Microbial Pathogenesis: BIMS 5375.W01
Department of Life Sciences
Fall 2020

1. COURSE INFORMATION
   - Course number/section: BIMS 5375.W01
   - Instructional method: 100% Online
   - Class meeting time: Asynchronous Learning
   - Class location: Blackboard: bb9.tamucc.edu

2. INSTRUCTOR INFORMATION
   - Instructor: Xavier F. Gonzales, PhD, MSPH
   - Office location: Tidal Hall 235
   - Office hours: Realtime Online: T: 2-4:30pm & R: 2-4:30pm
   - Face-to-Face Appointments: Blackboard Message me to set up appointments
   - Questions: Blackboard Messages is most reliable
   - e-mail: Xavier.Gonzales@tamucc.edu
   - Email Responses: Only expect responses M-F from 3:30pm-4:30pm.
   - Telephone: 361-825-3824

3. COURSE DESCRIPTION
   - Catalog Course Description
     Study of the mechanisms by which microorganisms invade a host and produce pathological symptoms associated with disease. Emphasis is on the chemical and molecular interaction between various pathogens and host cells, especially immune responses. Involves discussion of research papers on these topics. Limited to individuals who have not taken BIMS 4375 (Mechanisms of Microbial Pathogenesis) for undergraduate credit. Prerequisite: BIOL 2421 (Microbiology) or equivalent.

   - Extended Course Description
     This course will develop the students in Core Competencies that are common to professional and graduate schools through lectures, reading, and activities centered around various aspects of microbial pathogenesis. The Core Competencies include Science, Interpersonal, Intrapersonal, Thinking and Reasoning. In particular, you will be challenged to achieve the following:

     Science Competencies: This competency will be measured through a Mid-Term Exam and Final Exam.

     Living Systems - Applies knowledge and skill in the biological and chemical sciences to solve problems related to microbial pathogenesis

     Interpersonal Competencies: This competency will be measured through online peer and self-evaluations.
➢ Teamwork - Works collaboratively with others to achieve shared goals; shares information and knowledge with others and provides feedback
➢ Oral Communication - Effectively conveys information to others using spoken words and sentences; listens effectively; recognizes potential communication barriers and adjusts approach or clarifies information as needed.

**Intrapersonal Competencies:** This competency will be measured through online peer and self-evaluations.

➢ Ethical Responsibility to Self and Others - Behaves in an honest and ethical manner; cultivates personal and academic integrity; adheres to ethical principles and follows rules and procedures; resists peer pressure to engage in unethical behavior and encourages others to behave in honest and ethical ways; develops and demonstrates ethical and moral reasoning.
➢ Reliability and Dependability - Consistently fulfills obligations in a timely and satisfactory manner; takes responsibility for personal actions and performance.
➢ Resilience and Adaptability - Demonstrates tolerance of stressful or changing environments or situations and adapts effectively to them; is persistent, even under difficult situations; recovers from setbacks.
➢ Capacity for Improvement - Sets goals for continuous improvement and for learning new concepts and skills; engages in reflective practice for improvement; solicits and responds appropriately to feedback.

**Thinking and Reasoning Competencies:** This competency will be measured through a final group project.

➢ Critical Thinking - Uses logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions, or approaches to problems.
➢ Quantitative Reasoning - Applies quantitative reasoning and appropriate mathematics to describe or explain phenomena in the natural world.
➢ Scientific Inquiry - Applies knowledge of the scientific process to integrate and synthesize information, solve problems and formulate research questions and hypotheses; is facile in the language of the sciences and uses it to participate in the discourse of science and explain how scientific knowledge is discovered and validated.
➢ Written Communication - Effectively conveys information to others using written words and sentences.

For student development in the Core Competencies, this course will introduce the students to the molecular and cellular basis of microbial pathogenesis. Research papers on mechanisms of microbial pathogenesis will be discussed to provide awareness of scientific approaches used to investigate these processes.

What this all means is that in this course you will work in TEAMS, you will be asked to read primary research literature as well as review articles, you will be taking assessments to determine your understanding of the information, you will have to present information in oral and written form to your peers, and the instructor will be guiding you throughout the semester to make sure you are successful in the final project assessment. The onus is on the student to use all the course online Blackboard activity materials (wiki’s, glossaries, and concept maps) to prepare for Exams. FYI: The graduate student TEAM includes all graduate students and the instructor.
4. **PREREQUISITES AND COREQUISITES**

Prerequisites

BIOL 2421

---

**REQUIRED TEXTBOOK(S), READINGS AND SUPPLIES**

**Required Reading**

Much of the lecture will be derived from assigned published manuscripts and the recommended text. Each of the papers that you will need for this class will be available for you to print from Blackboard. Be sure that you print the needed paper(s) and read them prior to the lecture for which it was assigned. Papers will be over recent primary journals. You must bring a copy of these papers to class. Assignments will be derived from these papers and the lecture material.

**Recommended for Reference**


**Other OPTIONAL References:**


---

3. **STUDENT LEARNING OUTCOMES AND ASSESSMENT**

Assessment is a process used by instructors to help improve learning. Assessment is essential for effective learning because it provides feedback to both students and instructors. A critical step in this process is making clear the course’s student learning outcomes that describe what students are expected to learn to be successful in the course. The student learning outcomes for this course are listed below. By collecting data and sharing it with students on how well they are accomplishing these learning outcomes students can more efficiently and effectively focus their learning efforts. This information can also help instructors identify challenging areas for students and adjust their teaching approach to facilitate learning.

**By the end of this course, GRADUATE students should be able to:**

1. Build a working vocabulary in microbial pathogenesis research by creating inquiry-based glossaries
2. Critically analyze current research relating to microbial pathogenesis
3. Develop analytical questions and interpretations around microbial pathogenesis concepts
4. Utilize a concept map to organize, connect and synthesize information about microbial pathogenesis
5. Dissect a primary scientific journal for analysis and discussion
6. Create a logic model/schematic on a program or disease process
7. Work effectively in teaching undergraduates to work through solutions in understanding the mechanisms of microbial pathogenesis
8. Interact with the Instructor on thought provoking discussion of microbial pathogenesis
9. Write a credible project summary styled in NIH or NSF formats

Assessment Items used in this course:

<table>
<thead>
<tr>
<th>Formative: Participation</th>
<th>Summative: Exams &amp; Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Class Discussions: Wiki Building</td>
<td>Instructor-Created Mid-Term Exam</td>
</tr>
<tr>
<td>Low-Stakes Group Work</td>
<td>Final Group Project</td>
</tr>
<tr>
<td>➢ Concept Maps</td>
<td>Final Exam</td>
</tr>
<tr>
<td>➢ Inquiry-Based Glossaries</td>
<td></td>
</tr>
</tbody>
</table>

4. INSTRUCTIONAL METHODS AND ACTIVITIES

Learner-Centered Teaching: collaborative work, control of content selection, personal reflection, and learning skill demonstration

This course will be a combination of interactive lecture discussions, group discussions, team-based learning, self-directed study, and problem-based instruction. There will be a strong emphasis on team-based learning and problem-based instruction. Participation in online class discussions are essential for this type of class to work, the importance of participation is reflected in the grading scheme.

We will meet the learning outcomes by focusing on respiratory infectious diseases as a model to discuss the following concepts:

1. Epidemiology and Disease Transmission
2. Biostatistics
3. Basic and Clinical Bacteriology
4. Basic and Clinical Virology
5. Host Tissue and Organs
6. Innate Host Immunity
7. Adaptive Host Immunity
8. Host and Microbe Communication

Discussion of concepts will include:

1. Microbial Genetics
2. Microbial Growth and Proliferation
3. Microbial Adhesion and/or Attachment
4. Microbial Invasion
Activity Dynamics:

- The course will use a journal club format to assist in the understanding of concepts. We will cover FOUR primary journals and THREE review journals together. Each primary journal will be derived from a review paper. You will be responsible for reading the review papers and primary journals provided to you on Blackboard.
- I will be posting short videos to explain concepts in papers. The concept information will come from review papers that were cited by the selected primary journal. Students will get to read and provide feedback on items they did not understand in the Instructor Wiki.
- I am going to want GRADUATE students to engage Undergraduate Teams in discussion. They will assist in analysis of concept maps and inquiry-based glossaries.

What to keep in mind to help undergraduate teams: the group will come to a consensus on 1 individual to be the designated leader of the journal club for each journal. The leader is responsible for organizing steps to a successful mini journal club. The mini journal club will follow along with the overall class journal club. The purpose is to see all the different points of view. A designated leader will be chosen for each New Journal/Learning Module. Designated leaders will be evaluated based on a Likert scale as to the effectiveness of their leadership. This will be done by peers and self. Peers evaluation will be sent to me through a Qualtrics survey. The same will go for the self-evaluation. There is no formal grade assignment, however, I will use this information in the future when students’ requests letters of evaluation. This will give me a measure of a student’s effectiveness as a leader.

- There will be three sets of Wiki’s that you will have to pay attention to throughout the semester. The Instructor Wiki, the Individual Graduate Student Wiki, and the Undergraduate Team Wiki. The Instructor Wiki is the foundation to building your knowledge in this course. The Undergraduate Team Wiki is the accumulation of all their derived information to allow you to analyze and apply information to your overall Individual Graduate Student Wiki. The Individual Graduate Student Wiki is the final product that will demonstrate overall evaluation and creativity regarding the course material.
- Summative assessments will be individual exams consisting of True/False questions derived from Team Wiki information (inquiry-based glossaries and concept maps).

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>% of FINAL GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>10</td>
</tr>
<tr>
<td>Mid-Term Exam</td>
<td>20</td>
</tr>
</tbody>
</table>
Nature of Assessments:
Participation: Active participation in this class is key to understanding the subject contents. Your participation grade will be an accumulation of discussion and formative assessments.

- **Discussion** – Each week you will be expected to participate in sharing your understanding or misunderstanding of assigned literature. You will be doing this through communication and commentary on Blackboard Instructor Wiki pages. This is worth $1/4$th of your participation grade. Your instructor will be assessing you by a Likert scale: Limited Discussion (0-2); Acceptable Discussion (3-4); Outstanding Discussion (5).

- **Formative assessments** are designed to allow you to build your knowledge as much as you prefer. You will be asked to create inquiry-based glossaries and concept maps from journals that you will be reading and evaluating. These will be first developed individually on a Blackboard wiki page. The instructor will provide feedback on the individual graduate page each week based on a Likert scale in the following manner: Can be improved (0-2); Acceptable (3-4); Outstanding (5). This is worth $1/4$th of your participation grade.

Mid-Term Exam: Questions for the mid-term exam will be derived from information from instructor short video clips, instructor graphical summaries, and the concept maps and inquiry-based glossaries developed by the teams. What this means is that it is beneficial for you to go back and review all the Instructor Wiki’s and completed Team Wiki’s that will have finalized concept maps and inquiry-based glossaries after completion of each Learning Module. All the questions on the mid-term will be true/false questions. The exam will be administered on Blackboard. You will have from Tuesday at 5pm until Monday at 5pm to have completed the exam. **No late exams will be accepted.** Your screens will be locked, notes will not be allowed, and you will be timed. If you need extra time be sure to notify student support services to provide me with documentation to offer you more time.

Team Projects: As a graduate student your goal is to initiate thought-provoking discussion with the undergraduate students. You will do this by reviewing the Wiki discussion and commenting. The following is how the undergraduates are being assessed to allow you to improve your discussion.

- The low-stakes team project counts toward half of your Participation grade. The team project is to take your individual inquiry-based glossaries and concept maps and compare them with those of your Team members. As a team you will be developing a master inquiry-based glossary and a master concept map for each Learning Module. Your
The instructor will use a Likert scale to provide feedback in the following manner: a. Can be improved (0-2); Acceptable (3-4); Outstanding (5).

➢ The high-stakes team project counts toward your Team Project grade. A rubric will be provided on Blackboard to allow students to know what the expectations are to meet the 0-100 grading scale. The Team Project is to complete a group analysis of a primary journal derived from a selected review journal. You will do this as you have all semester by providing a Team Concept Map, Team Inquiry Based Journal, and a Graphical Summary on the review paper as demonstrated by the instructor.

➢ At the end of the semester, each student will be asked to participate in a survey that assess everyone in the class as a Team Leader. I will not be using this as a grade, but I will have it available in the future if you want a letter for professional or graduate school. I will use this survey in describing your leadership qualities in this class.

Grant Development: Graduate Students will be assigned a microbial pathogen and prepare a Project Summary addressing a mechanism of pathogenesis. The Project Summary (1.5 page maximum) describing the project in the language of the discipline. Include a statement of the research objective(s) and/or hypotheses and discuss the significance of the project to the advancement of knowledge in the field of microbial pathogenesis. Project Summary should be derived from published journals only.

Final Exam: The final exam is cumulative. Questions for the final exam will be derived from information from instructor short video clips, instructor graphical summaries, and the concept maps and inquiry-based glossaries developed by the teams. What this means is that it is beneficial for you to go back and review all the Instructor Wiki’s and completed Team Wiki’s that will have finalized concept maps and inquiry-based glossaries after completion of each Learning Module. All the questions on the mid-term will be true/false questions. The exam will be administered on Blackboard. You will have from Tuesday at 11am until Monday at 5pm to have completed the exam. No late exams will be accepted. Your screens will be locked, notes will not be allowed, and you will be timed. If you need extra time be sure to notify student support services to provide me with documentation to offer you more time.

Tips on organizing groups by assigning roles throughout the semester:
Manager: Manages the group by helping to ensure that the group stays on task, is focused, and that there is room for everyone in the conversation. Sets GOALS for the team during each assignment. Evaluates each goal to determine if they are being met in a timely fashion. Reports accomplishments and challenges to the instructor through Blackboard.

Recorder: Keeps a record of each members role that they play in the group during the assignment. The recorder also records critical points from the small group’s discussion along with findings or answers.

Spokesperson or Presenter: Presents the group’s ideas to the rest of the class through wiki updates and tweets. The Spokesperson should rely on the recorder’s notes to guide their updates.

Reflector or Strategy Analyst: Evaluates team dynamics and guides the consensus-building
process (helps group members come to a common conclusion). Encourages group members to continue to think through their approaches and ideas. Lays out the plan for developing presentations.

Questioner: Pushes back when the team comes to consensus too quickly, without considering a number of options or points of view. The questioner makes sure that the group hears varied points of view, and that the group is not avoiding potentially rich areas of disagreement. Checks over work in problem solving contexts before the group members finalize their answers.

**Tips on how to break down a primary journal into various components:**

1. Provide the title, author(s), date and source of each reading.
2. Indicate the senior author's affiliation (e.g. Department of Microbiology and Molecular Genetics, Michigan State University).
3. Observation that led to research (look in abstract and introduction)
   a. Describe 2–3 observations.
4. Question (try rewording the title)
   a. Identify the model organism/system.
   b. State why the model is an appropriate choice.
   c. State why the question is important (what did the authors hope to learn about the field?).
5. Hypotheses (usually not stated but implied in abstract or introduction; look for phrases like “this research shows…”)
   a. Explain why these hypotheses make sense based on current knowledge (introduction).
6. Experiment (look at the figures to determine what they did)
   a. Choose 2–3 key figures that directly address the hypotheses.
   b. Restate the model organism/system (figure legend).
   c. Describe general experimental design; what was measured/compared and how?
   d. Describe the methods and controls (draw a flow diagram on the board when presenting).
   e. Explain why the choice of controls was appropriate.
7. Results (look at the figures first)
   a. Explain figures clearly; restate what is being compared to what for each one.
   b. Look for trends; e.g., What is increased over what?
   c. Identify the controls and how they validate the trends.
   d. Look for statistical analyses (figure legend or results) that validate the data.
8. Conclusion (based on the data, not on the discussion)
   a. Does the data support the hypotheses?
   b. Are there other possible explanations for the data?
   c. Is the data convincing (stats)?
   d. How could the experiment be improved?
   e. Why is the data interesting; how does it contribute to our understanding of the field?
6. **COURSE CONTENT/SCHEDULE**

The class is 100% online. You will be able to complete readings and activities at your own pace on a week to week basis. Class assignments will always be due on Monday at 5pm. All reading, activities, videos, and weeks instructions will be posted on Tuesday at 11am.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Activity</th>
<th>Journal Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/19-08/24</td>
<td>Course Design and Purpose</td>
<td>Getting to Know Each Other</td>
<td>Primary Journal 1</td>
</tr>
<tr>
<td>08/25-08/31</td>
<td>Knowledge Sharing &amp; Communication</td>
<td>Inquiry-Based Glossary Development &amp; Concept Mapping</td>
<td></td>
</tr>
<tr>
<td>09/01-09/07</td>
<td>Strength in Numbers</td>
<td>Team Building</td>
<td>Review Journal 1</td>
</tr>
<tr>
<td>09/08-09/14</td>
<td>Research Journal Analysis Step 1</td>
<td>1. Title Break Down</td>
<td>Primary Journal 2 Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Building</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Graphics and Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Glossary Expansion</td>
<td></td>
</tr>
<tr>
<td>09/22-09/28</td>
<td>Research Journal Analysis Step 3</td>
<td>1. Comparing your ideas with the investigator</td>
<td>Primary Journal 2 Part 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concept Mapping</td>
<td></td>
</tr>
<tr>
<td>09/29-10/05</td>
<td>Research Journal Analysis Step 1</td>
<td>1. Title Break Down</td>
<td>Review Journal 2 &amp; Primary Journal 3 Part 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Building</td>
<td></td>
</tr>
<tr>
<td>10/06-10/12</td>
<td>Research Journal Analysis Step 2</td>
<td>1. Types of Experiments</td>
<td>Primary Journal 3 Part 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Graphics and Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Glossary Expansion</td>
<td></td>
</tr>
<tr>
<td>10/13-10/19</td>
<td>Research Journal Analysis Step 3</td>
<td>1. Comparing your ideas with the investigator</td>
<td>Primary Journal 3 Part 3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concept Mapping</td>
<td></td>
</tr>
<tr>
<td>10/20-10/26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Building</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Graphics and Statistics</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Glossary Expansion</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Glossary Organization</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Concept Mapping</td>
<td></td>
</tr>
<tr>
<td>11/17-11/23</td>
<td>Time to Show Off</td>
<td>Pick your papers and repeat the process you have learned</td>
<td>Your Team Picks the Review &amp;</td>
</tr>
</tbody>
</table>
Primary Journals

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11/24-11/30</td>
<td>Grant Development Due</td>
</tr>
<tr>
<td>12/01-12/07</td>
<td>Final Exam</td>
</tr>
</tbody>
</table>

Note: Changes in this course schedule may be necessary and will be announced to the class by the Instructor. The assignments and exams shown are directly related to the Student Learning Outcomes described in Section F.

7. **COURSE POLICIES**

**THIS IS A FULLY ONLINE COURSE. IF WE MEET IN PERSON YOU NEED TO FOLLOW SAFETY PRECAUTIONS TO LIMIT THE SPREAD OF COVID-19.**

**COVID-19**

Face Coverings—Face coverings (cloth face covering, surgical mask, etc.) must be properly worn in all non-private spaces including classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource and support offices, and outdoor spaces where 6 feet of physical distancing is difficult to reliably maintain. Extra masks will be made available if needed.

**As an online course Blackboard is the main learning management system to be utilized:**

**Blackboard and Other Electronic Resources:**

Students are responsible for visiting the course Blackboard site regularly. All course materials will be made available through Blackboard.

If you have never used Blackboard before, click on Island Online on the homepage, choose Blackboard under “Island Online Login” and then on “I am a new user” and follow the instructions. If you have any problems logging into Blackboard, please call the Online Help Desk at x2825 (or 825-2825 from off-campus or 1-866-353-2491 for long distance).

**Blackboard Messages**

The main way to communicate in this course is through Blackboard Messages. I will be checking Messages at least once a day. It is less likely that your message will be missed if sent through your course messages rather than emails.

**Emails**

I am happy to communicate with you through emails, but I do expect you to do so in a professional manner. Emails are not text messages, therefore, do not right them in that style. I expect an appropriate salutation followed by a brief explanation of the purpose of your email. I would prefer that you ask everything at once and it would be best to put all
your questions in bullets to allow me to answer behind the question. Further, I do not answer emails on the weekend. If you sent your email during professional working hours (M-F: 10am-4pm) and it did not get answered after 24hrs it was more than likely lost in all my emails. Please resend the email.

Participation
This is a team based and project-based course. To do well in this course you must be actively participating through Blackboard and selected social media sites. Students are required to participate in all group activities. Peer evaluations will be given with each activity to determine your final assessment.

Late Work
No late work will be accepted. It is your responsibility to review the syllabus for when items are due. It is also your responsibility to get it turned in through the appropriate outlet on the designated day.

Extra Credit
Missed extra credit opportunities—Instructor is not obligated to give make-up assignments for extra credit opportunities, whether excused or unexcused.

8. COLLEGE AND UNIVERSITY POLICIES

• Academic Integrity (University)
  University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in a failing grade.

• Classroom/Professional Behavior
  Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

• Statement of Civility
  Texas A&M University-Corpus Christi has a diverse student population that represents the
population of the state. Our goal is to provide you with a high-quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

- **Deadline for Dropping a Course with a Grade of W (University)**
  I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. *Please consult with your academic advisor, the Financial Aid Office, and me, before you decide to drop this course.* Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please consult the Academic Calendar ([http://www.tamucc.edu/academics/calendar/](http://www.tamucc.edu/academics/calendar/)) for the last day to drop a course.

- **Grade Appeals (College of Science and Engineering)**
  As stated in University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is required to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C0.03, Student Grade Appeal Procedures. These documents are accessible through the University Rules website at [http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf](http://academicaffairs.tamucc.edu/rules_procedures/assets/13.02.99.c0.03_student_grade_appeals.pdf). For assistance and/or guidance in the grade appeal process, students may contact the chair or director of the appropriate department or school, the Office of the College of Science and Engineering Dean, or the Office of the Provost.

- **Disability Services**
  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 call (361) 825-5816 or visit Disability Services in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.
- **Civil Rights Complaints**
  Texas A&M University-Corpus Christi is committed to fostering a culture of caring and respect that is free from discrimination, relationship violence and sexual misconduct, and ensuring that all affected students have access to services. For information on reporting Civil Rights complaints, options and support resources (including pregnancy support accommodations) or university policies and procedures, please contact the University Title IX Coordinator, Sam Ramirez (Samuel.ramirez@tamucc.edu) or Deputy Title IX Coordinator, Rosie Ruiz (Rosie.Ruiz@tamucc.edu) x5826, or visit website at [Title IX/Sexual Assault/Pregnancy](http://disabilityservices.tamucc.edu/).

- **Limits to Confidentiality.** Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, are not able to maintain confidentiality when it conflicts with their responsibility to report alleged or suspected civil rights discrimination that is observed by or made known to an employee in the course and scope of their employment. As the instructor, I must report allegations of civil rights discrimination, including sexual assault, relationship violence, stalking, or sexual harassment to the Title IX Coordinator if you share it with me.

  These reports will trigger contact with you from the Civil Rights/Title IX Compliance office who will inform you of your options and resources regarding the incident that you have shared. If you would like to talk about these incidents in a confidential setting, you are encouraged to make an appointment with counselors in the University Counseling Center.

- **Statement of Academic Continuity**
  In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

- **Campus Emergencies**
  At TAMU-CC, your safety is a top concern. We actively prepare for natural disasters or human-caused incidents with the ultimate goal of maintaining a safe and secure campus.
  - For any emergency, dial the University Police Department (UPD) at 361-825-4444 or dial 911. It’s a good idea to have the UPD emergency number (and non-
emergency number 361-825-4242) saved in your cell phone.

- There are nearly 200 classroom telephones throughout campus. If you feel threatened or need help and don’t have a cell phone, dial 4444 (emergency) or 4242 (non-emergency) to be connected to UPD.
- If we hear a fire alarm, we will immediately evacuate the building and proceed to (This course is 100% online) ________________(location).
  - Proceed to the nearest building exit or evacuation stairway. Do not use the elevator. Persons who need help navigating stairs should proceed to a marked Area of Rescue Assistance, if possible.
  - Persons with disabilities should speak with their faculty about how to best assist them in case of an emergency.
  - Review the evacuation route (see specific Building Emergency Plan).

- TAMU-CC employs the Code Blue Emergency Notification System, an alert system which connects the campus community during emergency situations. o
  - The notifications include emails, text and pre-recorded messages, as appropriate.
  - Code Blue emergencies may include severe weather warnings, threats, school closures, delays, evacuations, and other incidents which disrupt regular campus activities.
  - Students can update personal contact information anytime at https://emergency.tamucc.edu/contactform/

- Shelter in Place via Code Blue.
  - "Shelter-in-place" means to take immediate shelter where you are and may be implemented for severe weather, hazardous material spills, active shooters or other dangerous situations.
  - If there is a shelter in place for a tornado warning, our preferred location is the bottom floor of this building, away from windows and doors.

- Active Threat Protocol. There are three things you could do that make a difference if there is an active threat: Run, Hide, and/or Fight. For more information about the Run, Hide, Fight protocol, including what to do when law enforcement arrives, visit http://safety.tamucc.edu/ems/activethreat.html

For the Quick Campus Guide to Campus Emergencies (including a list of Areas of Rescue Assistance and additional protocols on assisting persons with physical disabilities, hurricanes, bomb threats, animal bites, crime reporting, elevator entrapment, etc.), visit https://safety.tamucc.edu/uploads/Site/finalbooklet.pdf

9. OTHER INFORMATION

- Academic Advising
  The College of Science & Engineering requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set
up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. Meetings are by appointment only; advisors do not take walk-ins. Please call or stop by the Advising Center to check availability and schedule an appointment. The College’s Academic Advising Center is located in Center for Instruction 350 or can be reached at (361) 825-3928.

**GENERAL DISCLAIMER**

I reserve the right to modify the information, schedule, assignments, deadlines, and course policies in this syllabus if and when necessary. I will announce such changes in a timely manner during regularly scheduled lecture periods.