enrolled.
25% Final essay exam
Grading scale:

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

Syllabus [N.B. All readings available on eCampus]

Week 1

T  Introduction to Cultural and Religious Studies

R  Quiz on key Cultural Studies terms (glossary on eCampus)

Week 2

T  Demonic possession and exorcism

    Malleus Maleficarum, Heinrich Krämer and James Sprenger, 1486.
    (Excerpts on exorcism)

R  Conjuring rain, storms and locusts

    Kieckhefer, Richard. “Formulas for Commanding Spirits: Conjurations
    and Exorcisms.” Forbidden Rites: A Necromancer’s Manual of the

Week 3

T  Sacred substances: Chocolate and Tobacco

    Norton, Marcy. “Consuming Rituals.” Sacred Gifts, Profane Pleasures:
    A History of Tobacco and Chocolate in the Atlantic World. Ithaca: Cornell

R  Evil Eye

**Week 4**

**T**

Curanderas


**R**

Shamanism / Santería


**Week 5**

**T**

Ex-votos


**R**

Relics


**Week 6**

**T**

Prophecy


**R**

Evil omens

**Week 7**

**T**  
Monsters

Niccoli, Ottavia. “Monsters, Divination, and Propaganda in Broadsheets.” *Prophecy and People in Renaissance Italy.* Trans. Lydia G. Cochrane. Princeton: Princeton UP, 1990. 30-60. [Note: southern Italy was occupied by Spain during the Renaissance]

**R**  
MIDTERM EXAM

**Week 8**

**T**  
Astrology


**R**  
Witchcraft


**Week 9**

**T**  
Inquisition

Week 10

T  Moriscos


R  Day of the Dead


Week 11

T  Pilgrimage I: Camino de Santiago


R  Pilgrimage II: Virgen de Guadalupe


Week 12

T  Midsummer’s Night

Werewolves and Chupacabras


Mystics: stigmata / levitation


Weeping or bleeding statues and icons


Holy Week


Feast of Corpus Christi

FINAL EXAM

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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions

1. Course request type:
   □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Religious Studies Program

3. Course prefix, number and complete title of course:
   RELS 312 Contemplative Practices in Modern World

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________

   Cross-listed courses require the signatures of both department heads.

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade □ S/U □ P/F (CLMP)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ___________________________

   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vrq.tamu.edu/resources/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Contemplative Practices in the Modern World
   Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious traditions, goals and techniques of contemplation, contemplation in relation to cultural and social problems or needs.

   Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Contemplation in the Modern World
   Interdisciplinary approach to examining contemplative practices: origins in philosophy and religious traditions, goals and techniques of contemplation, contemplation in relation to cultural and social problems or needs.

11. a. As currently in course inventory:

   Prefix Course # Title (excluding punctuation)
   RELS 312 Contemp Prac Mod World

   Lect. Lab Other SCH CH and Fund Code Admin. Unit IC Code Level
   3.00 0.00 0.00 3.00 3802010001 1735 0 0 3 6 3 2 3

b. Change to:

   Prefix Course # Title (excluding punctuation)
   RELS 312 Contemplation Mod World

   Lect. Lab Other SCH CH and Fund Code Admin. Unit IC Code Level
   3.00 0.00 0.00 3.00 3802010001 1735 16 17 0 0 3 6 3 2

   Approval recommended by:

   Department Head or Program Chair (Type Name & Sign) Date

   Chair, College Review Committee Date

   Dean of College Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu

   Curricular Services - 08/14
November 24, 2014

To: Whom It May Concern

From: Dr. Donnalee Dox, Director Religious Studies Program

RE: Supporting Statement for Title Change of RELS 312

A change in Title for RELS 312 from *Contemplative Practices in the Modern World* to *Contemplation in the Modern World*, is requested to dispel student confusion. Students find the present title abbreviation in HOWDY confusing. We are attempting to dispel that confusion, by changing the course title to make abbreviation in HOWDY clearer. The original title *Contemplative Practices in the Modern World* abbreviates to *Contemp Pract Mod Wrld*. Students interpret this as *Contemporary Practices in the Modern World*, which makes no sense. The abbreviation should reflect the content of the course, *Contemplation Mod World*. 
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Religious Studies Program
3. Course prefix, number and complete title of course:  RELS 364 Diversity Lessons from Medieval Spain
   Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.
4. Change requested
   a. Prerequisite(s): From:  To:
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
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5. Is this an existing core curriculum course?  ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
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8. Complete current course title and current catalog course description:

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   RELS  364  DIVERSITY IN MEDIEVAL SPAIN
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code
   3.00  0.00  0.00  3.00  380210001  1735  0 0 6 3 2 3

   b. Change to:
   Prefix  Course #  Title (excluding punctuation)
   RELS  474  DIVERSITY IN MEDIEVAL SPAIN
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  380210001  1735  16 17 0 0 6 3 2
   Approval recommended by:
   Donnalee Dax  1/12/15  Level 4
   Department Head or Program Chair (Type Name & Sign) Date

   1/21/15  2/26/2015
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date

   Submitted to Coordinating Board by:
   Chair, GC or UCC Date
   Date
   Date
   Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services 08/14
Dr. H. Kallendorf  
h-kallendorf@tamu.edu  
Office: 302 C Academic  
Office hours: MWF 3-4

RELS / HISP 474  
Convivencia and Its Limits: Modern Applications of  
Diversity Lessons from Medieval Spain

Prerequisites: ENGL 104 and junior or senior classification.

Course Description:

Crucible of cultures--Christian, Jewish, and Muslim—that was medieval Spain and modern implications of that experience in diversity.

This course seeks to study the crucible of cultures—Christian, Muslim, and Jewish—that was medieval Spain and to draw modern applications from this historical experiment in diversity. Readings of historical sources from all three cultural perspectives will demonstrate that “convivencia,” or “living together,” was a somewhat different thing in theory and in practice. The rich cultural heritage afforded to postmodern Spanish speakers from this diverse historical background will be analyzed through such short stories as Borges’ “Averroes’ Search.” The enduring fascination with this place and this time period, especially for Jewish and Islamic writers longing for a similar contemporary experiment, will be explored over the course of the semester through careful reading of A.B. Yehoshua’s novel Journey to the End of the Millennium. Students should leave the class with renewed hope for unity as well as enhanced awareness of the complexity which true diversity entails.

Textbooks:


Learning Outcomes:

Upon finishing this course, a student will:

- Develop heightened multicultural awareness
- Articulate strategies for “convivencia,” or living together, with other faiths
- Defend his or her religious and political positions clearly but courteously
- Examine received assumptions about Christianity, Judaism and Islam
- Apply medieval diversity lessons to postmodern problems
Schedule:

Week 1  The Visigothic Kingdom (Sixth and Seventh Centuries)

Film: “Islamic Spain”

JEM 1-20
In Praise of Spain: Isidore of Seville, History of the Goths, Vandals, and Suevi (MI 3-4)
A Catholic Bishop and an Arian King: Lives of the Holy Fathers of Mérida (MI 5-11)
The Visigothic Conversion to Catholicism (MI 12-20)

Week 2  The Muslim Arrival and Christian Reaction (Eighth Century)

JEM 20-40
Two Accounts of the Muslim Conquest (MI 29-36)
A Muslim-Christian Treaty (MI 37-8)
Christian Resistance in the North (MI 39-42)

Week 3  Umayyad al-Andalus and the Northern Kingdoms (Ninth and Tenth Centuries)

JEM 40-60
An Uprising Against the Amir al-Hakam (MI 45-7)
A Christian Account of the Life of Muhammad (MI 48-50)
Eulogius and the Martyrs of Córdoba (MI 51-5)

Week 4  The Taifa Period in al-Andalus (Eleventh Century)

JEM 60-80
On Forgetting a Beloved: Ibn Hazm, The Ring of the Dove (MI 77-80)
On the Inconsistencies of the Four Gospels (Ibn Hazm) (MI 81-3)
A Jewish Vizier Describes the Battle of Alfuyente (MI 84-90)
The Political Dilemma of a Granadan Ruler (MI 103-8)

Week 5  Christian Expansion, Integration, and Urbanization (Eleventh and Twelfth Centuries)

JEM 80-100
Exile of the Cid and His Capture of Valencia (MI 111-17)
Redeeming a Captive Jewish Woman (MI 131-2)
The Pilgrimage to Santiago (MI 137-42)
Week 6  
**Review and Midterm**

JEM 100-120  
Film, “El Cid”

JEM 120-140  
Film, “El Cid”

Midterm Exam

**Weeks 7-8  
Al-Andalus Under the Almoravids and Almohads (Twelfth and Thirteenth Centuries)**

JEM 140-160  
Market Regulations in Muslim Seville (MI 175-9)

Hispano-Arabic Poetry (MI 180-4)

Ibn Tumart and the Rise of the Almohads (MI 185-9)

JEM 160-180  
The Doctrine of Divine Unity: The Almohad Creed (MI 190-7)

Jewish Listeners and an Arab Astrologer (MI 198-201)

The Life of an Andalusi Mystic (MI 203-6)

**Week 9  
Christian Conquest and Resettlement (Thirteenth Century)**

JEM 180-200  
The Christian Conquest of Valencia (MI 209-16)

Resettlement and Redistribution of Land (MI 228-31)

A Christian Alliance Against Granada (MI 232-6)

**Weeks 10-12  
Society Under Christian Rule (Twelfth to Fourteenth Centuries)**

JEM 200-220  
Everyday Life in the Crown of Aragon (MI 239-49)

The Proper Qualities of a King (MI 255-61)

Positions at the Royal Court (MI 262-8)

JEM 220-240  
The Legal Status of Jews and Muslims in Castile (MI 269-75)

On Preaching and Conversion (MI 280-4)

Foundation of a Convent of Friars (MI 285-7)

JEM 240-260  
The Evils of Money and Drink (MI 288-91)

Love Lyrics by a Catalan Queen (MI 292-3)

Memoirs of a Castilian Noblewoman (MI 302-6)
Week 13  The Christian Kingdoms and Muslim Granada (Fifteenth Century)

JEM 260-280
Marriage and Divorce in Muslim Granada (MI 323-6)
Heresy and Inquisition (MI 330-6)
The Expulsion of the Jews (MI 352-63)

Week 14  Review and Final Exam

JEM 280-309
Jorge Luis Borges, “Averroës’ Search” (handout)

Grading:

10%  Participation (answering questions in class and raising your hand to make comments)

25%  Midterm exam

15%  Oral report on author or work in the textbook but not covered on the syllabus; just summarize its contents and importance (you may read a prepared text aloud to the class, I will be willing to read a draft beforehand)

25%  Final exam

25%  Final paper: apply one of the specific lessons you have learned from one or more of the readings in class to a modern or contemporary diversity problem. You may draw upon current events or personal experience. 10 pages, double-spaced. Due on the day of the final exam.

Grading Scale:

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

Policies:

ACADEMIC INTEGRITY STATEMENT

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students may be required to state
their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu.

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

ATTENDANCE
Attendance is the responsibility of each student and it is critical to a student’s success in this class. Each university-unauthorized absence beyond three will result in a 1% reduction of your final grade PER ABSENCE. For more on university excused absences please familiarize yourself with TAMU attendance policies [see http://student-rules.tamu.edu/rule07].

LATE WORK
Late work will be accepted only on the basis of Student Rule 7. Each day the assignment is late will result in the loss of 10 points (the equivalent of one full letter grade), except in the case of a university-excused absence. Please visit http://student-rules.tamu.edu/rule07 for information concerning university-excused absences.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Religious Studies Program
3. Course prefix, number and complete title of course: RELS 371 Hispanic Religions

Attach a brief supporting statement for changes made to items 1a thru 1d and 10 below.

4. Change requested
   a. Prerequisite(s): From: ________ To: ________
   b. Withdrawal (reason):
   c. Cross-list with:

   Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9. Enter proposed course title and proposed course description in item 10. Complete item 11a and 11b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and 11b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. Complete proposed course title and proposed catalog course description:

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Donnalee Dox [Signature] 1/21/15

Department Head or Program Chair (Type Name & Sign) Date

Maria Moyna [Signature] 1/21/15

Department Head or Program Chair (Type Name & Sign) Date (if cross-listed course)

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
HISP / RELS 471
Hispanic Religion
Office: 302C Academic

Dr. H. Kallendorf
h-kallendorf@tamu.edu
Office hours: MWF 3-4pm

Prerequisites: Junior or Senior classification, or approval of the instructor

Course description: Exploration of the history and practice of Hispanic religion, including spirit possession, evil eye, consumption of sacred substances, healing traditions, ex-votos, relics, prophecy, omens, monsters, astrology, witchcraft, the Inquisition, festivals, pilgrimage, mystics, and religious contributions of diverse ethnic groups. All required readings available on eCampus.

Learning Outcomes:

At the end of this class, the student should be able to:

- Apply correctly a basic Cultural Studies vocabulary.
- Deliver a 5-10 minute oral report.
- Formulate a coherent essay exam.
- Articulate reading comprehension through successful completion of quizzes.
- Relate interpretive tools of academic analysis to the study of religion.
- Express greater sensitivity to people of Hispanic cultures and their heritage.

Grading:

10% Participation (answering questions in class and raising your hand to make comments)

15% Quiz over Cultural Studies glossary [terms available on eCampus]

25% Midterm essay exam in class

25% Oral report (5-10 minutes) on topic NOT covered on the syllabus; report dates will be assigned the first week of class, depending on topics chosen and number of students enrolled.

25% Final essay exam
Grading scale:

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

Syllabus [N.B. All readings available on eCampus]

Week 1

T
Introduction to Cultural and Religious Studies

R
Quiz on key Cultural Studies terms (glossary on eCampus)

Week 2

T
Demonic possession and exorcism

_Malleus Maleficarum_, Heinrich Krämer and James Sprenger, 1486. (Excerpts on exorcism)

R
Conjuring rain, storms and locusts


Week 3

T
Sacred substances: Chocolate and Tobacco


R
Evil Eye

**Week 4**

**T** Curanderas


**R** Shamanism / Santería


**Week 5**

**T** Ex-votos


**R** Relics


**Week 6**

**T** Prophecy


**R** Evil omens

**Week 7**

**T**

Monsters


**R**

MIDTERM EXAM

**Week 8**

**T**

Astrology


**R**

Witchcraft


**Week 9**

**T**

Inquisition

R Crypto-Jews / Conversos


Week 10

T Moriscos


R Day of the Dead


Week 11

T Pilgrimage I: Camino de Santiago


R Pilgrimage II: Virgen de Guadalupe


Week 12

T Midsummer’s Night

Werewolves and Chupacabras


Week 13

Mystics: stigmata / levitation


Weeping or bleeding statues and icons


Week 14

Holy Week


Feast of Corpus Christi

FINAL EXAM

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SPECIAL CONSIDERATION
SPECIAL CONSIDERATION

SCHOOL OF PUBLIC HEALTH STUDIES
DEPARTMENT OF PUBLIC HEALTH STUDIES
MINOR IN PUBLIC HEALTH STUDIES
REQUEST FOR A NEW MINOR
Texas A&M University  
Proposed Minor Field of Study

Name of Minor Program: Public Health Studies  
Department: Public Health Studies  
College: School of Public Health

Will grant a minor [ ] Yes [ ] No  
Academic Year: 2015

A selection from among the following courses will constitute a minor field of study.

A. The following 12 hours of course work are required.
   - PHLT 302  
   - PHLT 305  
   - PHLT 303  
   - PHLT 330  

B. Select 3 hours from the following courses.
   - any PHLT 3 credit course or
   - other population health relevant 3 credit course as approved by Public Health Studies advisor

Please indicate further requirements such as grade point requirement, prerequisites, resident (if above the minimum 6 hours at the 300- to 400-level), capstone or methods courses.

Minimum of 15 hours required.

Minimum of 6 hours at 300- to 400-level
Minimum 2.0 TAMU GPA, U2 or higher classification, completed minor form in the Public Health Studies Advising Office

Reviewed and approved by:

[Signature]
Department Head/Program Director  
Date

[Signature]
AOC Dean of College  
Date

FEB 27 2015
CURRICULAR SERVICES
February 16, 2015

To: Antonio Rene, PhD  
Senior Associate Dean for Academic Affairs, School of Public Health

CC: Jay Maddock, PhD  
Dean, School of Public Health

From: Gilbert Ramirez, DrPH  
Department Head for Public Health Studies, School of Public Health

RE: Minor Public Health Studies

1. The Department of Public Health Studies in the School of Public Health proposes a minor program in Public Health Studies for 2015. Pre-requisites for a minor in Public Health Studies are a minimum of 2.0 TAMU GPA, U2 or higher classification, a completed minor form filed in the Public Health Studies advising office.

2. The following 12 hours of course work are required: Foundations of Public Health (PHLT 302), Social Context of Population Health (PHLT 303), Epidemiology in Public Health (PHLT 305), and The Environment and Public Health (PHLT 330).

3. For the remaining three hours of credits students may select 3 hours consisting of any 3 credits PHLT Course, or any other public health relevant 3 credit course approved by a public health studies advisor. The Proposed Minor Field of Study Form is attached to this letter for clarification.