**Course Change Request**

**New Course Proposal**

**Course prefix:** FIVS  
**Course number:** 310

**Department:** Entomology  
**College/School:** Agriculture & Life Sciences

**Academic Level:** Undergraduate

**Complete Course Title:** Digital Forensics and Incident Response

**Abbreviated Course Title:** DIGITAL FORENSIC INCIDENT RESP

**Catalog course description:** Development of sterile virtual lab environments; collection of digital evidence; digital evidence analytics; analysis of log data; analysis and reversing of malware; recover damaged digital evidence; write technical reports on malware and incidents; legal and ethical components of digital forensic science.

**Prerequisites and Restrictions:** FIVS 205 with a grade of C or better; junior or senior classification or approval of instructor.

**Concurrent Enrollment: No**

**Should catalog prerequisites / concurrent enrollment be enforced:** Yes

**Enforced Prerequisites / Concurrent Enrollment**

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>FIVS 205</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

**Catalog course description:** Development of sterile virtual lab environments; collection of digital evidence; digital evidence analytics; analysis of log data; analysis and reversing of malware; recover damaged digital evidence; write technical reports on malware and incidents; legal and ethical components of digital forensic science.

**Prerequisites and Restrictions:** FIVS 205 with a grade of C or better; junior or senior classification or approval of instructor.

**Concurrent Enrollment:** No

**Should catalog prerequisites / concurrent enrollment be enforced:** Yes

**Enforced Prerequisites / Concurrent Enrollment**

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<tr>
<td></td>
<td>FIVS 205</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

**Crosslistings:** No  
**Stacked:** No

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trez Jones</td>
<td><a href="mailto:rtjones@tamu.edu">rtjones@tamu.edu</a></td>
<td>979-845-7398</td>
</tr>
</tbody>
</table>

**Approval Path**

1. 09/05/17 4:22 pm  
   Pete Teel (pteel): Approved for ENTO Department Head

2. 09/11/17 3:28 pm  
   Sandra Williams (sandra williams): Approved for Curricular Services Review

3. 09/11/17 3:35 pm  
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG

4. 09/11/17 4:28 pm  
   Bob Knight (bob knight): Approved for AG Committee Chair UG

5. 09/12/17 10:15 am  
   Kim Dooley (k dooley): Approved for AG College Dean UG

6. 09/13/17 7:28 pm  
   Sandra Williams (sandra-williams): Approved for UCC Preparer

7. 10/06/17 4:07 pm  
   Sandra Williams (sandra-williams): Approved for UCC Chair

8. 10/05/17 7:12 pm  
   Changes proposed by: rags

9. 09/05/17 3:04 pm  
   Date Submitted: 09/05/17 3:04 pm

10. 10/05/17 7:12 pm  
    Last edit: 10/05/17 7:12 pm

11. 09/05/17 3:04 pm  
    Changes proposed by: rags

12. 09/05/17 3:04 pm  
    Programs referencing this course

13. 09/05/17 3:04 pm  
    MINOR-CYBR: Cybersecurity - Minor

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/17525/index.html ... 10/30/2017
Course Syllabus

Semester
Credit
Hour(s)
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 4301060002
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture and Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-FIVS-LWE) Forensic and Investigative Sciences - BS, Pre-Law Emphasis</td>
</tr>
<tr>
<td>(BS-FIVS-SCE) Forensic and Investigative Sciences - BS, Science Emphasis</td>
</tr>
</tbody>
</table>

Has/will this course be (en) submitted for core curriculum consideration? No

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD consideration? No

Course Syllabus

Upload syllabus

Upload syllabus fivs310-syllabus-revised.docx

Letters of support or other documentation

Additional information As agreed by the ENTO department education committee 3/8/2017.

Reviewer Comments

David Ragsdale (dragsdale) (07/20/17 3:07 pm): rollback per request for compliance
Sandra Williams (sandra-williams) (08/25/17 2:36 pm): Rollback: Rolling back as requested by initiator.
Sandra Williams (sandra-williams) (09/04/17 11:50 am): Rollback: Rolling back to AG Committee Chair as requested.
Bob Knight (bob-knight) (09/05/17 2:56 pm): Rollback: excused absence - use in two days instead of immediately
Dawn Kerstetter (dkerstetter) (09/05/17 3:00 pm): Rollback: See Dr. Bob Knight's comment
Jon Jasperson (jon.jasperson) (10/04/17 3:22 pm): The proposal form is missing a selection for "undergraduate
course level justification". The proposal form is missing a selection for "will sections of this course be taught as non-traditional?"

Sandra Williams (sandra-williams) (10/05/17 7:13 pm): Updates made to form based on response received via email. FIVS 205 is a pre-requisite for FIVS 310, satisfying the 300 level course designation. The learning outcomes for the course also use higher level blooms taxonomy skills such as develop, apply, analyze, and recover. This course will only be taught in a traditional format.

Sandra Williams (sandra-williams) (10/06/17 9:56 am): Concerns addressed.


Reported to state?

Add
Course title and number: FIVS 310 - Digital Forensics and Incident Response
Term: Fall 2018
Meeting times and location: TBA

Course Description and Prerequisites
FIVS 310- Digital Forensics and Incident Response. Credit 3 (2-2). Development of sterile virtual lab environments; collection of digital evidence; digital evidence analytics; analysis of log data; analysis and reversing of malware; recover damaged digital evidence; write technical reports on malware and incidents; legal and ethical components of digital forensic science.

Prerequisites: FIVS 205 with a grade of C or better; junior or senior classification or approval of instructor.

Learning Outcomes or Course Objectives
Upon successful completion of this course, the student should be able to:
- Develop and create a secure lab virtual environment.
- Apply collection strategies for the collection of digital evidence.
- Analyze various forms of digital evidence for valuable insights.
- Recover evidence from damages or erased digital evidence from artifacts.
- Analyze and interpret material based on industry best practices resulting in a written report.

Instructor Information
Name: TBA
Telephone number: TBA
Email address: TBA@tamu.edu
Office hours: TBA
Office location: XXXX XXX

Textbook and/or Resource Material

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

Missed Exams or Quizzes, Grade Information
- Work must be ready to be turned when it is called for to be considered turned in “on time.” Late work will be accepted with a 50% penalty within 24 hours of the original due date/time of the assignment with the exception of incidents as per student rule 7.
- Quizzes may be used to augment/replace daily class participation scores and are due the class period assigned.
- Extra credit assignments will be offered to the entire class during the term. Extra credit is designed to help you get over a major grade “hump.” If you come whining or begging at week 15 for a
letter grade bump and did no extra credit, your plea will fall on amazingly deaf ears.
• Students with excused absences may make-up missed assignments, exams, or quizzes with no penalty. Students must schedule make-up within 2 days upon their return to the class. All make-ups must be completed within 30 calendar days of student’s return to class or in accordance with student rule 7.
• Grades for the course will be posted on http://ecampus.tamu.edu and the instructor is unable to discuss grades on individual assignments or as a whole for the course over e-mail.

Grading Scale

- Participation – 10%
- Exams – 20% (10% Each)
- Final Exam – 20%
- Labs – 30% (5% Each)
- Final Lab – 10%
- Mock Forensics Report – 10%

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>900-1000 points</td>
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<tr>
<td>B</td>
<td>800-899 points</td>
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<tr>
<td>C</td>
<td>700-799 points</td>
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<tr>
<td>D</td>
<td>600-699 points</td>
</tr>
<tr>
<td>F</td>
<td>&lt;600 points</td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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

Academic Integrity

Any incident involving academic dishonesty will result in a grade of F* in the course and students will be referred to the Aggie Honor Code Office for academic and/or disciplinary action.

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
For additional information please visit: http://aggiehonor.tamu.edu
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Digital Forensics as a discipline: its goals, philosophy, challenges and common practices;</td>
</tr>
<tr>
<td>2</td>
<td>Discussion of lab environments, including the building, maintenance, and auditing of; Lab- building your lab environment (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to forensic tools. Examines open source and paid tools commonly found in forensic toolkits. Lab- Tools on Display (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>4</td>
<td>Discussion on Operating Systems, Files and File Systems, process, and creation of forensic file images. Lab- Identify and secure suspect files and process. (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>5</td>
<td>Network Forensic Analysis, Exam 1 (100 points, 10% of course grade)</td>
</tr>
<tr>
<td>6</td>
<td>Evidence acquisition, transfer, and secure/safe storage, legal chain of custody.</td>
</tr>
<tr>
<td>7</td>
<td>Log analysis, learning REGEX. Lab – Making a REGEX (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>8</td>
<td>Data Recovery, identifying hidden data, recovering deleted files, encryption/decryption; Lab - Artifact Recovery (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>9</td>
<td>Malware Analysis, reversing; Lab- Reversing Malware (50 points, 5% of course grade)</td>
</tr>
<tr>
<td>10</td>
<td>Technical Writing in Digital Forensics, Exam 2 (100 points, 10% of course grade), Forensics Report topic assigned</td>
</tr>
<tr>
<td>11</td>
<td>Full scale Incident Response techniques</td>
</tr>
<tr>
<td>12</td>
<td>Examine Legal influence and requirements in Digital Forensics, Lab- Breach, Analyze and Respond (100 points, 10% of course grade)</td>
</tr>
<tr>
<td>13</td>
<td>Lab- Breach, Analyze and Respond cont.</td>
</tr>
<tr>
<td>14</td>
<td>Looking at the future; Forensics Report due (100 points, 10% of course grade)</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam (200 points, 20% of course grade)</td>
</tr>
</tbody>
</table>
Course Change Request

New Course Proposal

Viewing: HORT 328 : Wild Edible, Cultivated and Poisonous Herbs

Last edit: 09/18/17 8:35 am
Changes proposed by: aking

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Andrew King</td>
<td><a href="mailto:aking@tamu.edu">aking@tamu.edu</a></td>
<td>9798629167</td>
</tr>
</tbody>
</table>

Course prefix          HORT  Course number  328
Department              Horticultural Sciences
College/School          Agriculture & Life Sciences
Academic Level          Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level
Graduate (alternate)

Effective term
2018-2019

Complete Course Title
Wild Edible, Cultivated and Poisonous Herbs

Abbreviated Course Title
WILD EDIBLE CULT & POIS HERBS

Catalog course description

Identification, reported uses and cultivation of popular garden herbs, historically useful herbs and wild edible and poisonous herbs; the history of phytomedicinal herbs and the role of horticulture in the advent of select modern pharmaceuticals and nutraceuticals; native Texas wild edible and culturally-useful herbs; reported uses and efficacy of essential oils of herbal plants; propagation and production of cultivated herbs and wild edible plants.

Prerequisites and Restrictions

HORT 201 or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
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<th>Min Grade/Score</th>
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<th>Concurrency?</th>
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<tr>
<td></td>
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Crosslistings
No

Crosslisted With

Stacked
No

Stacked with

In Workflow

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

Approval Path

1. 09/10/17 3:31 pm
   Michael Arnold (marnold): Approved for HRSC Reviewer UG
2. 09/10/17 3:52 pm
   Michael Arnold (marnold): Approved for HRSC Department Head
3. 09/18/17 8:36 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 09/18/17 9:26 am
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG
5. 09/19/17 11:26 am
   Bob Knight (bob-knight): Approved for AG Committee Chair UG
6. 09/20/17 2:26 pm
   Kim Dooley (k-dooley): Approved for AG College Dean UG
7. 09/21/17 4:48 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
8. 10/06/17 4:08 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair
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<td>Lab:</td>
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<td>Letter Grade(G)</td>
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<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>Method of instruction</td>
<td>Lecture</td>
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
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</tbody>
</table>

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

- (BA-HORT) Horticulture - BA
- (BS-HORT) Horticulture - BS

- Has/will this course be (en) submitted for core curriculum consideration? No
- Has/will this course be (en) submitted for Writing or Communication consideration? No
- Has/will this course be (en) submitted for ICD consideration? No

### Course Syllabus

**Syllabus:**

Upload syllabus

- **Upload syllabus**
  - [Syllabus 328-Wild Edible, Cultivated and Poisonous Herbs - CARS submit 2.pdf](#)

**Letters of support or other documentation:**

No

**Additional information**

- **Reviewer Comments**
  - Sandra Williams (sandra-williams) (08/26/17 9:47 am): Updates made to enforce catalog prerequisites.
  - Bob Knight (bob-knight) (09/01/17 11:44 am): Rollback: fix unexcused abs
  - Dawn Kerstetter (dkerstetter) (09/01/17 12:40 pm): Rollback: Rollback-see Dr. Knight's comments.
  - Michael Arnold (ma-arnold) (09/01/17 12:42 pm): Rollback: Andrew, could you please fix the excused absence wording Dr. Knight talked to you about at the UPC meeting and resubmit.
  - Sandra Williams (sandra-williams) (09/06/17 8:06 pm): Rollback: New required questions added to course
form: Undergraduate course level justification (Select One) and Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education). Please answer and resubmit.

Sandra Williams (sandra-williams) (09/18/17 6:18 pm): Update received.

Reported to state?
Add
Course title and number  HORT 328 – Wild Edible, Cultivated, and Poisonous Herbs
Term                  Spring 2018
Meeting times and location  TR 3:55-5:10pm – HFSB 102

Course Description and Prerequisites
Identification, reported uses, and cultivation of popular garden herbs, historically useful herbs and wild edible and poisonous herbs; the history of phytomedicinal herbs and the role of horticulture in the advent of select modern pharmaceuticals and nutraceuticals; native Texas wild edible and culturally-useful herbs; reported uses and efficacy of essential oils of herbal plants; propagation and production of cultivated herbs and wild edible plants. Must have successfully completed HORT 201 or receive permission from the instructor.

Learning Outcomes or Course Objectives
In this course students will be able to:
1. Analyze the use of herbs as culinary components
2. Distinguish common U.S. and Texas garden herb, historically useful herb and wild edible and poisonous herb identification features
3. Examine major identification characteristics of common U.S. and native Texas garden herbs, historically useful herbs and wild edible and poisonous herbs
4. Evaluate the role of horticulture in the development of select modern pharmaceuticals
5. Compare and contrast the regulatory processes for modern pharmaceuticals, phytomedicinal herbal formulations, and culinary herbal products
6. Appraise the scientifically-proven uses of common phytomedicinal herbs
7. Analyze the role of horticultural crops in the production of essential oils
8. Investigate the factors that influence volatile oil production in herbal horticultural crops
9. Evaluate the requirements of wild edible and medicinal plant propagation and production
10. Examine the dangers of improper consumption of select horticultural herbs

Instructor Information
Name            Dr. Andrew King
Telephone number 862-9167
Email address aking@tamu.edu
Office hours     MW 10:00am-12:00pm; if I'm in my office you're welcome to come in; or by appointment
Office location  HFSB 422
Textbook and/or Resource Material


Attendance and Make-up Policies

- Attendance is mandatory. If you arrive after the bi-weekly quiz you will receive a zero. You must attend the lecture in its entirety. Leaving before the class is dismissed will result in an attendance grade of zero for that class period, unless the absence is a University excused absence according to the criteria provided by the University. (see http://student-rules.tamu.edu/rule07).

- Exams/Quizzes may only be made up in the event of an excused absence. Excused absences must meet the criteria provided by the University. (see http://student-rules.tamu.edu/rule07).

- Attendance will be taken at each class meeting. Attendance will result in points which will be a part of your overall grade.

Grading

- There will be bi-weekly quizzes on lecture materials throughout the semester. These quizzes will be administered on Wednesday of the assigned week (unless otherwise notified the week prior).

- Seven quizzes will be administered and the six best quiz grades will be counted (drop lowest quiz grade).

- Quizzes will last approximately 10 minutes and will be administered at the beginning of the class period. If you arrive after the quiz time you will receive a zero for that quiz.

Grading Scale

Points Grading Scale:
Out of 1,300 assignable points
A = 1170-1300 points
B = 1040-1169 points
C = 910-1039 points
D = 780-909 points
F = <780 points
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Learning outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Edible &amp; Cultivated Herbs</td>
<td>ALL</td>
</tr>
<tr>
<td>2</td>
<td>History of herbal plant use worldwide and in the U.S.; QUIZ 1</td>
<td>1, 4</td>
</tr>
<tr>
<td>3</td>
<td>History of herbal plant use worldwide and in the U.S.; QUIZ 2</td>
<td>1, 4</td>
</tr>
<tr>
<td>4</td>
<td>Botany of herbal plants Economics and current use of herbal plants</td>
<td>3, 9</td>
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<tr>
<td>5</td>
<td>Ingestion: Forms &amp; Formulations</td>
<td>4, 10</td>
</tr>
<tr>
<td>6</td>
<td>Safety of wild edible, culturally-significant, &amp; poisonous herb use</td>
<td>10</td>
</tr>
<tr>
<td>7</td>
<td>Economics and current use of herbal plants and plant products</td>
<td>1, 4</td>
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<tr>
<td>8</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>9</td>
<td>Herbal treatment: safety &amp; efficacy</td>
<td>4, 10</td>
</tr>
<tr>
<td>10</td>
<td>Conventional modern medicines that came from plants</td>
<td>4</td>
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<tr>
<td>11</td>
<td>Herbalism and its forms</td>
<td>5, 6</td>
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<tr>
<td>12</td>
<td>Regulations on the production of herbal products</td>
<td>5</td>
</tr>
<tr>
<td>13</td>
<td>Popular herbal products: What are we buying?</td>
<td>5</td>
</tr>
<tr>
<td>14</td>
<td>Growth factors influencing quality of herbal products</td>
<td>7, 8</td>
</tr>
</tbody>
</table>
15 Essential Oil production & use 7, 8

16 Essential Oil production & use 7, 8

17 EXAM 2

18 Culinary & Garden Herbs: identification & use 2, 3

19 Culinary & Garden Herbs: identification & use 2, 3

20 Culinary & Garden Herbs: identification & use 2, 3

21 U.S. Herbs of historical significance: identification & use 2, 3

22 U.S. Herbs of historical significance: identification & use 2, 3

23 U.S. Herbs of historical significance: identification & use 2, 3

24 EXAM 3

25 U.S. Wild Edible herbs: identification & use 2, 3

26 U.S. Wild Edible herbs: identification & use 2, 3

27 Texas Wild Edible herbs: identification & use 2, 3

28 Poisonous Herbs 2, 3, 10

29 Poisonous Herbs 2, 3, 10

30 Poisonous Herbs 2, 3, 10

FINAL EXAM

Other Pertinent Course Information

Scheduling Policies
The instructor reserves the right to manipulate the schedule as is deemed necessary. Any schedule changes will be announced at least 1 week prior to the effective date.

Copyrights
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and
may not be given or sold to other individuals.

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

**Academic Integrity**
For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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

**Scholastic Dishonesty**
As commonly defined, plagiarism consists of passing off as one’s own ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”
New Course Proposal

KINE 435: Physiology of Exercise Lab

Complete Course Title
Physiology of Exercise Lab

Abbreviated Course Title
PHYS OF EXERCISE LAB

Catalog Course Description
Investigation of the body's response and adjustment of physiological systems to exercise; benefits to physiological systems from exercise.

Prerequisites and Restrictions
Grade of C or better in KINE 433; junior or senior classification; admission to the professional phase.

Required Prerequisites
KINE 433 C UG Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>}</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>KINE 433</td>
<td>C</td>
<td>UG</td>
<td>Yes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings
No

Stacked
No

Semester Credit
1

Contact Hour(s)
0

Lecture: 0
Lab: 3
Other: 0
Total: 3

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/18047/index.html...
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 310505014
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Laboratory
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-KINE-AEP) Kinesiology - BS, Exercise Science Track, Applied Exercise Physiology Concentration</td>
</tr>
<tr>
<td>(BS-KINE-BEP) Kinesiology - BS, Exercise Science Track, Basic Exercise Physiology Concentration</td>
</tr>
<tr>
<td>(BS-KINE-MTB) Kinesiology - BS, Exercise Science Track, Motor Behavior Concentration</td>
</tr>
</tbody>
</table>

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

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus KINE 435 Syllabus.pdf

Letters of support or other documentation No
Additional information
Reviewer Comments
Sandra Williams (sandra-williams) (09/06/17 8:14 pm): Make edits to prerequisites (catalog & enforced).
Sandra Williams (sandra-williams) (09/06/17 8:20 pm): Rollback: Please update syllabus: if listing University excused absences, there are currently 10 (not 8); use current ADA statement.
Sandra Williams (sandra-williams) (09/21/17 6:43 pm): Updates received.
Sandra Williams (sandra-williams) (10/06/17 4:08 pm): UCC approved October 2017.

Reported to state? Add
Course Description: This course will provide a hands-on lab to understand how the body responds to exercise. The course will build on the basic physiology learned in previous semesters and delve into how specific physiological systems adjust to either aerobic/anaerobic, chronic/acute, and how the same systems benefit from exercise.

Learning Outcomes: At the end of the semester, the student will be able to:

- Demonstrate analytical abilities through writing lab reports
- Identify the physiological variables that allow for adaptation to different types of exercise
- Apply the concepts of exercise physiology to develop training programs for specific case studies

Evaluations:

Each student’s grade will be based on the following:

Quizzes (10 quizzes @ 5 points/quiz) = 50 points
Participation = (2 points per lab, 10 labs) = 20 points

Written Assignments:

Lab Report #1 = 75 points
Lab Report #2 = 75 points
Training Program = 50 points

Quizzes: A total of ten (10) quizzes (5 points per quiz) will be given at the beginning of each of the labs. The quizzes may cover information from the lecture, textbook, or from any assigned material. Quizzes will be completed independently without the use of a textbook, class notes, or any additional resources.

Participation: This lab will require students to participate in ALL the labs as subjects to be tested, to the best of their ability. If there is a medical reason that excuses the student from physical activity, the doctor’s note must be submitted to the TA at the earliest opportunity. An alternate type of participation will be provided for medically excused students. If a student does not provide the doctor’s note prior to the lab, they will receive a zero for the lab.

Training Program: This is a case study that will be assigned in lab. You will need to develop a training program for an athlete to improve either their speed, power, strength, or any combination of the above attributes. You will need to include nutrition, recovery, workouts, anything pertaining to the training and development of the athlete. You must use peer reviewed journal articles to support your training program. Please do not use anecdotal evidence to justify your training paradigm. This document must be a minimum of 1,000 words.

Lab Reports: These are expected to be completed as an individual assignment. To receive full credit for the assignment, you must submit the assignment to the appropriate eCampus
turnitin.com portal prior to the due date. Failure to submit an assignment will result in a 0 for the assignment. No late submissions will be accepted. Reports must be typed. Lab Reports must be a minimum of 1,000 words each. The expectations for formatting are listed below:

- 1” inch margins
- Accepted font styles
  - Times New Roman
  - Calibri Light
  - Arial
  - Tahoma
- Standard font size
  - 10-12 point font
- Double spaced

Lab reports will be completed with the following format for content:

**Introduction:** Why did you do the experiment (other than it was a class assignment). Give background information on the physiological concepts as they pertain to each lab. What is the hypothesis that is being tested (there can be more than one)? What is the question that the lab is trying to answer?

**Results:** What data did you collect? You must present this in a clear and understandable manner for each experiment (tables, graphs, etc. You must present the data in an appropriate manner). Make sure each table/graph/figure in your lab reports will be standalone. Meaning that it does not need any explanation as EVERYTHING is labelled appropriately. Graphs must be drafted in a computer program of your choice. No hand drawn graphs.

**Discussion:** What do your results mean? How do they relate to the hypothesis/question or previous findings? How could/does physiology impact the results? How can this apply to exercise, sport, health, or rehabilitation?

**References:** Each lab report must have ≥5 references. Please use MLA format. Below is a link for a citation generator:

[http://www.citationmachine.net/mla/cite-a-website](http://www.citationmachine.net/mla/cite-a-website)

The citations must come from peer reviewed sources. Below are some examples of peer-reviewed (acceptable) and non-peer-reviewed (not acceptable; DO NOT USE).

<table>
<thead>
<tr>
<th>PEER REVIEWED (Use these)*</th>
<th>NOT PEER REVIEWED (Don’t use these)</th>
</tr>
</thead>
<tbody>
<tr>
<td>- PubMed</td>
<td>- Reddit</td>
</tr>
<tr>
<td>- American Journal of Physiology</td>
<td>- Bodybuilding.com</td>
</tr>
<tr>
<td>- Nature</td>
<td>- Exrx.com</td>
</tr>
<tr>
<td>- Almost anything from Google Scholar</td>
<td>- Your lifting buddy at the gym</td>
</tr>
</tbody>
</table>

* This is not an exhaustive list of either the acceptable or non-acceptable sources. If you have a question, ask your TA or professor.

**Grading:** A total of 270 points are possible. Grades will be assigned according to your total points, with rounding up at 0.5 and above. Students must achieve 50% or greater on all writing assignments to pass the course.

243 points and above = A

216-242.5 = B
A rubric for written assignments will be attached at the end of the syllabus. Please use this to help you craft your lab reports.

### Lab Schedule:

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Week</th>
<th>Lab Topic/Activity</th>
<th>Lab Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intro</td>
<td>1</td>
<td>Intro Concepts and AHSO orientation</td>
<td>Generating Graphs, Interpretation of data and stats</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>2</td>
<td>Blood pressure</td>
<td>Take blood pressure Monitor HR during Sub Max VO2 test</td>
</tr>
<tr>
<td>Cardiovascular</td>
<td>3</td>
<td>VO2 – Oxygen Consumption</td>
<td>Students participate in VO2 Max testing</td>
</tr>
<tr>
<td>Writing Review and Revision</td>
<td>4</td>
<td>Lab Report #1 Review</td>
<td>Students bring in lab reports to discuss progress and how to improve</td>
</tr>
<tr>
<td>Pulmonary</td>
<td>5</td>
<td>Lung Capacities &amp; VO2 Max</td>
<td>Students participate in VO2 Max testing and capacity test</td>
</tr>
<tr>
<td>Cardio Adaptations to Training</td>
<td>6</td>
<td>Lactate and Aerobic</td>
<td>Lab Report #1 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Lactate testing with sub max VO2 Max</td>
</tr>
<tr>
<td>Cardio/Pulmonary</td>
<td>7</td>
<td>VO2- RER</td>
<td>Students participate in VO2 Max testing</td>
</tr>
<tr>
<td>Writing Review and Revision</td>
<td>8</td>
<td>Lab Report #2 Review</td>
<td>Students bring in lab reports to discuss progress and how to improve</td>
</tr>
<tr>
<td>Skeletal Muscle</td>
<td>9</td>
<td>Lactate and Anaerobic</td>
<td>Lactate testing with Power</td>
</tr>
<tr>
<td>Skeletal Muscle</td>
<td>10</td>
<td>Anaerobic Power</td>
<td>Lab Report #2 Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Power testing-KEISER, Tendodyne, Jump Height</td>
</tr>
<tr>
<td>Exercise Metabolism</td>
<td>11</td>
<td>EMG and Fatigue</td>
<td>EMG during exercise – Keiser</td>
</tr>
<tr>
<td>Writing Review and Revision</td>
<td>13</td>
<td>Training Programs Review and Develop Training Programs</td>
<td>Students bring in training programs to discuss progress and how to improve</td>
</tr>
<tr>
<td>Adaptations to Strength Training</td>
<td>14</td>
<td></td>
<td>Turn in training programs for a specific case</td>
</tr>
</tbody>
</table>

All labs will have a component of 20 minutes of peer review/ TA review of assignments at the end of the lab.
Attendance and Make Up Policy:

IT IS THE RESPONSIBILITY OF THE STUDENT TO PROVIDE DOCUMENTATION FOR EXCUSED ABSENCES WITHIN 48 HOURS OF THE ABSENCE. Failure to do this will result in a zero for any assignment, quiz, or exam associated with that absence.

Students are expected to attend class. Please review Texas A&M University Student Rules regarding attendance and when an absence is considered excused. Note that for injury or illness less than three days I expect you to confirm the illness by completing the Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The 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 appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
2) Death or major illness in a student’s immediate family. Immediate family may include: mother, father, sister, brother, grandparents, spouse, child, spouse’s child, spouse’s parents, spouse’s grandparents, step-mother, step-father, step-sister, step-brother, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic Dean or designee.
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. (See Appendix IV.)
6) Injury or Illness that is too severe or contagious for the student to attend class. a) Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence. b) Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods: i) Texas A&M University Explanatory Statement for Absence from Class. ii) Confirmation of visit to a health care professional affirming date and time of visit.
* An absence for a non-acute medical service does not constitute an excused absence.

7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

Study Suggestions:

Study early and often. There will be quizzes at the beginning of each lab and they will cover the material for that lab meeting. Find a group of classmates to study with if you find that you are falling behind. Always feel free to contact your TA or professor for additional guidance.

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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

Copyright Statement:

The materials used in this course are copyrighted. These materials include, but are not limited to, the 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.

Aggie Honor Code:

“An Aggie does not lie, cheat or steal, or tolerate those who do.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/). The following information is from the AHSO. You are responsible for understanding and knowing all definitions listed below.

20.1.2.3 DEFINITIONS OF ACADEMIC MISCONDUCT

Misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. It does not include honest error or honest differences in interpretations or judgments of data.
Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

Academic dishonesty includes the commission of any of the following acts. This listing is not, however, exclusive of any other acts that may reasonably be called academic dishonesty. Clarification is provided for each definition by listing some prohibited behaviors.

- **20.1.2.3.1 Cheating:**
  Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance and has not been specifically approved in advance by the instructor.

  Examples:
  
  a. During an examination, looking at another student's examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices) unless specifically allowed in advance by the instructor.
  b. Having others conduct research or prepare work without advance authorization from the instructor.
  c. Acquiring answers for any assigned work or examination from any unauthorized source. This includes, but is not limited to, using the services of commercial term paper companies, purchasing answer sets to homework from tutoring companies, and obtaining information from students who have previously taken the examination.
  d. Collaborating with other students in the completion of assigned work, unless specifically authorized by the instructor teaching the course. It is safe to assume that all assignments are to be completed individually unless the instructor indicates otherwise; however, students who are unsure should seek clarification from their instructors.
  e. Other similar acts.

- **20.1.2.3.2 Fabrication:**
  Making up data or results, and recording or reporting them; submitting fabricated documents.

  Examples:
  
  a. The intentional invention and unauthorized alteration of any information or citation in any academic exercise.
  b. Using "invented" information in any laboratory experiment, report of results or academic exercise. It would be improper, for example, to analyze one sample in an experiment and then "invent" data based on that single experiment for several more required analyses.
c. Failing to acknowledge the actual source from which cited information was obtained. For example, a student shall not take a quotation from a book review and then indicate that the quotation was obtained from the book itself.

d. Changing information on tests, quizzes, examinations, reports, or any other material that has been graded and resubmitting it as original for the purpose of improving the grade on that material.

e. Providing a fabricated document to any University employee in order to obtain an excused absence or to satisfy a course requirement; altering an official document such as a transcript.

f. Other similar acts.

- 20.1.2.3.3 Falsification:
Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record.

Examples:

a. Changing the measurements in an experiment in a laboratory exercise so as to obtain results more closely conforming to theoretically expected values.

b. Other similar acts.

- 20.1.2.3.4 Multiple Submissions:
Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work.

Examples:

a. Submitting the same work for credit in more than one course without the instructor’s permission.

b. Making revisions in a paper or report (including oral presentations) that has been submitted in one class and submitting it for credit in another class without the instructor’s permission.

c. Representing group work done in one class as one’s own work for the purpose of using it in another class.

d. Other similar acts.

- 20.1.2.3.5 Plagiarism:
The appropriation of another person's ideas, processes, results, or words without giving appropriate credit.

Examples:

a. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator).

b. Failing to credit sources used in a work product in an attempt to pass off the work as one’s own.

c. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources. Students are permitted to use the services of a tutor (paid or unpaid), a professional editor, or the University Writing Center to assist them in
completing assigned work, unless the instructor explicitly prohibits such assistance. If the student uses such services, the resulting product must be the original work of the student. Purchasing research reports, essays, lab reports, practice sets, or answers to assignments from any person or business are strictly prohibited. Sale of such materials is a violation of both these rules and State law.

d. Failing to cite the World Wide Web, databases and other electronic resources if they are utilized in any way as resource material in an academic exercise.

e. Other similar acts.

- General information pertaining to plagiarism:
  a. Style Guides: Instructors are responsible for identifying any specific style/format requirement for the course. Examples include, but are not limited to, American Psychological Association (APA) style and Modern Languages Association (MLA) style.
  b. Direct Quotation: Every direct quotation must be identified by quotation marks or appropriate indentation and must be properly acknowledged in the text by citation or in a footnote or endnote.
  c. Paraphrase: Prompt acknowledgment is required when material from another source is paraphrased or summarized, in whole or in part, in one's own words. To acknowledge a paraphrase properly, one might state: "To paraphrase Locke's comment..." and then conclude with a footnote or endnote identifying the exact reference.
  d. Borrowed facts: Information gained in reading or research, which is not common knowledge, must be acknowledged.
  e. Common knowledge: Common knowledge includes generally known facts such as the names of leaders of prominent nations, basic scientific laws, etc., basic historical information (e.g., George Washington was the first President of the United States.) Common knowledge does not require citation.
  f. Works consulted: Materials that add only to a general understanding of a subject may be acknowledged in the bibliography, and need not be footnoted or end-noted. Writers should be certain that they have not used specific information from a general source in preparing their work unless it has been appropriately cited. Writers should not include books, papers, or any other type of source in a bibliography, “works cited” list, or a “works consulted” list unless those materials were actually used in the research. The practice of citing unused works is sometimes referred to as “padding.”
  g. Footnotes, endnotes, and in-text citations: One footnote, endnote, or in-text citation is usually enough to acknowledge indebtedness when a number of connected sentences are drawn from one source. When direct quotations are used, however, quotation marks must be inserted and acknowledgment made. Similarly, when a passage is paraphrased, acknowledgment is required.
  h. Graphics, design products, and visual aids: All graphics, design products, and visual aids from another creator used in academic assignments must reference the source of the material.

- 20.1.2.3.6 Complicity:
  Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.
Examples:

a. Knowingly allowing another to copy from one's paper during an examination or test.
b. Distributing test questions or substantive information about the test without the instructor’s permission.
c. Collaborating on academic work knowing that the collaboration will not be reported.
d. Taking an examination or test for another student.
e. Signing another's name on an academic exercise or attendance sheet.
f. Conspiring or agreeing with one or more persons to commit, or to attempt to commit, any act of scholastic dishonesty.
g. Other similar acts.

- 20.1.2.3.7 Abuse and Misuse of Access and Unauthorized Access:
  Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise. See Student Rule 22.

- 20.1.2.3.8 Violation of Departmental or College Rules:
  Students may not violate any announced departmental or college rule relating to academic matters.

- 20.1.2.3.9 University Rules on Research:
  Students involved in conducting research and/or scholarly activities at Texas A&M University must also adhere to standards set forth in University Rule 15.99.03.M1 - Responsible Conduct in Research and Scholarship.

20.1.2.4 SPECIAL NOTE ON GROUP PROJECTS
If someone in a group commits academic misconduct, the entire group could be held responsible for it as well. It is important to clearly document who contributes what parts of the joint project and to know what group members are doing and how they are getting the material they provide.

If there is any form of dishonesty on an assignment, quiz, exam, or any other mechanism related to the class, the student will receive a 0 for the assignment and be referred to the AHSO for further adjudication.
Course Change Request

New Course Proposal

Date Submitted: 07/28/17 8:20 am

Viewing: MEEN 453: Additive and Subtractive Processes in Custom Manufacturing

Last edit: 10/09/17 3:38 pm

Changes proposed by: dbeck

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doug Beck</td>
<td><a href="mailto:dbeck@tamu.edu">dbeck@tamu.edu</a></td>
<td>979-862-3334</td>
</tr>
</tbody>
</table>

Course prefix: MEEN  
Course number: 453

Department: Mechanical Engineering

College/School: College of Engineering

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate)

Effective term: 2018-2019

Complete Course Title

Additive and Subtractive Processes in Custom Manufacturing

Abbreviated Course Title

ADD & SUB PROC CUST MFTG

Catalog course description

Machining theory; traditional and non-traditional machining processes; CNC machines and tools; geometric dimensioning and tolerance (GDT&T); additive manufacturing systems and processes; materials in additive manufacturing.

Prerequisites and Restrictions

Grade of C or better in MEEN 360 and MEEN 361, or equivalent.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
<td></td>
<td>MEEN 360</td>
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<td>UG</td>
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<tr>
<td>And</td>
<td>MEEN 361</td>
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<td>UG</td>
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</table>

Crosslistings

No

Crosslisted With

MEEN 687 Additive and Subtractive Processes in Custom Manufacturing - Course MEEN 687 Additive and Subtractive Processes in Custom Manufacturing not Found

Stacked

Yes

Stacked with

MEEN 687 Additive and Subtractive Processes in Custom Manufacturing - Course MEEN 687 Additive and Subtractive Processes in Custom Manufacturing not Found

In Workflow

1. MEEN Department Head
2. Curricular Services Review
3. EN Committee Preparer UG
4. EN Committee Chair UG
5. EN College Dean UG
6. UCC Preparer
7. UCC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 08/16/17 1:34 pm
   Andreas Polycarpou (apolycarpou): Approved for MEEN Department Head
2. 08/21/17 8:10 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 08/24/17 12:52 pm
   Eileen Hoy (ehoy): Approved for EN Committee Preparer UG
4. 09/01/17 12:23 pm  
   Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
5. 09/01/17 12:23 pm
   Prasad Enjeti (enjeti): Approved for EN College Dean UG
6. 09/04/17 3:19 pm
   Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 10/09/17 3:40 pm
   Sandra Williams (sandra-williams): Approved for UCC Chair
<table>
<thead>
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<th>3</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
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<td>Three-peat?</td>
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<td>CIP/Fund Code</td>
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<td>Satisfactory/Unsatisfactory</td>
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<td>Method of instruction</td>
<td>Lecture</td>
<td></td>
<td></td>
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<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
<td></td>
<td></td>
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<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
<td></td>
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<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
<td></td>
<td></td>
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<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
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</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
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<table>
<thead>
<tr>
<th>Elective (select program)</th>
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<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-MEEN) Mechanical Engineering - BS</td>
</tr>
</tbody>
</table>

| Has/will this course be (en) submitted for core curriculum consideration? | No |
| Has/will this course be (en) submitted for Writing or Communication consideration? | No |
| Has/will this course be (en) submitted for ICD consideration? | No |

---

### Syllabus

**Syllabus:**

Upload syllabus

**Upload syllabus**


**Letters of support or other documentation**

No

**Additional information**

Class will be stacked with the graduate level MEEN 687 which I will be submitting concurrently as a new course.

**Reviewer Comments**

Andreas Polycarpou (apolycarpou) (03/14/17 8:57 pm): Rollback: as per your request (email)

Sandra Williams (sandra@tamu.edu) (07/27/17 3:46 pm): Rollback: Form is missing stacked course information as mentioned in Additional Information. Syllabus has different course title and shows 489/689 as course number. Also, prerequisites on syllabus do not match form.

Doug Beck (dbeck) (07/27/17 4:30 pm): Need to enter stacked course info on 453 form

Sandra Williams (sandra-williams) (07/28/17 7:55 am): Previous comments were not addressed.

Doug Beck (dbeck) (07/28/17 8:21 am): I think I got this correct now. Thanks for your patience.

Sandra Williams (sandra-williams) (08/21/17 8:10 am): Updated catalog prerequisites.
Sandra Williams (sandra-williams) (08/21/17 8:10 am): Update received.
Jon Jasperson (jon.jasperson) (10/04/17 12:29 pm): No justification for undergraduate course level provided on the form.
Jon Jasperson (jon.jasperson) (10/04/17 3:23 pm): The proposal form is missing a selection for "Will sections of this course be taught as non-traditional?"
Sandra Williams (sandra-williams) (10/06/17 10:33 am): Updates made as requested by initiator (via email) to address concerns.
Sandra Williams (sandra-williams) (10/09/17 3:39 pm): Updates received as requested by committee. UCC approved October 2017.

Reported to state?
Add
SPRING 2018 MEEN 453/687
Additive and Subtractive Processes in Custom Manufacturing
MWF 1020-1110, CHEN 111

INSTRUCTOR:
Professor Bruce L. TAI
Email: btai@tamu.edu
Office hours: TBD at MEOB 413
Phone: 979-458-9888

TEACHING ASSISTANT:
Email: TBD
Office hours: TBD

CATALOG DESCRIPTION: (3-0) Credit 3. Traditional and non-traditional machining processes; machining principles; CNC machines and tools; Additive manufacturing systems and processes; Material science in additive manufacturing; Fundamentals of geometric dimensioning and tolerance (GD&T);

PREREQUISITES: MEEN 361 & MEEN 360 or equivalent

TEXTBOOKS:

COURSE LEARNING OUTCOMES: At the end of this course, students should be able to:
1. select proper manufacturing methods for custom design
2. evaluate the pros and cons between subtractive and additive manufacturing processes
3. apply basic GD&T
4. describe the capabilities of traditional and non-traditional machining processes
5. analyze the surface finish based on the process and material
6. describe the mechanisms of different additive manufacturing processes
7. design manufacturing processes for the custom product via a team project

TOPICS COVERED:
Week 1: Introduction, Project description
Week 2: Single-point machining (turning)
Week 3: Multi-point machining (drilling, milling, grinding)
Week 4: CNC machine and CAD/CAM
Week 5: Non-traditional machining processes (EDM, ECM, Laser)
Week 6: Geometric Dimensioning & Tolerancing (GD&T)
Week 7: Metrology and Inspection
Week 8: Project review I
(Spring Break)
Week 9: Extrusion-based AM
Week 10: Photopolymer-based AM
Week 11: Power-bed fusion processes
Week 12: Material jetting AM
Week 13: Other AM technologies and Project review II
Week 14: Feasibility study week
Week 15: Final presentation

GRADING POLICIES:
Homework 15% (10 assignments)
Exam #1 25%
Exam #2 25%
Team Project 30%: Design reviews (10%) & Final report and product (20%)
Participation 5% (attendance)

Total Points: 100
Grading Scale: 90-100=A, 80-89=B, 70-79 = C, 60-69 = D, < 60 = F.

COURSE DESCRIPTION:
This will be a “stacked” course (MEEN453/687) with common lectures and extensive overlap in assignments. This course includes three major components: machining (subtractive processes), 3D printing (additive processes), and a team project for manufacturing design. In the first part, basic theories of various machining processes will be covered, with an emphasis on machining parameter and tool selection. The second part will introduce common additive processes along with the material science behind these technologies. The course will also provide practical knowledge in GD&T and hands-on experiences in CNC machines and 3D printers.

For those taking the graduate-level MEEN 687, the level, complexity, and scope will be more challenging for assignments and exams. Specifically, extra homework question(s) requiring derivations, coding (Matlab), or simple numerical analysis will be given in each assignment. The exams are also at a more difficult level than MEEN 453 though there are still common questions. No extra work for the team project.

TEAM PROJECT:
One term project will be carried out throughout the semester with each team consisting of 4 people. A Stirling Engine design will be assigned to each team. Students will design proper manufacturing processes using available machines in MEEN department and produce a functional prototype. The selection of manufacturing processes needs to consider costs, time, and the quality of the product.

HOMEWORK:
Homework is assigned along with each topic covered in this course. Homework problems will be announced and posted on eCampus. The solution of the problem should be presented in an organized, neat, and logical manner. Homework must be submitted as a hardcopy at the beginning of the class on the due date. No late submission is accepted. Individual cases due to university excuses or illness should inform the instructor to reschedule a deadline.

RELATIONSHIP OF COURSE TO PROGRAM OUTCOMES:

<table>
<thead>
<tr>
<th>ABET Program Outcome</th>
<th>ABET Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>X a. ability to apply knowledge of mathematics, science and engineering</td>
<td>f. understanding of professional and ethical responsibility</td>
</tr>
<tr>
<td>b. ability to design and construct experiments, as well as to analyze and interpret data</td>
<td>X g. ability to communicate effectively</td>
</tr>
<tr>
<td>X c. ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical,</td>
<td>h. broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
</tr>
<tr>
<td></td>
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<tr>
<td>---------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>health and safety, manufacturability, and sustainability</td>
<td></td>
</tr>
<tr>
<td>d. ability to function on multi-disciplinary teams</td>
<td>i. recognition of the need for, and an ability to engage in life-long learning</td>
</tr>
<tr>
<td>X e. ability to identify, formulate and solve engineering problems</td>
<td>j. a knowledge of contemporary issues</td>
</tr>
<tr>
<td>X k. ability to use the techniques, skills and modern engineering tools necessary for engineering practice</td>
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</table>

**ABSENCE POLICY**

You are expected to be prepared for, attend, and participate in each lecture. Class attendance records will be kept by using sign-in sheets. Excused absences do not deduct points from your participation grade. However, a valid proof should be turned in **prior to or immediately after the next class**. See rules for official excused absence. (http://student-rules.tamu.edu/rule07).

You may use the Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu with one exception: if you miss an exam because you are ill you must provide a medical confirmation note before you can make up the exam. The note must contain the date and time of the illness and the medical professional’s confirmation of needed absence.

**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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**ACADEMIC INTEGRITY STATEMENT AND POLICY**

Aggies have a Code of Honor, which is stated as: "**Aggies do not lie, cheat, or steal, nor do they tolerate those who do.**" The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Effective September 1, 2004, the Office of the Aggie Honor System is operational; see http://aggiehonor.tamu.edu. There is a zero tolerance for academic dishonesty. Violations will be addressed by the Aggie Honor System Office and in compliance with Texas A&M Student Rules, http://student-rules.tamu.edu/rule20.
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<td>T1</td>
<td>Syllabus and Introduction</td>
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<td>Team project</td>
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<td>2</td>
<td>1/23</td>
<td>T2</td>
<td>Single-point cutting (Ch. 2)</td>
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<td>1/25</td>
<td>T3</td>
<td>Single-point cutting</td>
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<td>T4</td>
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<td>Cutting tools and CNC machine (Ch. 5)</td>
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<td>Design review</td>
<td>5 mins/team</td>
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<td>Photo-polymerization</td>
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<td>T26</td>
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<td>T27</td>
<td>Powder bed fusion process</td>
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<td>T29</td>
<td>Material jetting AM</td>
<td>HW 10</td>
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<td>5 mins/team</td>
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<td>Exam II</td>
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<td>4/26</td>
<td></td>
<td>Feasibility study and prototyping</td>
<td>Project week</td>
</tr>
<tr>
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<td>4/28</td>
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<td>Feasibility study and prototyping</td>
<td>Project week</td>
</tr>
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<td>5/1</td>
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<td>Final presentation</td>
<td>5 mins/team</td>
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<td>5/2</td>
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<td>5 mins/team</td>
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<td>5/3</td>
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<tr>
<td>5/8</td>
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<td>Final Exam – submit Final Report</td>
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Course Change Request

New Course Proposal

Date Submitted: 06/19/17 1:43 pm

Viewing: MKTG 441: Service Quality in Healthcare

Last edit: 10/09/17 10:02 am

Changes proposed by: hannahmcole

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hannah Cole</td>
<td><a href="mailto:hannahmcole@tamu.edu">hannahmcole@tamu.edu</a></td>
<td>9798452309</td>
</tr>
</tbody>
</table>

Course prefix          MKTG  
Course number          441  
Department             Marketing  
College/School          Mays Business School  
Academic Level          Undergraduate  
Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level (alternate)  
Graduate  
Effective term  
2018-2019  
Complete Course Title  
Service Quality in Healthcare  
Abbreviated Course Title  SERVICE QUALITY IN HEALTHCARE  
Catalog course description

Preparation for a career in healthcare leadership by focusing on opportunities to improve the service experience of patients, providers and other stakeholders; improve the quality of life; enhance the efficient and effective use of healthcare resources.

Prerequisites and Restrictions

MKTG 321.

Concurrent Enrollment

No  
Should catalog prerequisites / concurrent enrollment be enforced?

Yes  

Enforced Prerequisites / Concurrent Enrollment

<table>
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<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<td>MKTG 321</td>
<td>D</td>
<td>UG</td>
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Crosslistings

No  
Crosslisted With

Stacked

No  
Stacked with

Semester

3  
Credit Hour(s)

Contact Hour(s) (per week):

Lecture: 3  
Lab: 0  
Other: 0  
Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5214020016
Default Grade Mode Letter Grade(G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
Justification included in the non-traditional format memo.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Justification included in the non-traditional format memo.

Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BBA-MKTG-ADS) Marketing - BBA, Advertising Strategy Track</td>
</tr>
<tr>
<td>(BBA-MKTG) Marketing - BBA</td>
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<tr>
<td>(BBA-MKTG-ANC) Marketing - BBA, Analytics and Consulting Track</td>
</tr>
<tr>
<td>(BBA-MKTG-PSS) Marketing - BBA, Professional Selling and Sales Management Track</td>
</tr>
<tr>
<td>(BBA-MKTG-RBM) Marketing - BBA, Retail Buying and Management Track</td>
</tr>
</tbody>
</table>

Has/will this course be (en) submitted for core curriculum consideration? No

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD consideration? No

Course Syllabus
Syllabus: Upload syllabus

Upload syllabus MARKETING 441-10 week course.docx
MARKETING 441-15 week course.docx
Letters of support or other documentation

No

Additional information

This course is a short 11-week course. It goes from 2/20 to 5/9.

Reviewer Comments

Janet Parish (jparish) (02/06/17 4:50 pm): Rollback: I think this will get kicked back because there is no disability services statement on the syllabus. Isn’t that required?

Sandra Williams (sandra-williams) (02/13/17 1:52 am): Rollback: Please send updates: Form: edited course description to conform to catalog style guide. Syllabus: missing prerequisites; missing Learning Outcomes; late work policy - instead of “bona fide…” should probably use University excused absences; missing link to student rule 7; Aggie Honor Code statement missing; schedule of topics - appears to be missing some weeks.

Sandra Williams (sandra-williams) (02/14/17 10:50 pm): Rollback: Please see previous comments regarding syllabus. In addition, the catalog course description was changed back after I edited to conform to catalog style guide. For additional information, please reference the style guide at: http://registrar.tamu.edu/curricular-services/catalog/style-guide-for-catalog-course-descriptions

Sandra Williams (sandra-williams) (03/27/17 10:51 am): Rollback: Form: edits made to catalog course description again. Syllabus: late work policy “except in the case of a bona fide emergency or illness” - should it be “University excused absence?”; there appears to be two ADA statements (?); missing grading scale (A=B=C= D= F=); am I counting hours wrong - a 3 SCH course should be 45 hours...am I missing something?

Sandra Williams (sandra-williams) (06/19/17 8:21 pm): Update received and moving forward, however, Learning “Objectives” should be Learning “Outcomes” and the grade of F missing from grading scale.

Jon Jasperson (jon.jasperson) (10/04/17 12:38 pm): The proposal is missing the “undergraduate course level justification” selection on the form. The proposal needs information to illustrate how the non-traditional course delivery method will result in equivalent contact hours as a traditionally delivered course (see “Will sections of this course be taught as non-traditional?” section on form). The proposal needs a syllabus for a traditional format (3 credits across 15 weeks) and a syllabus for the shortened version of the course.

Sandra Williams (sandra-williams) (10/09/17 1:28 pm): Update received. UCC approved October 2017.

Reported to state?

Add
MARKETING 441
Service Quality in Healthcare
Class Meeting Time: TBD
Spring 201X
Room TBD

Instructor: Leonard Berry
Office: 201P Wehner
Phone: 845-0804 (O); 846-1007 (H)
E-Mail: BerryLe@tamu.edu
Office Hours: TBD

Prerequisite: Marketing 321; instructor approval

Course Description

Preparation for business school students to pursue a career in healthcare leadership by focusing on the opportunity to (1) improve the service experience of patients, providers, and other stakeholders and, in so doing, improve the quality of life; and (2) enhance the efficient and effective use of healthcare resources.

Learning Outcomes

Students will be able to:
- Describe characteristics of great service companies.
- Differentiate healthcare from other service businesses.
- Compare different healthcare approaches to service quality.

Course Format

The course is designed as a seminar encouraging active, engaged learning. The in-class experience includes informal lecture, active discussion, and student presentations. The out-of-class experience includes self-guided study, reading, and writing.

Required Reading: Books


Required Reading: Articles
22. Meier (2014), “‘I Don’t Want Jenny to Think I’m Abandoning Her:’ Views on Overtreatment,” *Health Affairs*.
Services for Students with Disabilities

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

Mays Food and Beverage Policy

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Scholastic Standards

All policies concerning scholastic dishonesty found in the current Texas A&M University Relations apply, and if necessary, will be enforced.

Aggie Honor Code:  “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 will 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 Texas A&M University community from the requirements or the processes of the Honor system. On all course work, assignments, and examinations for this class, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

For additional information please visit: http://student-rules.tamu.edu/aggiecode or http://aggiehonor.tamu.edu/.
Assignments

Mini-Paper #1: “Excellent and Poor Healthcare Service Experiences: Lessons Learned”

Write a three-page paper (double-spaced) describing an excellent healthcare service experience and a poor one. Use approximately one page each to describe these experiences. Use the third page to distill “take-home” lessons to be learned. You can use your personal experiences as a patient or you can interview individuals you know (family members, friends) for their excellent and poor service experience stories. To be handed in and presented in class on March 22.

Mini-Paper #2: “Career and Life Lessons”

Write a three-page paper (double-spaced) in which you select three important learnings from the course and reflect on how you can use them in your career and/or life. Devote approximately one page to each lesson. You can select your lessons from any part of the course (in-class sessions and readings). To be handed in and presented in class as noted on the course schedule.

Grading criteria for the mini papers include depth of your interpretations, incorporation of relevant course material, and quality of writing. Demonstrate evidence of learning by saying a lot in three pages.

In-Class Presentations

Each student will make an in-class presentation of 5 minutes on the two assigned books. Students should identify and explain the most personally meaningful concept or idea from the book and discuss the rationale for its selection. Presentations for Management Lessons from Mayo Clinic and Being Mortal are note on the course schedule.

Exam

A comprehensive final exam will be given as noted on the course schedule. The exam will be an essay exam with word count limits for each question. Questions will cover class lectures, discussions, guest presentations, and all assigned reading. Careful reading and study of the assigned articles and books is essential, as is comprehension and ability to apply material covered in the classroom.

Grading

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Mini-Paper 1</td>
<td>20%</td>
</tr>
<tr>
<td>Mini-Paper 2</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Contribution to the Course</td>
<td>20%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Grades will be determined as follows: A=90%, B=80%, C=70%, D=60%, F=Less than 60%.
**Contribution to Course**

**Attendance.** Students are expected to attend all scheduled class sessions except in the case of illness or emergency. Students who must miss a scheduled class should e-mail the instructor prior to the class meeting if practical to do so. (2%)

**Quality of participation.** Alertness in class and comments or questions that contribute to the overall quality of the class session are valued. (6%)

**In-class presentations.** The organization, clarity, and relevance of the in-class presentations on the two assigned books are a critical component of the Contribution to Course grade. (10%)

**Classroom conduct.** “Sidebar” conversation with another student during a class session should be avoided. Use of mobile devices during class is strictly prohibited. Mobile devices should be put away in backpacks, purses, or pockets when class sessions are underway. (2%)

**Late Work**

Assignments are to be submitted and the exam completed on the designated dates. Dates are firm unless a change is announced by the instructor. Late assignments or exams will be marked down one level except in the case of a university excused absence.

See student rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for more details on the university attendance and absence policies.
# Course Schedule – MKTG 441 Traditional format

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Overview/Introductions</td>
<td>Begin <em>MLFMC</em></td>
</tr>
<tr>
<td>Week 2</td>
<td>Characteristics of Great Service Organizations</td>
<td>Articles 1-2</td>
</tr>
<tr>
<td>Week 3</td>
<td>How Healthcare Differs from other Services</td>
<td>Articles 3-5</td>
</tr>
<tr>
<td>Week 4</td>
<td>Patient-Centered Access &amp; Facilities</td>
<td>Article 6-8</td>
</tr>
<tr>
<td>Week 5</td>
<td>Patient-Centered Clinicians</td>
<td>Articles 9-12</td>
</tr>
<tr>
<td>Week 6</td>
<td>Mini-Paper #1 Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Guest Presenters: Dorthe Cruger, Chief Executive Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lillebaelt Hospital (Denmark) and Colleagues</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td><em>MLFMC</em> Presentations</td>
<td>Complete <em>MLFMC</em></td>
</tr>
<tr>
<td>Week 9</td>
<td>Learnings from Wisconsin</td>
<td>Begin <em>Being Mortal</em> and</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Articles 13-15</td>
</tr>
<tr>
<td>Week 10</td>
<td>Guest Presenter: Thomas Jackson, Chief Executive Officer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tomball Regional Medical Center</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Workplace Wellness</td>
<td>Articles 16-17</td>
</tr>
<tr>
<td>Week 12</td>
<td>Improving Service in Cancer Care</td>
<td>Articles 18-23</td>
</tr>
<tr>
<td>Week 13</td>
<td>Mini-Paper #2 Presentations</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td><em>Being Mortal</em> Presentations &amp; Discussion</td>
<td>Complete <em>Being Mortal</em></td>
</tr>
<tr>
<td>Week 15</td>
<td>Course Review &amp; <em>Final Exam</em></td>
<td></td>
</tr>
</tbody>
</table>


MARKETING 441
Service Quality in Healthcare
Class Meeting Time: TBD
Note that this is a 10 wk Course
Spring 201X
Room TBD

Instructor: Leonard Berry
Office: 201P Wehner
Phone: 845-0804 (O); 846-1007 (H)
E-Mail: BerryLe@tamu.edu
Office Hours: TBD

Prerequisite: Marketing 321; instructor approval

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Preparation for business school students to pursue a career in healthcare leadership by focusing on the opportunity to (1) improve the service experience of patients, providers, and other stakeholders and, in so doing, improve the quality of life; and (2) enhance the efficient and effective use of healthcare resources.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Mini-Paper 1</td>
<td>20%</td>
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<tr>
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<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td>Contribution to the Course</td>
<td>20%</td>
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</table>

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### Course Schedule – MKTG 441, 10:55 a.m. - 12:40 p.m. MW
(Note that this is a 10 week course)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Reading</th>
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</thead>
<tbody>
<tr>
<td>2/20</td>
<td>Course Overview/Introductions</td>
<td>Begin MLFMC</td>
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<tr>
<td>2/22</td>
<td>Characteristics of Great Service Organizations</td>
<td>Articles 1-2</td>
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<tr>
<td>2/27</td>
<td>Characteristics of Great Service Organizations</td>
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<tr>
<td>3/1</td>
<td>How Healthcare Differs from other Services</td>
<td>Articles 3-5</td>
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<td>3/6</td>
<td>Patient-Centered Access</td>
<td>Article 6-7</td>
</tr>
<tr>
<td>3/8</td>
<td>Patient-Centered Facilities</td>
<td>Articles 8</td>
</tr>
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<td>3/20</td>
<td>Patient-Centered Clinicians</td>
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<td>3/22</td>
<td>Mini-Paper #1 Presentations</td>
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<td>3/27</td>
<td>Guest Presenters: Dorte Cruger, Chief Executive Officer</td>
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<td>Lillebaelt Hospital (Denmark) and Colleagues</td>
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<td>3/29</td>
<td><em>MLFMC Presentations</em></td>
<td>Complete MLFMC</td>
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<tr>
<td>4/5</td>
<td><em>MLFMC Discussions</em></td>
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<tr>
<td>4/6*</td>
<td>Learnings from Wisconsin</td>
<td>Begin Being Mortal and</td>
</tr>
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<td></td>
<td>Articles 13-15</td>
</tr>
<tr>
<td>4/10</td>
<td>Guest Presenter: Thomas Jackson, Chief Executive Officer</td>
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<tr>
<td>4/19</td>
<td>Improving Service in Cancer Care</td>
<td>Articles 21-23</td>
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<td>4/24</td>
<td>Mini-Paper #2 Presentations</td>
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<tr>
<td>4/26</td>
<td><em>Being Mortal Presentations</em></td>
<td>Complete Being Mortal</td>
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<tr>
<td>5/1</td>
<td><em>Being Mortal Discussion</em></td>
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<tr>
<td>5/3</td>
<td>Course Review</td>
<td></td>
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<tr>
<td>5/9</td>
<td><strong>Final Exam</strong> (10:30 a.m. – 12:30 p.m.)</td>
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</table>

*Thursday class (Time TBD)
Course Change Request

New Course Proposal

Date Submitted: 07/20/17 11:41 am

Viewing: NFSC 324: Food Safety and Preventive Controls for Human Food

Last edit: 10/05/17 7:18 pm
Changes proposed by: poppycapehart

Programs referencing this course:
- BS-FSTC-FSO+: Food Science and Technology - BS, Food Science Option
- BS-FSTC-FNO+: Food Science and Technology - BS, Food Industry Option

Program faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poppy Capehart</td>
<td><a href="mailto:poppy@tamu.edu">poppy@tamu.edu</a></td>
<td>979-845-2142</td>
</tr>
</tbody>
</table>

Course prefix: NFSC  Course number: 324
Department: Nutrition & Food Science
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate
Undergraduate course level justification (Select One)
- College/Program Course Level Rubric

Academic Level: Graduate
Effective term: 2018-2019
Complete Course Title: Food Safety and Preventive Controls for Human Food
Abbreviated Course Title: FOOD SAFE PREV CONTROLS

Catalog course description:
Microbiological food spoilage, fermentation and safety; U.S. Food and Drug Administration (FDA) recognized curriculum for "preventive controls qualified individual" within the FDA Hazard Analysis and Risk-based Preventive Controls for Human Food regulation.

Prerequisites and Restrictions:
- Junior or senior classification or approval of instructor.

Concurrent Enrollment:
- No

Should catalog prerequisites / concurrent enrollment be enforced?
- No

Crosslistings:
- No
- Crosslisted With

Stacked:
- No
- Stacked with

Semester Credit Hour(s):
- 3

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

Repeatable for credit:
- No

Three-peat:
- No

CIP/Fund Code: 0110010005

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

Approval Path
1. 07/20/17 11:43 am
   Stephen Talcott (stalcott): Approved for NFSC Department Head
2. 08/25/17 1:31 pm
   Sandra Williams (sandra.williams): Approved for Curricular Services Review
3. 08/25/17 1:57 pm
   Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG
4. 09/01/17 12:51 pm
   Bob Knight (bob.knight): Approved for AG Committee Chair UG
5. 09/04/17 11:45 am
   Kim Dooley (k.dooley): Approved for AG College Dean UG
6. 09/04/17 3:20 pm
   Sandra Williams (sandra.williams): Approved for UCC Preparer
7. 10/08/17 1:32 pm
   Sandra Williams (sandra.williams): Approved for UCC Chair

https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadmin/17997/index.html... 10/30/2017
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)
No
Will this course be taught as a distance education course?
No
Is 100% of this course going to be taught in Texas?
Yes
Will classroom space be needed for this course?
Yes
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)
Program(s)
(50-FSTC-FSO+) Food Science and Technology - BS, Food Science Option
(50-FSTC-IND+) Food Science and Technology - BS, Food Industry Option
Has/will this course be (en) submitted for core curriculum consideration?
No
Has/will this course be (en) submitted for Writing or Communication consideration?
No
Has/will this course be (en) submitted for ICD consideration?
No

**Course Syllabus**

Syllabus:
Upload syllabus


Letters of support or other documentation
No

Additional information

Reviewer Comments
*Jon Jasperson (jon.jasperson) (10/04/17 12:43 pm)*: The proposal is missing a selection for "Undergraduate course level justification". Because the course has no listed prerequisites, the course needs documentation to illustrate how college-level guidelines were applied to determine this is a 300-level course. The proposal is missing a selection for "Will parts of this course be taught non-traditional?" The course schedule includes 15 weeks of content instead of 14 weeks.

*Sandra Williams (sandra.williams) (10/05/17 7:21 pm)*: Partial updates made to form based on response received via email: will NOT be taught as non-traditional.

*Sandra Williams (sandra.williams) (10/08/17 1:32 pm)*: Concerns discussed and addressed at UCC meeting. UCC approved October 2017.

Reported to state?
Add
Course title and number: **NFSC 324, Food Safety Principles and Preventive Controls for Human Food**

Term: Fall 2018

Meeting times and location: TR, 3:55-5:10 PM, Heep Center (HPCT) room 102

**Course Description and Prerequisites**

Principles of microbiological food spoilage, fermentation and safety; U.S. Food and Drug Administration (FDA) recognized curriculum for “preventive controls qualified individual” within the FDA Hazard Analysis and Risk-based Preventive Controls for Human Food regulation. Junior or senior classification or approval of instructor.

**Learning Outcomes or Course Objectives**

At the completion of the course, students will be able to apply principles of microbial ecology of foods and analyze the causes and characteristics of foodborne illness. Students will be able to perform the responsibilities of a “preventive controls qualified individual” as defined by the FDA Hazard Analysis and Risk-based Preventive Controls for Human Food regulation, including 1) construction of a Food Safety Plan, 2) validation of preventive controls, 3) complete records review and 4) reanalysis of a Food Safety Plan.

**Instructor Information**

Name: Gary R. Acuff  
Telephone number: (979) 458-8518  
Email address: gacuff@tamu.edu  
Office hours: 8:00 AM - 5:00 PM, M-F  
Office location: Kleberg Animal and Food Sciences Center, Room 310A

**Textbook and/or Resource Material**


**Grading Policies**

Students are expected to attend class and to complete all assignments. Each student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for any absence. If the absence is excused, the student will be provided an opportunity to make up any missed work or exam within 2 weeks of the absence.

**Attendance and Make-up Policy**

Attendance requirements are provided in student rule 7 [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Students will complete the “standardized curriculum” recognized by the U.S. Food and Drug Administration (FDA) and developed by the Food Safety Preventive Controls Alliance (FSPCA), meeting the specified requirements for a “preventive controls qualified individual” and be qualified to assist the food industry in achieving compliance with the FDA Hazard Analysis and Risk-based Preventive Controls for Human Food regulation. The FSPCA has strict requirements for completion of the standardized curriculum recognized by the FDA, and students will only meet the “preventive controls qualified individual” designation through 100% attendance of the course. In the case of an excused absence, students will be provided the opportunity to review the lecture materials and then demonstrate their understanding of the information in a scheduled meeting with the instructor.

Final grade will consist of the following four grades:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt;60</td>
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</tbody>
</table>

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

**Part 1: Food Microbiology Principles**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Food microbiology, intrinsic and extrinsic</td>
<td>FSPCA Chapters 1 and 16</td>
</tr>
<tr>
<td></td>
<td>controls</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Foodborne pathogens</td>
<td>FSPCA Chapters 2 and 3</td>
</tr>
<tr>
<td>3</td>
<td>Foodborne pathogens, spoilage of foods</td>
<td>FSPCA Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>Food preservation, cleaning and sanitizing,</td>
<td></td>
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<tr>
<td></td>
<td>Exam</td>
<td></td>
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</table>

**Part 2: Preventive Controls for Human Food**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Regulation overview</td>
<td>FSPCA Chapters 9</td>
</tr>
<tr>
<td>6</td>
<td>Food Safety Plan, GMPs and prerequisite programs</td>
<td>FSPCA Chapters 10 and 11</td>
</tr>
<tr>
<td>7</td>
<td>Biological food safety hazards</td>
<td>FSPCA Chapter 12</td>
</tr>
<tr>
<td>8</td>
<td>Chemical, physical and economically motivated</td>
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<tr>
<td></td>
<td>food safety hazards; preliminary steps in</td>
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<tr>
<td></td>
<td>developing a Food Safety Plan</td>
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<tr>
<td>9</td>
<td>Resources for Food Safety Plans, Hazard</td>
<td></td>
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<tr>
<td></td>
<td>Analysis and Preventive Controls</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Process Preventive Controls</td>
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<tr>
<td>11</td>
<td>Food Allergen and Sanitation Preventive Controls</td>
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<tr>
<td>12</td>
<td>Supply-chain Preventive Controls</td>
<td></td>
</tr>
</tbody>
</table>
Verification and validation
FSPCA Chapter 13

Record-keeping, recall plan
FSPCA Chapters 14 and 15

Class presentations of Food Safety Plan

Final Exam

Other Pertinent Course Information

Students will be provided the opportunity to receive a registered Certificate of Training upon successful completion of the course, issued by Association of Food and Drug Officials (AFDO). This certificate provides proof that the student was trained under an FDA recognized curriculum. 21CFR117.180 (c).

Note: The AFDO certificate requires payment of a $50 fee, which will be the responsibility of the student.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

New Course Proposal

Date Submitted: 09/06/17 4:30 pm

Viewing: NFSC 407: Nutrition Care and Therapy

Last edit: 10/05/17 7:19 pm
Changes proposed by: poppycapehart

Programs referencing this course

BS-NUTR-DPD: Nutrition - BS, Didactic Program in Dietetics Track

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

Approval Path
1. 09/06/17 4:40 pm - Stephen Talcott (stalcott): Approved for NFSC Department Head
2. 09/11/17 4:36 pm - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 09/11/17 4:39 pm - Dawn Kerstetter (dkerstetter): Approved for AG Committee Preparer UG
4. 09/12/17 10:15 am - Kim Dooley (kdooley): Approved for AG Committee Chair UG
5. 09/13/17 7:28 pm - Sandra Williams (sandra-williams): Approved for UCC Preparer
6. 10/08/17 1:33 pm - Sandra Williams (sandra-williams): Approved for UCC Chair

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poppy Capehart</td>
<td><a href="mailto:poppy@tamu.edu">poppy@tamu.edu</a></td>
<td>979-845-2142</td>
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Course prefix: NFSC  
Course number: 407

Department: Nutrition & Food Science
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites:

All prerequisites will be enforced through COMPASS.

Undergraduate (alternate)

Effective term: 2018-2019

Complete Course Title: Nutrition Care and Therapy

Abbreviated Course Title: NUTRITION CARE & THERAPY

Catalog course description:

Application of the Nutrition Care Process for clinical diagnoses and conditions; planning of nutritional care plans for complex patients, including the formulation and planning for enteral and parenteral nutrition support.

Prerequisites and Restrictions:

NFSC 203, NFSC 211, NFSC 301 and NFSC 404; junior classification; dietetics track; or approval of instructor.

Concurrent Enrollment:

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tr>
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<tr>
<td>And</td>
<td>NFSC 211</td>
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<tr>
<td>And</td>
<td>NFSC 301</td>
<td>D</td>
<td>UG</td>
<td></td>
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<tr>
<td>And</td>
<td>NFSC 404</td>
<td>D</td>
<td>UG</td>
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Crosslistings:

No Crosslisted With

Stacked:

No Stacked with
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<th>Semester Credit Hour(s)</th>
<th>Contact Hour(s)</th>
<th>Lecture: 3</th>
<th>Lab: 3</th>
<th>Other: 0</th>
<th>Total 6</th>
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Repeatable for credit? No

Three-peat? No

CIP/Fund Code 5131010014

Default Grade Mode Letter Grade(G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture and Laboratory

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

No

Will this course be taught as a distance education course? Yes

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

Will classroom space be needed for this course? Yes

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

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-NUTR-DPD) Nutrition - BS, Didactic Program in Dietetics Track</td>
</tr>
</tbody>
</table>

Required (select program)

Elective (select program)

Has/will this course be (en) submitted for core curriculum consideration? No

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD consideration? No

---

**Course Syllabus**

Syllabus: Upload syllabus


Letters of support or other documentation No

Additional information

Reviewer Comments

Bob Knight (bob-knight) (08/31/17 3:50 pm): Rollback: excused absences

Dawn Kerstetter (dkerstetter) (09/01/17 12:41 pm): Rollback: see Dr. Knight's comments

Jon Jasperson (jon.jasperon) (10/04/17 12:46 pm): The proposal is missing a selection for "Will parts of this course be taught non-traditional?" The course schedule includes 15 weeks of content instead of 14 weeks of content.

Sandra Williams (sandra-williams) (10/05/17 7:21 pm): Updates made to form based on response received via email: will NOT be taught as non-traditional.
Sandra Williams (sandra-williams) (10/08/17 1:33 pm): Concerns discussed and addressed at UCC meeting.
UCC approved October 2017.

Reported to state?
Add
Nutrition Care and Therapy
NFSC 407
Spring 2019
4 Credit Hours (3 Lecture, 1 Lab)

Instructor: Karen Geismar, MS, RD, LD
Office: 100 Cater-Mattil
Phone: 845-5713
E-mail: kgeismar@tamu.edu
Office hours: By appointment only. Please email directly for appointment times

Course Description: Application of the Nutrition Care Process for clinical diagnoses and conditions. Planning of nutritional care plans for complex patients, including the formulation and planning for enteral and parenteral nutrition support.

Prerequisites to class: NFSC 203, NFSC 211, NFSC 301, NFSC 404; junior classification; dietetics track; or per instructor approval

Learning Outcomes: The learning objectives and activities for this course are based on the 2017 ACEND Accreditation Standards for Nutrition and Didactic Program in Dietetics (DPD). These requirements are established and enforced by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) as part of the core knowledge requirements for DPD programs. Based on these updated standards, core knowledge that must be demonstrated by students and activities included in this class are:

• Scientific and Evidence Base of Practice: Integration of scientific information and research into practice:
  Upon completion of the program, graduates will be able to:
  o KRDN 1.1: Students must be able to demonstrate how to locate, interpret, evaluate and use professional literature to make ethical, evidence-based practice decisions.
  o KRDN 1.2: Students must be able to use current information technologies to locate and apply evidence-based guidelines and protocols.
  o KRDN 1.3: Students must apply critical thinking skills.

• Professional Practice Expectations: Beliefs, values, attitudes and behaviors for the professional dietitian level of practice:
  Upon completion of the program, graduates will be able to:
  o KRDN 2.1: Demonstrate effective and professional oral and written communication and documentation
  o KRDN 2.2: Describe the governance of nutrition and dietetics practice, such as the Scope of Nutrition and Dietetics Practice and the Code of Ethics for the Profession of Nutrition and Dietetics; and describe interprofessional relationships in various practice settings.
  o KRDN 2.5 Identify and describe the work of interprofessional teams and the roles of others with whom the registered dietitian nutritionist collaborates in the delivery of food and nutrition services.

• Clinical and Customer Services: Development and delivery of information, products and services to individuals, groups and populations.
  Upon completion of the program, graduates will be able to:
  o KRDN 3.1 Use the Nutrition Care Process to make decisions, identify nutrition-related problems and determine and evaluate nutrition interventions.
  o KRDN 3.2 Develop an educational session or program/educational strategy for a target population.
  o KRDN 3.3 Demonstrate counseling and education methods to facilitate behavior change and enhance
wellness for diverse individuals and groups.

- **Practice Management and Use of Resources**: Strategic application of principles of management and systems in the provision of services to individuals and organizations.

  Upon completion of the program, graduates will be able to:
  
  o **KRDN 4.3** Describe the regulation system related to billing and coding, what services are reimbursable by third party payers, and how reimbursement may be obtained

- **Curriculum and Learning Activities 5.3**: The program’s curriculum must provide learning activities to attain the breadth and depth of the required curriculum components and core knowledge.

  a. Learning activities must prepare students for professional practice with patients/clients with various conditions, including, but not limited to overweight and obesity; endocrine disorders; cancer; malnutrition and cardiovascular, gastrointestinal and renal diseases.

  b. Learning activities must prepare students to implement the Nutrition Care Process with various populations and diverse cultures, including infants, children, adolescents, adults, pregnant/lactating females and older adults.

**Required Texts:**


- Evidence Analysis Library by the Academy of Nutrition and Dietetics. You must be a member of the Academy of Nutrition and Dietetics to access this resource. Student membership is $50.00. Visit [www.eatright.org](http://www.eatright.org) for membership information.

- eNCPT Nutrition Terminology Reference Manual; Academy of Nutrition and Dietetics. Online access only may be purchased from The Academy of Nutrition and Dietetics’ (Academy) web site at [www.eatrightstore.org](http://www.eatrightstore.org). Discounted price for Academy members and students ($25.00 for students).
  

- Pronsky ZM. Food Medication Interactions. 18th ed. (2015) May be purchased at [http://www.foodmedinteractions.com](http://www.foodmedinteractions.com) or online bookstores. Current cost from publisher website is approximately $34.16 plus shipping. The 16th or 17th edition will suffice.

- Non-programmable, basic calculator with memory.

**Supplemental Readings:** You will be responsible for supplemental readings that will be assigned throughout the semester. These supplemental readings will be either required or are highly recommended and will help in the comprehension of the material being discussed. The information from these readings may be applied to exams and assignments for this course, but will also be beneficial as you progress to a dietetic internship and prepare for the examination for registered dietitians. Copies of these readings will be made available to you via eCampus or distributed in class.

**Recommended Reference:** It is recommended that you have access to a comprehensive medical dictionary such as *Taber’s Cyclopedic Medical Dictionary* or *Stedman’s Medical Dictionary*. There are some online medical dictionaries or apps available for free such as Medline Plus Medical Dictionary sponsored by the U.S. National Library of Medicine and the National Institutes of Health, located at [http://www.nlm.nih.gov/medlineplus/mplusdictionary.html](http://www.nlm.nih.gov/medlineplus/mplusdictionary.html). Please note: Wikipedia is not considered an acceptable substitute.
Resources on Reserve: Three copies of the Academy’s *Pocket Guide for International Dietetics and Nutrition Terminology, 2nd ed.*, Krause’s textbook, and Pronsky’s *Food-Medication Interaction* guide are on reserve at the Medical Sciences Library; they may be checked out for 4-hour periods. None of the books on reserve may leave the library in which they are kept.

**Tentative Grading Assessment:**

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
<th>Assessment scale:</th>
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</thead>
<tbody>
<tr>
<td>3 Exams (100 points each)</td>
<td>300</td>
<td>A: 671 - 750</td>
</tr>
<tr>
<td>4 Case Studies (75 points each)</td>
<td>300</td>
<td>B: 596 - 672</td>
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<tr>
<td>Lower GI</td>
<td></td>
<td>C: 521 - 595</td>
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<tr>
<td>Dysphagia</td>
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<td>D: 446 - 520</td>
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<td>Metabolic stress</td>
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<td>F: &lt; 446</td>
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<tr>
<td>Wound care</td>
<td></td>
<td></td>
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<tr>
<td>Case study assessment</td>
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<tr>
<td>Case study presentation</td>
<td>50</td>
<td></td>
</tr>
<tr>
<td>Motivational Interviewing Assignment (Simulation)</td>
<td>50</td>
<td></td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>750</strong></td>
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</table>

**Grading:** Do not ask for a change in your final grade at the end of the semester unless an obvious calculation error has been made.

**Attendance:** An absence may be considered excused if it is complies with the University authorized excused absence. Please refer to Section 7.3 of Student Rules for a list of excused absences, as well as http://studentactivities.tamu.edu/online/sponsauth for a list of University sponsored and authorized activities. Please review all of rule 7 on attendance (http://student-rules.tamu.edu/rule07) as it provides a thorough description of the procedure one must follow in the event an excused absence. Please review this information, as it is your responsibility to comply with these rules. Documentation is required to verify all excused absences prior to making up exams, for exemption from participation point deductions, or to avoid point deductions on late assignments.

If you are absent from class on a day that an assignment is handed out, it is your responsibility to obtain a copy of that assignment from me, whether the absence is excuse or unexcused.

**Assignments:** Assignments are due on the scheduled due date and are **due at the beginning of class**; assignments turned in after class will be considered late. Any assignment turned in after class on the due date will be deducted 5% of the maximum points of that assignment. Other late assignments will be deducted 10% of the maximum points for each day past the due date the assignment is turned in unless you have a University authorized excuse. No assignment will be accepted 7 days beyond the due date and after the class period. There will be some assignments that must be turned in before the 7-day period (with deductions) and you will be informed of this restriction when the assignment is handed out.

**Exams:** Exams will be given during lab time. Tentative dates of exams are provided in this syllabus; however, if it becomes necessary to change the date of an exam I will give you adequate notice of this date change by announcing the change during class and via email.
**Make-up for Regular Exams:** Make-up exams will be given only in the event of a University authorized absence. If you must be absent on the day of an exam, please notify me prior to that exam, if feasible, or by the end of the second working day after the absence. Appropriate documentation must be submitted to me to confirm this absence (i.e. signed doctor’s note); a make-up exam will be scheduled after I have verified the documentation.

**Laboratory session:** Part of this course will include a laboratory session. This laboratory session may be used to practice skills learned during the lecture component of the class and is generally held at the schedule class time. You may be asked to bring a calculator and reference material to this class period to ensure full participation. Furthermore, one of the laboratory sessions will be substituted for the Nutrition Education assignment held at the Blinn Simulation Center located by the Texas A&M Health Sciences Center. Many of you will be asked to meet at an alternate time period other than the schedule lab time. A more detailed explanation of this will be provided early in the semester. Another will be time spent at St. Joseph for a RD/RDN observation. In most instances, these experiences will not be held at scheduled laboratory time.

**Class excursion:** Part of the diet education assignment will be completed at the Blinn Simulation Center located on Hwy-47 in the Texas A&M Health Sciences Center complex and CHI-St. Joseph in Bryan, Tx. These excursions may last 2 to 3 hours, depending on which experience it is, and does not include transportation to or back from either facility. This will occur outside of the regular class schedule and you will be given an opportunity to specify times that are best for you among a list of indicated times. More information on this will be provided early in the semester. I can provide a letter for an instructor if these excursions interfere with another class.

**eCampus:** Announcements, lecture notes, additional readings, recorded lectures and grades will be posted on eCampus. You are responsible for monitoring eCampus for announcements that may affect the class schedule, lecture notes, or any other information related to this class. Your grades will also be posted on eCampus. You must contact me within 1 week after an assignments has been returned if you do not have a grade for that particular assignment posted in eCampus.

**Academic Integrity:** “An Aggie does not lie, cheat or steal, or tolerate those who do.” All Texas A&M University students and staff, by definition, are committed to uphold and live by the Aggie Honor Code. It is their responsibility to become intimate with the Honor Code and live by it daily. Please refer to the Honor Council Rules and Procedures located at http://student-rules.tamu.edu/aggiecode for additional information.

Academic misconduct such as cheating, fabrication, falsification and plagiarism will not be tolerated. Everyone is encouraged to review the definitions for these areas of misconduct at http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Definitions. Plagiarism will not be tolerated and if evidence of plagiarism is identified you will receive a “0” for the assignment and risk having your case taken before the Honor Council. Detailed information on Academic Integrity, including policies, rules, and information on the Honor Council, can be found at http://aggiehonor.tamu.edu/

**Classroom Etiquette:** To enhance learning and for the courtesy of your fellow students, please follow proper classroom etiquette at all times. Cell phones and pagers must be turned off or placed on “silent” or “vibrate.” Talking on the cell phone is not permitted during the class period and will result in you being asked to leave and loss of 5 participation points. Please refrain from texting during class, unless it is for an emergency. If you violate these policies, you will be asked to leave and will not be permitted to make-up work missed.

**The Americans with Disabilities Act (ADA)** is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
Tips for Success in Nutrition 407:
1. Lecture notes will be made available through eCampus prior to the corresponding class for that lecture. It is recommended that you review the lecture outlines prior to the class period for that lecture.
2. In addition to reading the lecture outlines, you are responsible for reading assignments from the textbook or supplemental readings before coming to class.
3. Attend class, pay attention, ask questions, and participate in class discussion and activities.
4. Study in advance of each exam. Refer to lecture notes, your textbook and prior classroom assignments.
5. Complete all lab activities and case studies assigned. These exercises are provided to reinforce the lecture discussions and provide examples of client/patients encounters you experience in the future.
6. Utilize my office hours, your TA’s office hours or set up an appointment to meet with me to discuss problems or questions you have with an assignment or questions you have regarding lecture information. Waiting to ask question that require a detailed answer before or after the class period does not allow for optimal time to answer your questions appropriately.
7. If your grade is lower than what you feel you are capable of or if you are struggling, please seek help from me earlier rather than later.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topics</th>
<th>Required Reading</th>
<th>Class activities, quizzes, exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Orientation</td>
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<tr>
<td></td>
<td>Review of gastrointestinal system</td>
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<tr>
<td></td>
<td>Start Enteral Nutrition (EN)</td>
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<tr>
<td>Week 2</td>
<td>Finish EN</td>
<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td>Parenteral Nutrition</td>
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<tr>
<td>Week 4</td>
<td>Upper GI disorders (GERD, including Barret’s esophagus, dysphagia, n/v, ulcer, gastric surgery, gastroparesis,)</td>
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<tr>
<td>Week 5</td>
<td>Lower GI disorders (including inflammatory bowel disease and celiac)</td>
<td>Exam 1 Case study 1</td>
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<tr>
<td>Week 6</td>
<td>Liver Disease</td>
<td>Assignment of case study topics</td>
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<td></td>
<td>Biliary Disease</td>
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<tr>
<td>Week 7</td>
<td>Neurological disorders (Stroke, aneurysm, Parkinson’s, Alzheimer’s, spinal cord injury)</td>
<td>Case study 2</td>
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<td>Week 8</td>
<td>Malnutrition</td>
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<td>Week 9</td>
<td>Cancer</td>
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<td>Week 10</td>
<td>Pulmonary disease (COPD, cystic fibrosis)</td>
<td>Exam 2 Assessment of case study topics</td>
<td></td>
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<tr>
<td>Week 11</td>
<td>Metabolic Stress (Trauma, Sepsis, ARDS, CHI)</td>
<td>Case study 3</td>
<td></td>
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<tr>
<td>Week 12</td>
<td>Pancreatic disorders (including chronic and acute pancreatitis)</td>
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<td>Week 13</td>
<td>Surgery, Wound Care and Burns</td>
<td>Case study 4</td>
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<td>Week 14</td>
<td>Case study presentations</td>
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<td>Week 15</td>
<td>Case study presentations</td>
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<tr>
<td>Final Exam</td>
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<td>Exam 3</td>
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*This schedule is tentative and subject to change.*
Course Change Request

New Course Proposal

Date Submitted: 09/20/17 4:22 pm

Viewing: PHYS 125: Soft Matter Physics for Non-physicists

Last edit: 10/09/17 2:43 pm

Changes proposed by: hwalker

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
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<tbody>
<tr>
<td>Heather Walker</td>
<td><a href="mailto:hwalker@tamu.edu">hwalker@tamu.edu</a></td>
<td>9798621653</td>
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Course prefix: PHYS

Course number: 125

Department: Physics and Astronomy

College/School: Science

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

<table>
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<tr>
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</table>

Effective term: 2018-2019

Complete Course Title: Soft Matter Physics for Non-physicists

Abbreviated Course Title: SOFT MATTER PHYS NON-PHYSICSTS

Catalog course description:

Modern physics in action with hands-on physics experience in simple experiments for non-physics majors; introduction to thermodynamics and soft matter physics; heat, temperature, thermodynamic efficiency, phase transitions, mechanical properties of soft matter, heat transfer mechanisms; physical measurements.

Prerequisites and Restrictions

Concurrent Enrollment: No

Should catalog prerequisites/concurrent enrollment be enforced? No

Crosslistings: No

Stacked: No

Semester: 3

Contact Hour(s) [per week]: Lecture: 2 Total: 4 Lab: 2 Other: 0

Repeatable for credit? No

Three-peat? No

CIP/Fund Code: 4008010002

Default Grade Mode: Letter Grade(G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture and Laboratory

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

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

Proposed Core Foundational Component Area

Core Life/Physical Sci (KLPS)

Approved Foundational Component Area

Has/will this course be (en) submitted for Writing or Communication consideration? No

Has/will this course be (en) submitted for ICD consideration? No

Syllabus: Upload syllabus

Upload syllabus 20170912 PHYS 125 syllabus.pdf

Letters of support or other documentation No

Additional information

Reviewer Comments

Jon Jasperson (jon.jasperson) (10/04/17 3:12 pm): A) The proposal form shows that prerequisites are the "undergraduate course level justification"; however, no prerequisites are listed for the course and the proposal does not include a prerequisite table. B) The proposal form is missing the selection for "will sections of this course be taught as non-traditional?" C) The syllabus needs a set of measurable learning outcomes. Understand is not measurable. D) The syllabus needs attendance and make-up policies (see minimum syllabus requirements document).

Sandra Williams (sandra-williams) (10/09/17 2:42 pm): Update received.


Reported to state? Add
PHYS 125: Soft Matter Physics for Non-physicists

Instructor
Igor Lyuksyutov
office location: MPHY 452
Email: lyuksyutov@tamu.edu
Course website:

Course (catalog) description
Modern physics in action with hands-on physics experience in simple experiments for non-physics majors; introduction to thermodynamics and soft matter physics; heat, temperature, thermodynamic efficiency, phase transitions, mechanical properties of soft matter, heat transfer mechanisms; physical measurements.

Learning Outcomes
- Students will be able to use scientific method to measure/explain properties of soft matter, including elasticity and thermodynamics. Students will be able to perform physical measurements of temperature, weight, volume, and pressure, prepare gels, and other soft matter substances. Students will be able to use basic laws of thermodynamics to explain phase transitions in the soft matter and to calculate/measure stress and strain in soft matter.
- Students will develop critical thinking. Students will learn the fundamental principles of thermodynamics and soft matter physics. To solve problems and perform experiments, they will develop critical thinking to determine which laws of thermodynamics to apply and how these laws explain soft matter properties. Students will be able inquire, analyze, and evaluate different factors important for particular processes and synthesize available information to get answers.
- Students will develop oral, visual, and written communication skills by presenting their results in the form of reports which include written text and visual presentations (graphs, photos, short video clips).
- Students will develop empirical and quantitative skills in problem solving by manipulation and analysis of the labs numerical data. They will also develop empirical and quantitative skills by analyzing and comparison their data with those obtained by their peers.
- Students in class will develop teamwork skills through work in the labs.

Prerequisites
None.

Texts
Lecture notes.

Grading
20% Midterm exam
40% Final exam
40% Labs

A = 90-100%
B = 80-89%
C = 60-79%
D = 50-59%
F = 0-49%

Attendance is required. Make-up exams and labs are possible with university-excused absence. See http://student-rules.tamu.edu/rule07 for information on university-excused absences.
Topics

- Week 11. Lectures 21-22: Lecture and Lab topic will be proposed by the students in coordination with instructor.
- Week 12. Lectures 23-24: Lecture and Lab topic will be proposed by the students in coordination with instructor.

ADA 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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

Academic integrity

The Aggie Honor Code is “An Aggie does not lie, cheat, or steal or tolerate those who do.” For more information, refer to the Honor Council Rules and Procedures on the web at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)
Course Change Request

New Course Proposal

Date Submitted: 07/24/17 1:44 pm

Viewing: **WGST 394 : Gender and Genre**

Last edit: 10/05/17 3:00 pm
Changes proposed by: annettej

| Faculty Senate Number |

<table>
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<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Anneth Jackson</td>
<td><a href="mailto:annettej@tamu.edu">annettej@tamu.edu</a></td>
<td>979-845-7994</td>
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| Department         | College of Liberal Arts |

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All prerequisites will be enforced through COMPASS.

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| Effective term | 2018-2019 |

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Catalog course description

Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

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<th>Prerequisites and Restrictions</th>
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Junior or senior classification; WGST 200 or FILM 251 or ENGL 251

| Concurrent Enrollment | No |

| Should catalog prerequisites / concurrent enrollment be enforced? | Yes |

In Workflow

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

Approval Path

1. 07/24/17 3:03 pm Steve Oberhelman (s-oberhelman): Approved for CLLA Department Head
2. 07/26/17 4:24 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 07/27/17 7:39 am Penny Boice (pboice): Approved for LA Committee Preparer UG
4. 08/12/17 10:03 am Steve Oberhelman (s-oberhelman): Approved for LA Committee Chair UG
5. 08/27/17 10:55 am Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
6. 09/04/17 3:21 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 10/05/17 1:37 pm Sandra Williams (sandra-williams): Rollback to LA College Dean UG for UCC Chair
8. 10/05/17 2:45 pm Steve Oberhelman (s-oberhelman): Approved for LA College Dean UG
9. 10/05/17 3:00 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
10. 10/08/17 1:30 pm Sandra Williams
Enforced Prerequisites / Concurrent Enrollment

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Crosslistings: No
Stacked: No
Semester: 3
Credit Hour(s): 3
Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code: 0502990201
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:

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

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<tr>
<td>(MINOR-WGST) Women's &amp; Gender Studies - Minor</td>
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</table>

Has/will this course be (en) submitted for core curriculum consideration? No
Has/will this course be (en) submitted for Writing or Communication consideration? No
Has/will this course be (en) submitted for ICD consideration? No

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: Gender and Genre Syllabus.pdf
Letters of support or other documentation: No

Additional information: If taught using film, the FILM Studies Program has said that this course could be used as an elective for them, as well as WGST. If not taught using film, it would not be appropriate for FILM Studies, and they would not accept it as an elective. I am unsure if we can list a minor that is dependent upon subject, if not please let this office know, and we will eliminate that minor from the list.

Reviewer Comments:
Sandra Williams (sandra-williams) (02/21/17 8:57 pm): Rollback: Please update: syllabus prerequisites do not match form; wrong Aggie Honor Code website; 15th week start of finals (?)

Sandra Williams (sandra-williams) (02/23/17 4:18 pm): Rollback: The syllabus shows this is a cross-listed course. If FILM 394 is an existing course, please edit that course in order to cross-list it with WGST 394. We will shred WGST 394 so that you can add the course to FILM 394. Please call us if you have any questions/problems.

Sandra Williams (sandra-williams) (06/10/17 8:46 pm): Rollback: Please update syllabus: prerequisites must match form; shows old aggie honor code website.

Sandra Williams (sandra-williams) (06/21/17 3:51 pm): Rollback: Prerequisites on form and syllabus must match. Please update.

Sandra Williams (sandra-williams) (06/22/17 8:16 am): Update received.

Ruth Larson (larson) (07/09/17 9:32 am): Participation grade needs to clarify what it is based on.

Steve Oberhelman (s-oberhelman) (07/21/17 11:50 am): Rollback: I am sorry but several things still need to be done. On the syllabus, participation is 20%. Change this to 10% unless detailed criteria for assessing participation are given (university rule). Also, the new rule at the University Curriculum Committee and Faculty Senate is all prerequisites must be enforced. This also means that the enforcement table must be completed after clicking "yes" on enforcement. This means listing the courses individually.

Jon Jasperson (jon.jasperson) (10/04/17 3:20 pm): A) The proposal form is missing a selection for "undergraduate course level justification". B) The proposal form is missing a selection for "will sections be taught non-traditional". C) It would be easier to read if the syllabus had one section on prerequisites instead of two. D) The syllabus is missing a makeup policy (see minimum syllabus requirements). E) Syllabus should only have 14 weeks of content.

Sandra Williams (sandra-williams) (10/05/17 1:37 pm): Rollback: As requested.

Sandra Williams (sandra-williams) (10/05/17 3:00 pm): Update received.

Sandra Williams (sandra-williams) (10/06/17 1:29 pm): Concerns addressed by updates received and discussion at UCC meeting. UCC approved October 2017.

Reported to state?
Add
Instructor: Daniel Humphrey  
Office Hours: Mon 2:45-3:45, Thurs 1-2  
Office: Bolton 305C  
Email: danhumphrey@tamu.edu  
Phone/voice-mail: 979-845-2785

Gender and Genre  
WGST 394  
Tue/Thurs 2:20-3:35, Zachary 332

Course Description: Exploration and analysis of the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

Course Summary: Have you ever noticed how certain genres have been favored by representatives of certain genders or certain sexual orientations? Why would it be that straight men are considered to be the core audience for westerns and superhero films, gay men with musicals and art cinema, straight women with romances and romantic comedies, and lesbians—perhaps more obscurely—with gothic romance and sometimes horror? The reasons may seem simple… at first; however, the more one looks at these associations, the more complex, nuanced, and finally counterintuitive these associations can be. This seminar will allow us to explore and analyze the ways in which a single literary and/or film genre resonates with gendered perspectives and sexual subjectivity.

We will focus in this particular semester on the horror film as it has been used to allegorize struggles related to male and female subjectivity and hetero and homosexual desire, asking ourselves if horror allows people, at a pop-cultural level, to address the deepest and most profound fears and fantasies associated with their gender concerns and sexual identities.

Learning Outcomes: Students will be able to
- Analyze film and literary genres according to the influential theoretical tools provided by feminist theory, queer theory, and other theories of gender in the humanities and social sciences.
- Use those theories to be able to articulate the ways in which gender affects one’s understandings of works of literary and cinematic genres.
- Evaluate the ways in which genre conventions and tropes reinforce or challenge traditional or alternative forms of gendered subjectivity.
- Write critically and effectively about the above mentioned issues in the form of historical/analytical upper level college essays.

Prerequisites and Restrictions: One of the following—WGST 200, FILM 251, or ENGL 251. Junior or Senior Classification, or approval of instructor.

Attendance Policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students who have more than five unexcused absences will have their grade dropped one full letter grade. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Required Texts (Available at the bookstore and Course Reserves at the Evans Annex):
3. Assigned readings are available on electronic reserve through the TAMU Libraries website under “Course Reserves.” These are listed on this syllabus as Online.
Recommended: A Short Guide to Writing about Film, Timothy Corrigan (Longman, 2011.)

Please bring a copy of the day’s assigned reading to class.

Undergraduate Course Requirements:

1. **In-Class Presentation** 20 pts.
Students will offer a ten to fifteen-minute presentation on an assigned reading: clarifying the difficulties in the text for the class (such as explaining aspects discussed that aren’t necessarily common knowledge and working through complex statements or assertions), raising points to encourage further discussion, and, when appropriate, showing clips from the movies discussed. A handout will be provided.

2. **Midterm:** 15 pts.
The midterm will test students on material from the lectures and the assigned readings—often as both relate to the films. It will be comprised of multiple-choice, true/false, short answer, and, perhaps, essay questions.

3. **Research paper:** 30 pts.
The paper requires in-depth research on a film or film genre. Students are expected to take advantage of material available through the Evans Library. A handout with details for this assignment including approved areas of research will be provided. Minimum 3,000 words. Plagiarism will result in an F* for the class. Papers need to be uploaded to turnitin.com, as an anti-plagiarism measure. A rough draft will be due on 4/3 and will be reviewed by the instructor and returned with revision suggestions. The final draft will be due 4/24 at 11AM. A prospectus and annotated bibliography is due one month prior to paper due date (3/27).

4. **Final exam:** 25 pts.
The final exam will test students on material from the assigned readings, lectures, and films, including important material covered before the mid-term. Therefore, students should study their notes and review the texts from the entire semester. It will be comprised of multiple-choice, true/false, short answer, and, perhaps, essay questions. **Students must bring a Scantron sheet (882-E) to class.**

5. **Participation** 10 pts.
Ten percent of a student’s grade will be based upon in-class participation, demonstrating that one has come to class prepared for discussion, asking questions and working through various in-class activities. While there is no credit offered for attendance per se, students who do not faithfully attend class will have a difficult time participating enough go score highly in this category.

**Grade Breakdown:** A 100–91 B 81–90 C 71–80 D 60–70 E Below 60

All matters related to makeup work related to excused absences will be followed in accordance with [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07); please consult 7.3 for specifics.

**Americans with Disabilities Act:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).
Aggie Honor Code
~ An Aggie does not lie, cheat, or steal or tolerate those who do ~

For more information on the Aggie Honor Code and Texas A & M University’s detailed policies on academic honesty and dishonesty, visit http://aggiehonor.tamu.edu.

Students are expected to act professionally. Being a full-time undergraduate Aggie is, in effect, equivalent to having a career. When in doubt on any issue, a student should ask him or herself how he or she would be expected to act as a professional in the workforce and act accordingly. For instance, students must:

- **Turn in all work on time. Late work will be marked down one letter grade per-day.**
- **Submit written assignments as word-processed documents, while retaining a backup.**
- **Respect the opinions and emotions of each member of the class.**
- **Students can likewise expect the instructor to act professionally.**

**Course schedule**

**Week 1**
**Tuesday 1/14:** Introduction
**Thursday 1/16:** What are Genres?
- **Reading Due:** Online: Andrew Tudor, “Genre” and Thomas Sobchack, “Genre Film: A Classical Experience.”
- **7 PM Screening:** Dracula’s Daughter (Lambert Hillyer, US 1936, 71 min.) and The Mummy’s Ghost (Reginald Le Borg, US 1944, 61 min.)

**Week 2**
**Tuesday 1/21:** Is Horror Political? If So, How is it Conservative and/or Progressive?
- **Reading Due:** Online: Bruce Kawin, “The Mummy’s Pool” and Rhona J. Berenstein, “Horror of Classic Horrors.”
**Thursday 1/23:**
- **Reading Due:** Online: Linda Williams, “When the Woman Looks.”
- **7 PM Screening:** Dressed to Kill (Brian De Palma, US 1980, 105 min.)

**Week 3**
**Tuesday 1/28:** Theories of Horror: Psychoanalysis
**Thursday 1/30:** Theories of Horror: Psychoanalysis, cont’d.
- **Reading Due:** Men, Women, and Chain Saws, “Introduction: Carrie and the Boys.”
- **7 PM Screening:** The Texas Chain Saw Massacre (Tobe Hooper, US 1974, 88 min.)

**Week 4**
**Tuesday 2/4:**
- **Reading Due:** Men, Women, and Chain Saws, Chapter 1: “Her Body, Himself.”
**Thursday 2/6:**
- **Reading Due:** Men, Women, and Chain Saws, Chapter 2: “Opening Up.”
- **7 PM Screening:** The Exorcist (William Friedkin, US 1973, 132 min.)

**Week 5**
Tuesday 2/11:
• **Reading Due:** *Men, Women, and Chain Saws*, Chapter 3: “Getting Even.”

Thursday 2/13: Phallic Horror
• **Reading Due:** *Men, Women, and Chain Saws*, Chapter 4: “The Eye of Horror” and Afterward.
• **7 PM Screening:** *Peeping Tom* (Michael Powell, UK 1960, 101 min.)

**Week 6**
Tuesday 2/18:
• **Reading Due:** *Online*: Julia Kristeva, “Approaching Abjection” [excerpt: to page 18], Barbara Creed, “Kristeva, Femininity, Abjection.”

Thursday 2/20:
• **Reading Due:** *Online*: Creed, “Woman as Monstrous Womb: The Brood.”
• **7 PM Screening:** *The Brood* (David Cronenberg, Canada 1979, 92 min.)

**Week 7**
Tuesday 2/25:
• **Reading Due:** *Online*: Sarah Arnold, “The Bad Mother” to page 91.

Thursday 2/27:
• **Reading Due:** *Online*: Sarah Arnold, “The Bad Mother” page 91-end.
• **7 PM Screening:** *The Haunting* (Robert Wise, US/UK 1963, 112 min.)

**Week 8**
Tuesday 3/4:
• **Reading Due:** *Online*: Patricia White, “Female Spectator, Lesbian Specter.”

Thursday 3/6:
• **Reading Due:** *Online*: Judith Halberstam, “Bodies That Splatter.”
• **7 PM Screening:** *The Texas Chainsaw Massacre 2* (Tobe Hooper, US 1986, 101 min.)

**Enjoy Your Spring Break**

**Week 9**
Tuesday 3/18: Midterm

**Thursday 3/20:**
• **Reading Due:** *MC*, “Introduction: The Monster and the Homosexual” and Chapter 1: “Defining the Monster Queer in the Classical Hollywood Horror Film.”
• **7 PM Screening:** *The Old Dark House* (James Whale, US 1932, 72 min.)

**Week 10**
Tuesday 3/25:
• **Reading Due:** *MC*, Chapter 2: Shock Treatment: Curing the Monster Queer During World War II” and Chapter 3: Pods, Pederasts, and Perverts.”

Thursday 3/27:
• **Paper prospectus and annotated bibliography due in class.**
• **Reading Due:** *MC*, Chapter 4: “Exposing the Monster Queer to the Sunlight, Circa the 1969 Stonewall Rebellion.”
• **7 PM Screening:** *Theatre of Blood* (Douglas Hickox, UK 1973, 104 min.)

**Week 11**
Tuesday 4/1:
- **Reading Due: Online**: Benshoff, “Vincent Price and Me: Imagining the Queer Male Diva” and *MC*, Chapter 5: “Satan Span and Out and Proud: Monster Queers in the Postmodern Era.”

**Thursday 4/3:**
- **Reading Due**: *MC*, Epilogue.
- **7 PM Screening**: *Nightbreed* (Clive Barker, US 1990, 102 min.)

**Week 12**
- **Tuesday 4/8:**
  - **Reading Due**: Online: E.T.A. Hoffmann, “The Sandman,” Sigmund Freud, “‘The Uncanny.’”
- **Thursday 4/10:**
  - **Reading Due**: Online: Barbara Creed, “Film, Horror and the Primal Uncanny.”
  - **7 PM Screening**: *Afraid of the Dark* (Mark Peploe, UK 1991, 91 min.)

**Week 13**
- **Tuesday 4/15:**
  - **Reading Due**: Online: Barbara Creed, “Film and the Uncanny Gaze.”
- **Thursday 4/17:**
  - **Reading Due**: Online: Antonio Lázaro-Reboll, “The Horror Cycle of Eloy de la Iglesia (1971-3).”
  - **7 PM Screening**: *The Cannibal Man* [*La semana del asesino*] (Eloy de la Iglesia, Spain 1973, 98 min.)

**Week 14**
- **Tuesday 4/22:**
  - **Reading Due**: Online: Andrew Willis, “The Spanish Horror Film as Subversive Text.”
- **Thursday 4/24:**
  - **Research paper due via e-campus by 11AM.**
  - **Reading Due**: None. Concentrate on your paper.
  - **7 PM Screening**: *Onibaba* (Kaneto Shindô Japan 1964, 103 min.)

**Week 15**
- **Tuesday 4/29**: Final class: Summing Up and Review