## New Course Proposal

**Course Change Request**

Date Submitted: 10/12/18 3:45 pm

**Viewing:** **BIMS 602 : Foundations in Biomedical Graduate Education and Research**

Last edit: 10/12/18 3:45 pm

Changes proposed by: kathiesmith

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kathie Smith</td>
<td><a href="mailto:KSmith@cvm.tamu.edu">KSmith@cvm.tamu.edu</a></td>
<td>979-845-2851</td>
</tr>
</tbody>
</table>

### Course Information

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>BIMS</th>
<th>Course number</th>
<th>602</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td>College of Veterinary Medicine</td>
<td></td>
<td></td>
</tr>
<tr>
<td>College/School</td>
<td>Veterinary Med &amp; Biomedical Sc</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Level</td>
<td>Graduate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effective term</td>
<td>2019-2020</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Catalog course description

Principles and practices that are foundational for effective learning in graduate education to advance as a scholar, professional and researcher in the biomedical sciences.

### Prerequisites and Restrictions

Graduate classification.

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Stacked

No

### Contact Hour(s)

<table>
<thead>
<tr>
<th>Semester</th>
<th>2</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>2</th>
<th>Lab:</th>
<th>0</th>
<th>Other:</th>
<th>0</th>
</tr>
</thead>
</table>

### Repeatable for credit?

No

### CIP/Fund Code

1313270014

### Default Grade Mode

Letter Grade (G)

### Method of instruction

Lecture

Will sections of this course be taught as

No

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**In Workflow**

1. CLVM Department Head
2. Curricular Services Review
3. VM Committee Preparer GR
4. VM Committee Chair GR
5. VM College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Provost II
10. President
11. Curricular Services
12. Banner

**Approval Path**

1. 10/05/18 11:11 am Kenita Rogers (k-rogers): Approved for CLVM Department Head
2. 10/10/18 11:59 am Terra Bissett (t.bissett): Rollback to Initiator
3. 10/13/18 12:53 pm Kenita Rogers (k-rogers): Approved for CLVM Department Head
4. 10/15/18 9:56 am Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 10/15/18 10:07 am Kathie Smith (kathiesmith): Approved for VM Committee Preparer GR
6. 10/15/18 11:50 am Mike Crisciello (crisci): Approved for VM Committee Chair GR
7. 10/15/18 12:17 pm Robert Burghardt (rburghardt): Approved for VM College Dean GR
8. 10/29/18 8:46 am LaRhessa Johnson (lrjohnson): Approved for GC Preparer

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https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-BIMS) Master of Science in Biomedical Sciences</td>
</tr>
<tr>
<td>(PHD-BIMS) Doctor of Philosophy in Biomedical Sciences</td>
</tr>
</tbody>
</table>

Elective (select program)

---

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus  BIMS 602.docx

Letters of support or other documentation  No

Additional information

Reviewer Comments  Terra Bissett (t.bissett) (10/10/18 11:59 am): Rollback: Syllabus: Committees will want to see further explanation of how the grade will be determined for attendance and participation. If more than 10% of grade is based on participation, syllabus should explicitly define and outline how grade is determined.

Terra Bissett (t.bissett) (10/15/18 9:55 am): Update received.
BIMS 602 – Foundations in Biomedical Graduate Education and Research
Fall 2019 – Thursdays, 10:00 a.m. – 11:50 a.m.
Location: VIDI 102

Instructor Information

**Instructor of Record**
Name: Robert C. Burghardt, Ph.D.
Telephone number: (979) 845 – 5092
Email address: RBurghardt@cvm.tamu.edu
Office hours: By Appointment
Office location: VENI 317

**Instructor**
Name: M. David Kessler, Ph.D.
Telephone number: (979) 845 – 6161
Email address: DKessler@cvm.tamu.edu
Office hours: By Appointment
Office location: VENI 317

Course Description and Prerequisites

Principles and practices that are foundational for effective learning in graduate education to advance as a scholar, professional, and researcher in the biomedical sciences.
Prerequisite: Graduate classification

Purpose and Learning Outcomes

This course introduces students pursuing a research-focused graduate degree (MS-Thesis or PhD) in the College of Veterinary Medicine & Biomedical Sciences to underlying theory, thought, and practice that forms a common body of knowledge necessary for success in higher education and on the path to becoming a biomedical scientist.

Upon completion of this course, each student will be able to:
1. Define and follow the standards and expectations of graduate student researchers in the College of Veterinary Medicine & Biomedical Sciences and Texas A&M University.
2. Formulate an individual development plan that serves as a guide for selecting and achieving the most valuable academic, research, and professional development experiences that strengthen their knowledge, skills, and abilities to be an effective biomedical scientist.
3. Assess the biomedical research environment and document their own strengths and weaknesses found in the areas of safety and compliance, climate and diversity, and other conduct of research.
4. Utilize the appropriate information resources and skills to collect, critique, and communicate scientific information.
5. Defend one’s own approaches in all aspects of academic and research decision that prepares them for advancement in the biomedical sciences.
## Schedule of Topics and Speakers (tentative and subject to change with notice from instructor):

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Foundations of Graduate Education: What Guides You through the Graduate Student Experience?</td>
</tr>
<tr>
<td>Week 2</td>
<td>Foundations of Graduate Education: Training Experiences &amp; Professionalism in Graduate Education and Graduate Research</td>
</tr>
<tr>
<td>Week 3</td>
<td>Foundations of Graduate Education and Research: Communication and Conflict Management</td>
</tr>
<tr>
<td>Week 4</td>
<td>Foundations of Graduate Education and Research: Climate, Diversity, and Inclusion</td>
</tr>
<tr>
<td>Week 5</td>
<td>Foundations for Research: The Case for Scientific Responsibility and Safety in the Biomedical Sciences</td>
</tr>
<tr>
<td>Week 6</td>
<td>Foundations for Research: Project Management</td>
</tr>
<tr>
<td>Week 7</td>
<td>Foundations for Research: Critical Review of Research Literature</td>
</tr>
<tr>
<td>Week 8</td>
<td>Foundations for Research and your Future: Exploring Diverse Career Paths for Biomedical Scientists</td>
</tr>
<tr>
<td>Week 9</td>
<td>Foundations for Research and Scholarship: Navigating the Networks of Information to Build Knowledge</td>
</tr>
<tr>
<td>Week 10</td>
<td>Foundations for Research and your Future: Keys to Successful Scientific Presentations</td>
</tr>
<tr>
<td>Week 11</td>
<td>Foundations for Research and your Future: Establishing your Scholarly Identity</td>
</tr>
<tr>
<td>Week 12</td>
<td>Foundations for Research and your Future: Establishing an Individual Development Plan</td>
</tr>
<tr>
<td>Week 13</td>
<td><strong>THANKSGIVING BREAK</strong></td>
</tr>
<tr>
<td>Week 14</td>
<td>Foundations for Research and your Future: Creating a Persuasive Biosketch</td>
</tr>
<tr>
<td>Week 15</td>
<td>Solidifying the Foundation for your Future and Success in the Biomedical Sciences</td>
</tr>
</tbody>
</table>

## Textbook and/or Resource Materials

Sources for learning selected from original literature and accessible material available in accordance with fair use and copyright policy. No textbook required.
Readings & Assignments

Week 1 – Foundations of Graduate Education: What Guides You through the Graduate Student Experience?

**Readings:**

  [https://storiesinscience.org/2017/08/28/stride-on/](https://storiesinscience.org/2017/08/28/stride-on/)

  [https://storiesinscience.org/2017/02/18/a-non-linear-path-to-the-career-i-never-knew-i-always-wanted/](https://storiesinscience.org/2017/02/18/a-non-linear-path-to-the-career-i-never-knew-i-always-wanted/)


**Assignment:**

What Guides You? – Your Story – A written piece about your path to this Biomedical Sciences graduate program, including an idea of your research and where your path may lead you in the future. This assignment can be in the format of your choice (e.g. journal entry, reflective essay, blog post, email, etc.).

**DUE DATE:** WEEK 2 class day by 11:59 p.m. to david.kessler@tamu.edu

Week 2 – Foundations of Graduate Education: Training Experiences & Professionalism in Graduate Education and Research Activities

**Readings:**


Week 3 – Foundations of Graduate Education and Research: Communication and Conflict Management

**Readings:**


Assignment: Mentor/Mentee Expectations – Using the “Compact Between Biomedical Graduate Students and Their Research Advisors” (https://www.aamc.org/download/49868/data/gradcompact.pdf) or a similar resource, visit with your faculty mentor/PI to begin a successful student-mentor partnership. This becomes an agreement between you and your PI; *nothing is due for class.*

Week 4 – Foundations of Graduate Education and Research: Climate, Diversity, and Inclusion


Week 5 – Foundations for Research: The Case for Scientific Responsibility and Safety in the Biomedical Sciences

Texas A&M University. *Graduate student animal research*. [http://rcb.tamu.edu/animals/resources/gradstudentresearch](http://rcb.tamu.edu/animals/resources/gradstudentresearch)

Assignment: Protocol Report – Prepare a written report that details your immediate or expected research activities and the process you will complete to ensure you are on the appropriate (AUP or other relevant) protocol required by Texas A&M University to participate in the research. **DUE DATE:** WEEK 8 class day by 11:59 p.m. to david.kessler@tamu.edu

Week 6 – Foundations for Research: Project Management

Readings: To be determined

Week 7 – Foundations for Research: Critical Review of Research Literature


Week 8 – Foundations for Research and your Future: Exploring Diverse Career Paths for Biomedical Scientists


Week 9 – Foundations for Research and Scholarship: Navigating the Networks of Information to Build Knowledge

**Readings:** To be determined

Week 10 – Foundations for your Future: Keys to Successful Scientific Presentations

**Readings:** To be determined

Week 11 – Foundations for Research and your Future: Establishing your Scholarly Identity


**Assignment:** ORCiD – Create an ORCiD at https://orcid.org using your @tamu.edu email account and develop your ORCiD record. Include your ORCiD identifier on your end of semester Biosketch assignment. **DUE DATE:** LAST class day by 11:59 p.m. to david.kessler@tamu.edu

Week 12 – Foundations for your Future: Starting an Individual Development Plan


Polk, J. (2017, March 21). Don’t let the fact that you have a PhD limit the way you see yourself. University Affairs. http://www.universityaffairs.ca/career-advice/from-phd-to-life/dont-let-fact-phd-limit-way-see/

**Assignment:** Create a myIDP account at https://myidp.sciencecareers.org and complete all three Assessments and Choose a Career Path section of Career Exploration, at a minimum. Submit ONLY the Certificate of Completion to david.kessler@tamu.edu.
Week 13 – **THANKSGIVING BREAK**

Week 14 – **Keys to Future Success: Creating a Persuasive Biosketch**

No readings.

**Assignment:** Develop an NIH Biosketch using the non-fellowship or fellowship format page found at [https://grants.nih.gov/grants/forms/biosketch.htm](https://grants.nih.gov/grants/forms/biosketch.htm). Submit the final biosketch with your ORCID identifier as the “eRA COMMONS USER NAME” to david.kessler@tamu.edu. **DUE DATE:** LAST class day at 11:59 p.m. to david.kessler@tamu.edu

Week 15 – **Solidifying the Foundation for your Future and Success in the Biomedical Sciences**

No readings or assignments; class attendance and flash talk participation required.

**Grading Policy**

This is a graded course with FOUR required assignments due to the instructor’s email address as stated comprising 80% of the final grade (20% each) and class attendance and participation on the last class day with each student sharing a 3-minute presentation (flash talk) of how the course content prepares them for success in the biomedical sciences comprising 20% of the final grade.

You are strongly encouraged to meet the assignment deadlines as stated above; however, you may submit an assignment up to 48 hours after the deadline without additional approval or you will receive no grade for the assignment. Grades: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = < 60

**Attendance Policy**

Class attendance for all dates and times is required. “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments,” according to Student Rule 7. If it is necessary to seek an excused absence, “the student must notify his or her instructor in writing (email is acceptable) prior to the date of the absence, if such notification is feasible.” If prior notification is not possible (e.g. emergency), “the student must provide notification by the end of the second working day after the absence.” Please refer to [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for further explanation including days of religious observance.

**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 and Misconduct

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

Academic integrity is connected with the core values and honor code of Texas A&M University, and academic misconduct or scholastic dishonesty is considered a serious offense. There are many types of scholastic dishonesty, and one of the most common is plagiarism. As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc. of another person as your own work. This means that you are committing plagiarism if you copy 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 concerns, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

All matters of academic misconduct are reported to the Aggie Honor System Office: http://aggiehonor.tamu.edu/.

Additional information on plagiarism and other forms of academic integrity and misconduct is available at http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html.

Title IX

The federal law known as Title IX protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the College of Veterinary Medicine & Biomedical Sciences are committed to maintaining a learning environment that is free from discriminatory conduct based on sex and gender. Accordingly, any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence), or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, should immediately report the incident. Title IX affects all areas of Texas A&M University and applies to everyone regardless of sexual orientation and gender identity or expression. For contact information and more details, see: https://urc.tamu.edu/title-ix/.

University Statement on Harassment and Discrimination
http://student-rules.tamu.edu/statement

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113.
Course Change Request

New Course Proposal

Date Submitted: 10/25/18 9:37 am

Viewing: DDDS 027: Enteral Conscious Sedation and Emergency Protocols

Last edit: 10/25/18 10:22 am
Changes proposed by: pcdechow

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix          DDDS          Course number 027
Department             College of Dentistry
College/School         Dentistry
Academic Level         Professional Dentistry
Academic Level (alternate)
Effective term         2019-2020 Professional

Complete Course Title
Enteral Conscious Sedation and Emergency Protocols
Abbreviated Course Title
ENTERAL CONSCIOUS SEDATION

Catalog course description
Information regarding Level 1 permit rules and regulations, physical assessment, pharmacology of enteral agents, local anesthesia/nitrous implications, pediatric assessment and clinical protocols related to the safe delivery of Enteral Conscious Sedation; satisfies the didactic requirements for a Level 1 - Minimal Sedation Permit in the State of Texas.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With No
Stacked No Stacked with No

Semester 0 Contact Hour(s) Lecture: 0 Lab: 0 Other: 0 Total 0
Credit Hour(s) (per week):
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5104010014

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/25/18 9:02 am Sandra Williams (sandra-williams): Rollback to Initiator
2. 10/25/18 9:37 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
3. 10/25/18 10:25 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 10/25/18 10:33 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
5. 10/29/18 8:46 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
6. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Default Grade Mode: Satisfactory/Unsatisfactory (S)

Alternate Grade Modes

Method of instruction: Lecture

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?

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

Will classroom space be needed for this course?

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>(DDS-DDDS) Doctor of Dental Surgery</td>
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</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: S027 Enteral Conscious Sedation and Emergency Protocols.doc

Letters of support or other documentation: No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (10/25/18 9:02 am): Rollback: Title on form and syllabus do not match. Course number on syllabus shows S027 instead of DDDS 027. Attendance policy missing link to student rule 7. Aggie Honor code and link missing. Course outline shows 9220 (is this supposed to be DDDS 027?).

Sandra Williams (sandra-williams) (10/25/18 10:25 am): Update received.

Reported to state?:

CS

No

Key: 18922
Course Syllabus

**Course Number and Name:** DDDS 027 Enteral Conscious Sedation and Emergency Protocols

**Course Type** (underline one): Lecture  Laboratory  Clinical  Seminar  Selective

**Academic Year/Semester Offered:** 2019  ___Fall  ___X  ___Spring Semester  ___ Summer Session

**Course Director** (include degrees): Dr. David M. Grogan DDS, MSD

**Other Participating Faculty:** None

**Course Description:** This course will provide information regarding Level 1 permit rules and regulations, physical assessment, pharmacology of enteral agents, local anesthesia/nitrous implications, pediatric assessment and clinical protocols related to the safe delivery of Enteral Conscious Sedation. This course satisfies the didactic requirements for a Level 1: Minimal Sedation Permit in the State of Texas.

**Course Objectives:**
At the completion of the course the student should be able to:

- Discuss the Rules and Regulations governing Enteral Conscious Sedation
- Describe the Stages of Anesthesia
- Discuss routine Patient Evaluation and Physical Assessment for both adult and pediatric populations to include routine assessments and airway assessment
- Discuss the pharmacokinetic and pharmacodynamic principles regarding the enteral route of administration along with the pharmacology of enteral agents, local anesthesia and nitrous oxide
- Understand and manage sedation and non-sedation related emergencies encountered in the dental office
- Understand the clinical compliance issues as related to Rules and Regulations

**Related Competencies:**

4.2: Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests

5.2: Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

7.1: Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

7.2: Employ techniques to manage orofacial discomfort and anxious patients.

**Evaluation Criteria/Methods:** The grade will be P/F, based on attendance

**Attendance Policy:**
Attendance is mandatory and any absence must be remediated. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**Laboratory/Clinic Policies and Procedures:** N/A

**Learning Materials:** Course syllabus will be provided by department

**Remediation Policy:** In order to successfully complete and pass the course all lectures must be attended. Remediation will consist of preparation of a paper on the topics the student missed.
Special Accommodation for Persons 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 the Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

COURSE OUTLINE DDDS 027

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.09.17</td>
<td>Rules and Regulations governing minimal enteral sedation</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>1.16.17</td>
<td>MLK Holiday</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>1.23.17</td>
<td>Stages of Anesthesia, Physical Assessment</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>1.30.17</td>
<td>Mock Boards</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>2.06.17</td>
<td>Physical Assessment, Pharmacology of Agents</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>2.13.17</td>
<td>Pharmacology of Agents, Drug interactions</td>
<td>Dr. Grogan</td>
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<tr>
<td>2.20.17</td>
<td>Pharmacology of Local Anesthetics and Nitrous Oxide</td>
<td>Dr. Grogan</td>
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<tr>
<td>2.27.17</td>
<td>Clinical Compliance Issues</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3.06.17</td>
<td>Pediatric Assessment and enteral agents</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3.13.17</td>
<td>Spring Break</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3.20.17</td>
<td>Sedation and Non-Sedation related Emergencies</td>
<td>Dr. Grogan</td>
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<tr>
<td>3.27.17</td>
<td>Continuation of Emergencies</td>
<td>Dr. Grogan</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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: 10/25/18 9:32 am

Viewing: **DDDS 065**: Introduction to CEREC 3D Bluecam System

Last edit: 10/25/18 10:23 am

Changes proposed by: pcdechow

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td>brwhite@tamhscedu</td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix  DDDS  Course number  065

Department  College of Dentistry
College/School  Dentistry
Academic Level  Professional Dentistry
Academic Level (alternate)
Effective term  2019-2020 Professional

Complete Course Title
Introduction to CEREC 3D Bluecam System

Abbreviated Course Title  INTRO CEREC 3D BLUECAM SYS

Catalog course description
Exposure to and training on the CEREC system for CAD/CAM indirect restorations (crowns, onlays or inlays).

Prerequisites and Restrictions

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

<table>
<thead>
<tr>
<th>Semester</th>
<th>Contact Hour(s)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
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<tbody>
<tr>
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<td>0</td>
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<td>0</td>
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</table>

Credit Hour(s)
Repeatable for credit?  No

Three-peat?  No

CIP/Fund Code  5104010014

Default Grade Mode  Satisfactory/Unsatisfactory (S)

Alternate Grade Modes

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/25/18 9:03 am
   Sandra Williams (sandra-williams): Rollback to Initiator
2. 10/25/18 9:37 am
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD
3. 10/25/18 10:25 am
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 10/25/18 10:34 am
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
5. 10/29/18 8:46 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
6. 11/01/18 3:43 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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?

Yes

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

Yes

Will classroom space be needed for this course?

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

Required (select program)

Elective (select program)

Program(s)

(DDS-DDDS) Doctor of Dental Surgery

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: S065 CEREC Syllabus.doc

Letters of support or other documentation

No

Additional information

Reviewer Comments

Sandra Williams (sandra-williams) (10/25/18 9:03 am): Rollback: Course number on syllabus shows S065 instead of DDDS 065. Attendance policy missing link to student rule 7. Aggie Honor code and link missing.

Sandra Williams (sandra-williams) (10/25/18 10:25 am): Update received.

Reported to state?

CS

No
Course Syllabus

Course Number and Name: DDDS 065 Introduction to CEREC 3D Bluecam System

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2019 Fall Spring Semester X Summer Session

Course Director (include degrees): Joe J. Simmons III, DDS FAGD

Other Participating Faculty: N/A

Course Description:
In order to be able to provide exposure to and training on the CEREC system, this course is for those students who desire to become familiar with an increasingly widespread technology that some of them will be using soon after graduation. In the current absence of any other type of comparable experience, this selective course is designed to provide necessary exposure and initial training in a lecture-only format.

Following completion of this selective, the intended goal is for interested D4s to be able to readily apply newly acquired familiarity and a related skill set by completing at least one, or more, CAD/CAM indirect restorations (crowns, onlays, or inlays) during their senior year.

Course Objectives:

- Provide an introduction to CAD/CAM dental systems, especially our current in-house CEREC unit, appreciating their strengths & limitations
- Fully understand indications and contraindications for use of CAD/CAM restorations in everyday dental practice
- Develop a working knowledge of the array of materials available for indirect CAD/CAM restorations
- Be able to cut appropriate preps using ideal parameters to insure strength, beauty, and longevity of indirect restorations
- Understand and be able to employ concepts related to esthetics, surface finishing, and/or polishing of indirect restorations
- Appreciate current best practices related to restoration try-in, adjustment, and cementation or bonding
- Develop familiarization with potential post-delivery sequelae and methods to successfully address them.

Related Competencies:

Related competencies include the following:

2.2 Integrate new techniques, materials, and emerging trends into practice that are based on the best available research evidence,

7.10 Provide restorations that are correct in form, function, and esthetics to restore and/or replace teeth including implant-supported prosthodontics,

7.13 Support patient care by communicating and managing dental laboratory procedures.

Evaluation Criteria/Methods:

Pass/Fail

Attendance Policy:
Attendance mandatory. Missed time will be made-up by arrangement with course director.
https://student-rules.tamu.edu/rule07/
Laboratory/Clinic Policies and Procedures:

N/A (Lecture course)

Learning Materials:

PowerPoint lectures, printed and online materials provided by Sirona and/or Patterson, CEREC SW 4.0 Operators Manual.

Remediation Policy:

Missed time to be made-up by arrangement with course director.

Special Accommodation for Persons 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 Dr. Paul Dechow Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) Name, Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/08/18</td>
<td>Introduction to CEREC 3D system, materials available, teeth &amp; materials selection</td>
<td>Simmons, Room 310</td>
</tr>
<tr>
<td>08:00-09:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/15/18</td>
<td>Prep, acquisition, &amp; design (Part I)</td>
<td>Simmons, Room 310</td>
</tr>
<tr>
<td>08:00-09:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/22/18</td>
<td>Design (continued), milling, staining/glazing</td>
<td>Simmons, Room 310</td>
</tr>
<tr>
<td>08:00-09:50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06/29/18</td>
<td>Try-in, cementation/bonding, trouble shooting</td>
<td>Simmons, Room 310</td>
</tr>
<tr>
<td>08:00-09:50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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**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.”
Course Change Request

New Course Proposal

Date Submitted: 10/22/18 10:15 am

Viewing: DDDS 601: Biological Foundations of Dentistry

Last edit: 10/22/18 10:15 am
Changes proposed by: pcdechow

Programs referencing this course
DDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS
Course number: 601
Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional
Complete Course Title: Biological Foundations of Dentistry
Abbreviated Course Title: BIOL FOUNDATIONS DENTISTRY

Catalog course description:
Introductory concepts that form the foundation for the dentistry; general principles of biochemistry, cellular and molecular biology, anatomy, histology, pharmacology and developmental biology; traditional structural-functional approaches and newer concepts from cell and molecular biology research.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings

Crosslisted With: No
Stacked

Stacked with: No

Semester: 3.5
Credit Hour(s): 3.5
Contact Hour(s) (per week): Lecture: 3.5, Lab: 0, Other: 0, Total: 0
Repeatable for credit? No

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/17/18 4:10 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/22/18 10:02 am Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/22/18 11:22 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
4. 10/22/18 11:22 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 10/22/18 11:36 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
6. 10/29/18 8:46 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
### Course Syllabus

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
<td></td>
</tr>
</tbody>
</table>

#### Syllabus:
- **Upload syllabus**: [601 Biological Foundations of Dentistry.doc](#)

#### Letters of support or other documentation
- **No**

#### Additional information

**Reviewer Comments**
- Sandra Williams (sandra-williams) (10/22/18 10:02 am): Rollback: Please update per email.
- Sandra Williams (sandra-williams) (10/22/18 11:22 am): Update received.
Course title and number: DDDS 601 Biological Foundations of Dentistry
Term: Fall 2019
Meeting times and location: TBD

Course Description and Prerequisites

The Foundations course will provide dental students with introductory concepts that form the foundation for the entire curriculum. General principles of biochemistry, cellular and molecular biology, anatomy, histology, pharmacology and developmental biology will be presented. Throughout this course, traditional structural-functional approaches will be presented with newer concepts from cell and molecular biology research.

Learning Outcomes or Course Objectives

Upon successful completion of this course, the student will be able:

1. List the four tissue types found in the body at the cellular level and explain how cells are organized to support organ and body functions.

2. Identify functional groups unique to proteins, nucleic acids, lipids, and carbohydrates, and apply the underlying principles as to how these biomolecules bind and communicate or signal with one another in health and disease.

3. Explain the interrelationship of the biochemical principles which underlie pharmacodynamics, pharmacokinetics, and pharmacogenomics.

4. Demonstrate comprehension of DNA structure, transcription, and translation and explain how gene expression, replication, and repair processes are involved in human health and disease.

5. Demonstrate comprehension of the cell cycle, including mitosis and meiosis and how they contribute to disease processes.

6. Illustrate the molecular basis of human genome instability, DNA damage and repair: spontaneous mutations, mutations induced by physical and chemical environmental agents.

7. Explain the genetic basis of cancer and cancer susceptibility.

8. Identify the different modes of trait/disease inheritance and apply such knowledge to pedigree documentation and interpretation.

9. Articulate the principles of population genetics and factors that maintain or modify allele and genotype frequencies in populations.

10. Explain the genetic basis of cancer and cancer susceptibility.

11. Describe the basic ultrastructure of a eukaryotic cell and how it differs from that of a prokaryote. Be able to identify cellular organelles and describe their function.

12. Identify and describe membrane constituents and how they regulate membrane structure and function.

13. Utilize different resources (e.g., medical databases, literature, online information) to obtain and synthesize information essential to the process of evidence-based practice of medicine.

14. Demonstrate professional behaviors towards students, faculty and other members of the
Related Core Competencies:

2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning, and critical thinking in maintaining competency.

2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.

2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.

2.3 Communicate professional knowledge to colleagues and patients.

2.11 Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principles, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.

2.21 Graduates must be competent to access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care.

Instructor Information

Name Jayne S. Reuben, Ph.D.
Telephone number 214-828-8100
Email address reuben@tamhsc.edu
Office hours TBD
Office location 498

Other Participating Faculty:
Jay C. Groppe, Ph.D.; Kathy Svoboda, Ph.D.; Peter Buschang, Ph.D.; Allen Honeyman, Ph.D.; Lynne A. Opperman, Ph.D.; Chunlin Qin, DDS, Ph.D.; Philip Kramer, Ph.D.; Qian Wang, Ph.D.; Shaun M. Logan, Ph.D.; Matthew Kesterke, Ph.D.; Xiaofang Wang, DDS, Ph.D.

Textbook and/or Resource Material

Lectures, books and lecture outlines should be your primary resource during the didactic portion of this course. Textbooks and/or required reading may be assigned for each lecture. Additional readings will be assigned from journals and books available electronically as necessary. All reading assignments should be completed before the scheduled class in preparation for in-class discussion.

Biochemistry and Cell Biology

Histology
Laboratory Manual - A laboratory manual is provided in your three-ring lecture binder after the lecture notes. This lab manual MUST be brought to each lab session, and the instructions for each lab should be followed to ensure maximum benefit from the labs.
**Electronic Resources** - The following resources will be available on Blackboard:
- Cell Ultrastructure – pdf file of electron micrographic images with detailed figure legends.
- A “Bond Review” Powerpoint presentation of static images for all tissues & organs.
- The laboratory manual, all lecture outlines, Powerpoint presentations, and Camtasia recordings of lectures.

**Pharmacology**
(Access Medicine: TAMU Library)
(Access Medicine)

**Early Development**
Book chapters for this course have been put on reserve in Baylor’s library. Students should try to stay ahead in the readings on reserve as copies are limited.

**Gross Anatomy**

---

**Grading Policies**

Students will take formative and summative exams. Formative exams will not count towards the student’s course grade. Students are required to take exams using laptops/iPads and the ExamSoft system. Points from these quizzes, lab practicals, and final exam will be totaled for the student's final grade. The final exam will be a comprehensive cumulative exam. Faculty reserve the right to make other additional graded assignments that may be required to enhance the educational process. Any additional assignments will be made within a reasonable time frame to facilitate completion.

**Examinations:**

- 3 Exams = 100 points each = 300 points
- Final comprehensive examination: 200 points
- Possible points = 500 points (100%) Grade scale is based on 500 points.

Students will have the opportunity to earn up to 10 points of extra credit on the final exam.

**Make-Up Examination Policy:**

Students who miss a scheduled examination due to an excused absence will be allowed to take a make-up exam within one week after they return to school. **Students must make arrangements within two days after their return to school.** Any student who misses a scheduled examination due to events within their control must arrange to take a make-up exam **BEFORE** they leave. At the discretion of the course director, students may expect oral or short answer questions in addition to a multiple choice exam.

Grades will be posted on Blackboard, and all email notifications relating to the course will be sent through Blackboard. Students must customize their email in Blackboard if they wish to use an account other than their College account.

**Attendance Policy:**
Mandatory for all sessions, except for excused absences, as per college policy. Faculty members expect that students will be present for class periods in order to achieve the most benefit from the course. As part of the Dental Profession, we expect you to take this responsibility seriously. Please do not schedule patients or other activities during class times. Unexcused absences will require the completion of an additional assignment. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)
Laboratory/Clinic Policies and Procedures:
Laboratory attendance is mandatory. The purpose of the laboratory portion of this course is to reinforce and add a visual component to the didactic information provided in the lectures. The lecture and lab should be considered as a single learning unit for each topic. Precautions against formaldehyde/phenol exposure will be applied in the lab.

Grading Scale

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<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>75-79%</td>
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<tr>
<td>F</td>
<td>&lt;75%</td>
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Course Topics, Calendar of Activities, Major Assignment Dates

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<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to cells 1</td>
<td>Svoboda</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to cells 2</td>
<td>Svoboda</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to cells-Lab</td>
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<td>4</td>
<td>Introduction to cells-Lab</td>
<td>Faculty</td>
</tr>
<tr>
<td>5</td>
<td>Prokaryotes vs Eukaryotes</td>
<td>Groppe/Honeyman</td>
</tr>
<tr>
<td>6</td>
<td>Biological molecules: Nucleic Acids</td>
<td>Groppe</td>
</tr>
<tr>
<td>7</td>
<td>DNA replication, repair and recombination</td>
<td>Honeyman</td>
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<tr>
<td>8</td>
<td>Genetics</td>
<td>Benson</td>
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<tr>
<td>9</td>
<td>Transcription</td>
<td>Groppe</td>
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<tr>
<td>10</td>
<td>Biological molecules: amino acids</td>
<td>Qin</td>
</tr>
<tr>
<td>11</td>
<td>Biological molecules: proteins</td>
<td>Qin</td>
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<tr>
<td>11</td>
<td>EXAM 1</td>
<td>Qin</td>
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<tr>
<td>12</td>
<td>Enzymes 1</td>
<td>Qin</td>
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<tr>
<td>13</td>
<td>Vitamins</td>
<td>Qin</td>
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<tr>
<td>14</td>
<td>Translation</td>
<td>Honeyman</td>
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<tr>
<td>15</td>
<td>Post-translational modification</td>
<td>Groppe</td>
</tr>
<tr>
<td>16</td>
<td>Biological molecules: sugars</td>
<td>Groppe</td>
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<tr>
<td>17</td>
<td>Membrane trafficking</td>
<td>Groppe</td>
</tr>
<tr>
<td>18</td>
<td>Integration and Clinical Correlation</td>
<td>Faculty</td>
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<tr>
<td>19</td>
<td>Membrane Transport</td>
<td>Groppe</td>
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<td>20</td>
<td>Homeostasis</td>
<td>Groppe</td>
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<td>21</td>
<td>Metabolism</td>
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<tr>
<td>22</td>
<td>Lipid pathway 1</td>
<td>Groppe</td>
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<tr>
<td>23</td>
<td>Lipid pathway 2</td>
<td>Groppe</td>
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<td>24</td>
<td>MIDTERM EXAM</td>
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<td>25</td>
<td>Glycolytic pathways 1</td>
<td>Groppe</td>
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<tr>
<td>26</td>
<td>Glycolytic pathways 2</td>
<td>Groppe</td>
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<td>26</td>
<td>Glycolytic pathways 3</td>
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<tr>
<td></td>
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<tr>
<td>27</td>
<td>Bioenergetics: TCA, electron transport</td>
<td>Groppe</td>
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<tr>
<td>28</td>
<td>Urea Cycle</td>
<td>Groppe</td>
</tr>
<tr>
<td>29</td>
<td>Oxidative Phosphorylation</td>
<td>Groppe</td>
</tr>
<tr>
<td>30</td>
<td>Introduction to Pharmacology</td>
<td>Reuben</td>
</tr>
<tr>
<td>31</td>
<td>Pharmacodynamics 1</td>
<td>Logan</td>
</tr>
<tr>
<td>32</td>
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<td>Logan</td>
</tr>
<tr>
<td>33</td>
<td>Cell signaling 1</td>
<td>Groppe</td>
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<tr>
<td>34</td>
<td>Cell signaling 2</td>
<td>Groppe</td>
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<td>35</td>
<td>Integration and Clinical Correlation</td>
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<td></td>
<td>EXAM 3</td>
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<td>36</td>
<td>Pharmacokinetics 1</td>
<td>Reuben</td>
</tr>
<tr>
<td>37</td>
<td>Pharmacokinetics 2</td>
<td>Reuben</td>
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<tr>
<td>38</td>
<td>Mitosis and Meiosis</td>
<td>TBD</td>
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<tr>
<td>39</td>
<td>Cell cycle control and apoptosis 1</td>
<td>Benson</td>
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<tr>
<td>40</td>
<td>Cell cycle control and apoptosis 2</td>
<td>Benson</td>
</tr>
<tr>
<td>41</td>
<td>Intro to Cancer</td>
<td>Benson</td>
</tr>
<tr>
<td>42</td>
<td>Pharmacogenomics</td>
<td>Zhang</td>
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<tr>
<td>43</td>
<td>Introduction to Infectious Disease 1</td>
<td>Honeyman</td>
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<td>44</td>
<td>Introduction to Infectious Disease 2</td>
<td>Honeyman</td>
</tr>
<tr>
<td>45</td>
<td>Early development 1</td>
<td>Svoboda</td>
</tr>
<tr>
<td>46</td>
<td>Early development 2</td>
<td>Svoboda</td>
</tr>
<tr>
<td>47</td>
<td>Terminology: Direction, Flexion, etc.</td>
<td>Wang</td>
</tr>
<tr>
<td>48</td>
<td>Anatomical systems</td>
<td>Kesterke</td>
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<tr>
<td>49</td>
<td>Integration and Clinical Correlation</td>
<td>Faculty</td>
</tr>
<tr>
<td>50</td>
<td>Exam Review</td>
<td>Faculty</td>
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</table>

**FINAL EXAM**

**Other Pertinent Course Information**

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

## New Course Proposal

**Date Submitted:** 10/17/18 3:47 pm  
**Viewing:** DDDS 602 : Human Structure, Function and Disease I  
**Last edit:** 10/21/18 2:46 pm  
Changes proposed by: pcdechow

### In Workflow
- 1. CLDN Department Head PD  
- 2. Curricular Services Review  
- 3. DN College Dean PD  
- 4. GC Preparer  
- 5. GC Chair  
- 6. Faculty Senate Preparer  
- 7. Faculty Senate  
- 8. Provost II  
- 9. President  
- 10. Curricular Services  
- 11. Banner

### Approval Path
- 1. 10/17/18 4:11 pm Paul Dechow (pcdechow); Approved for CLDN Department Head PD  
- 2. 10/21/18 2:48 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review  
- 3. 10/22/18 8:40 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD  
- 4. 10/29/18 8:46 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer  
- 5. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

### Programs referencing this course

- DDDS-DDDS: Doctor of Dental Surgery

### Faculty Senate Number

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

### Course Information

- **Course prefix:** DDDS  
- **Course number:** 602  
- **Department:** College of Dentistry  
- **College/School:** Dentistry  
- **Academic Level:** Professional Dentistry  
- **Academic Level (alternate):**  
- **Effective term:** 2019-2020 Professional  
- **Complete Course Title:** Human Structure, Function and Disease I  
- **Abbreviated Course Title:** HUMAN STRUC FUNC & DISEASE I

### Catalog course description

An integrated organ/system-based approach to the human body in terms of macro and micro structural organization; basic functional relationships of the cells, tissues and organ systems of the human body, mechanisms of body physiological functions and growth and development and their importance in understanding normal, pathological and emergency functions related to the practice of dentistry; combination of anatomy, histology, medical physiology, embryology, growth and development and neuroscience to provide the foundation for the understanding of pathophysiology and pharmacology and the development of essential skills for diagnosing problems and understanding the etiology of disease.

### Prerequisites and Restrictions

- **Concurrent Enrollment:** No  
- **Should catalog prerequisites / concurrent enrollment be enforced:** No  
- **Crosslistings:** No  
- **Crosslisted With:**
Course Syllabus

Required (select program)

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<th>Program(s)</th>
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<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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Elective (select program)

Syllabus: Upload syllabus

Upload syllabus: 602 Human Structure, Function, and Disease I.doc

Letters of support or other documentation: No

Additional information

Reviewer Comments

Reported to state?

CS

No
Course title and number: DDDS 602 Human Structure, Function and Disease I
Term: Fall 2019
Meeting times and location: TBD

Course Description and Prerequisites
This HS&F course is designed to acquaint the student, in an integrated organ/system-based manner, with the human body, in terms of macro and micro structural organization, basic functional relationships of the cells, tissues, and organ systems of the human body, mechanisms of body physiological functions and growth and development and, their importance in understanding normal, pathological, and emergency functions related to the practice of dentistry. The HS&F course arises from combination of anatomy, histology, medical physiology, embryology, growth and development and neuroscience. The purpose of the laboratory portion of this course is to reinforce and add a visual component to the didactic information provided in the lectures. The HS&F course provides the foundation for the understanding of the pathophysiology of the body, a prerequisite for pharmacology and other clinical courses. The course will help the students in their development of essential health skills for diagnosing problems, understanding their etiology and determining a reasonable prognosis or applications in emergency situations.

Learning Outcomes or Course Objectives

Related Competencies:

2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning, and critical thinking in maintaining competency.

2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and life-long learning.

2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.

2.3 Communicate professional knowledge to colleagues and patients.

2.11 Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principals, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.

2-21 Graduates must be competent to access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care.

4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.

4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.0 Diagnosis: The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imagining aids to make proper diagnoses.

5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.

5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

5.3 Recognize patient behavior that contributes to orofacial problems.

5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.

5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and materials to develop comprehensive treatment plans.
6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.2 Develop a plan for health promotion.
7.2 Employ techniques to manage orofacial discomfort and anxious patients.
7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.6 Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.7 Evaluate, treat and manage periodontal diseases.
7.8 Evaluate, treat and manage caries.
7.9 Recognize, treat and manage disorders of occlusion.
7.11 Evaluate, treat and manage orofacial infections.

Instructor Information

Name Matthew Kesterke, Ph.D.
Telephone number 214-370-7246
Email address kesterke@tamhsc.edu
Office hours TBD
Office location 231B

Other Participating Faculty:
Histology section: Kathy Svoboda, Ph.D.
Neurology section: M. Douglas Benson, Ph.D.
Physiology section: Bruno Ruest, Ph.D.

Textbook and/or Resource Material

Each student will be provided in Blackboard and/or a binder containing the material covered during the lectures, either in a chapter format or in PowerPoint handout format, at the discretion of the specific section lecturer. Lectures are usually recorded with Camtasia and made available on Blackboard (eCampus). Other materials may be added to the Blackboard class’ folder for student to consult and can be subject to examination. Although some might dismiss the need to purchase the textbooks, students would be doing themselves a disservice by denying their access to the lecture format, content, and graphics on the PowerPoint slides that come directly from the textbooks and the publishers. Reading the passages in the textbooks is perhaps more beneficial than listening to the recorded lectures a second or third time.

These books are recommended and teachers can direct you to read some chapters or part of chapters (these directed readings can be examined even if the material is not covered in class):

Anatomy
Netter’s Head and Neck Anatomy for Dentists is a primary text recommended for this course. A lab manual will be provided for the dissections

Physiology
1. Textbook of Medical Physiology, 12th Ed. 2011, AC Guyton and JE Hall

These three books (or newer versions) are freely available online from the library website.
Please go via the intranet or via http://library.bcd.tamhsc.edu, select e-book (you may have to select before “off campus access”, depending of your access mode) and type the title and authors and click on the provide access link (availability verified with librarian 11-14-2017).
Neuroscience
Neuroscience: Ed. D. Purves et. al. 5th ed.

Histology
Laboratory Manual - A laboratory manual is provided in your three-ring lecture binder after the lecture notes. This lab manual MUST be brought to each lab session, and the instructions for each lab should be followed to ensure maximum benefit from the labs.

Growth and Development
On Permanent Reserve:
Ranly Dm, Synopsis of Craniofacial Growth. 2nd edition, Appleton and Lange, 1988

Oral histology
Learning Materials:

Course syllabus, lecture outlines and some self-study material will be printed, but PowerPoint slides will not be printed. Blackboard will be used for all course materials, including all PowerPoint presentations and Laboratory exercises. Recordings will be made of all lectures for students.

Grading Policies

Progress exams: The course has 5 major progress exams worth 80 to 150 points each. All examinations will be conducted with the online ExamSoft system. Students must be able to demonstrate their knowledge of material presented in: (1) lectures, (2) demonstrations, simulations, and the laboratories, and (3) textbooks. These exams may consist of a combination of multiple choice, true/false, matching, and/or completion of sentences, calculation, and short discussion type questions. The class performance may be curved up to 80% on these exams. Make-up exams: Students missing progress exams due to family emergencies or medical problems must contact the 1) course director and 2) Ms. Kimberley Morgan-Thompson (Director Student Affairs or representative) before the exam or as soon as possible. With an excused absence a make-up exam will be made available; however, there is no basis for a curve on make-up progress exams as they are unique. If the student is given an excused absence, the student must contact the course director within 48 hours of their return to school to re-schedule the make-up exam. Students with absences that are not excused or that fail to contact the course director within 48 hours will not be given the opportunity to take the exam and the student will be assigned a zero for that test.

Gross anatomy practicals: There will be 4 gross anatomy practical exams worth 50 points each. Thus, the maximum number of points from these exams will be 200 points. Students must be able to demonstrate their knowledge of material presented in: (1) lectures, (2) demonstrations, simulations, and the laboratories dissections, and (3) textbooks. These practicals may consist of a combination of multiple choice, true/false, matching, and/or completion of sentences, calculation, and short discussion type questions, at the choice of the instructors. There are no curves applied to the practical grades. Based on the College’s policies, there are no provisions for make-up quizzes (extenuating provisions can be made under special circumstances such as extended leaves for medical reason (i.e. maternity leave), with approval from the Director of Student Affairs. A grade of “0” is given for missed quizzes which can be among the dropped quizzes. Based on the College’s policies, there are also no provisions for special accommodations for practicals.
**Quizzes:** There will be 6 scheduled standard quizzes worth 10 points each. The quiz with the lowest grade will be dropped. Thus, the maximum number of points from these quizzes will be **50 points**. Students must be able to demonstrate their knowledge of material presented in: (1) lectures, (2) demonstrations, simulations and the laboratories, and (3) textbooks. These quizzes may consist of a combination of multiple choice, true/false, matching, and/or completion of sentences, calculation and short discussion type questions. There are no curves applied to the quiz grades. Based on the College’s policies, there are no provisions for make-up quizzes (extenuating provisions can be made under special circumstances such as extended leaves for medical reason (i.e. maternity leave), with approval from the Director of Student Affairs. A grade of “0” is given for a missed quiz which can be the dropped quiz. Based on the College’s policies, there are also no provisions for special accommodations for quizzes.

**Laboratories:** Attendance, participation, and completion of dissections (if applicable) are mandatory for the laboratories. The maximum points for these laboratories will be **50 points and are based on these factors in light of professionalism.**

**Weekly exercises, homework and pop-quizzes:** The teachers of this course believe in the added value of active learning for the long term retention/comprehension of the learned material and helping in the application of advanced learning principles (critical thinking) and self-directed learning of future dental practitioners, as promoted by the American Dental Association and supported by the competency requirements delineated by the College. In addition to the laboratories, the faculty can provide in-class or take-home exercises. The completion of some of these exercises may require the application of the reverse lecture model in which students learn the material on their own before coming to class. Some of these exercises may require team work. Unannounced quizzes (pop-quizzes) or exercises may be added to any lab or lecture at the discretion of the faculty. The value of each of these exercises and quizzes is at the discretion of the faculty teaching the specific section and the course director. A maximum of 10 points/week are anticipated for these activities for a maximum of 120 points total. The total is variable on a yearly basis.

**Final exam:** A comprehensive final exam worth **200 points** will be given at the end of the semester during the final exams week.

The total course points available are approximately 900 to 1250 points. No end-of-course extra points will be available through extra-credit work such as an essay or report.

**Professionalism:** The course director also reserves the right to subjectively add 1% or less to the final grade based on student professionalism (for the entire class) or replaces this option by equivalent bonus activities (for the participating students).

**Examinations, quizzes and labs in HS&F will be held according to the time and date on the syllabus schedule, which is not open to revision except under unforeseen circumstances such as inclement weather.**

**Attendance Policy:**
Students are expected to attend each lecture. Attendance will be taken randomly throughout the semester, as a matter of professionalism. **Laboratory attendance is mandatory.** However, exercise, pop-quiz, and laboratory grades are only given to those in attendance. Further, each instructor reserves the right to have you sit in your assigned seats during the class period and take attendance, which can include points that would be added to the points reserved for exercises. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**Laboratory/Clinic Policies and Procedures:**
Laboratory procedures will be given in a timely manner. Activities will happen either in the lecture hall 211, lab 30, or the gross anatomy dissection lab (instructors will provide the information in advance). Students will be separated into assigned groups (designated by a number) and each group will be divided into two subgroups (designated as A or B) to reduce the number of students present in lab 30 or the gross anatomy lab for some activities. It is important to respect these divisions and come to lab 30 or the gross anatomy lab at the assigned time and join your designated group. Failure to comply with this
policy will result in point deductions for the activity, when applicable.

**Remediation Policy:** Students with performance on any major exam below 75% should consult with the course director or designee. Should an individual fail to achieve a passing grade in the course, the Student Promotions Committee will decide whether the student should attend a similar Human Structure & Function course (or individual Biochemistry, Cell & Molecular Biology, Physiology, Neuroscience, Gross Anatomy, Histology and Growth & Development/embryology courses) during the summer session, repeat the course at its next scheduled offering, or be dismissed from the school.

A student who receives a grade of “F” (i.e. below 75 for the combined scores) for the comprehensive head and neck examination (written + practical exam) will be required to be retested over the material. The retest is only available if the student fails only 1 of the 2 parts; otherwise an “F” grade is automatically given if a student fails both parts. The retest will be done outside of the regularly scheduled class time, during the week before the TAMU Holiday break which occurs after the exam week of the fall semester. A student will be required to retake both the written and practical examinations and receive a grade of 75 or better on the combined grade (written + practical exam) to pass the retest. A student who successfully passes a retest will receive a grade of “75” to replace the original “F” grade. If a student fails both the comprehensive head and neck examination and the retest, a grade of “F” for the course will be given.

**Grading Scale**

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

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

**HUMAN STRUCTURES and FUNCTIONS**

**FALL Semester (Start Week 5 after Foundations)**

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<th>Lecture / Lab Topic</th>
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<td>Spinal Cord and Membranes</td>
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<td>EXAM 5 HEAD &amp; NECK</td>
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**WK18/14**

EXAM WEEK

COMPREHENSIVE EXAM

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**Other Pertinent Course Information**

**Academic Dishonesty** will *not* be tolerated. A student suspected of cheating will be reported to the Associate Dean for Student Affairs. In addition, the student will be reported to and subject to a thorough investigation of the reported offense by the TAMCOD Honor Council, a select group of peers chosen by and representing each dental class. Any student found to have cheated will receive a grade of zero on the exam, quiz, or other work and additional consequences are possible.

**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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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.”*
Course Change Request

New Course Proposal

Date Submitted: 10/17/18 3:50 pm

Viewing: DDDS 603 : Human Structure, Function and Disease II

Last edit: 10/21/18 2:49 pm

Changes proposed by: pcdechow

Programs referencing this course

DDDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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Course prefix DDDS

Course number 603

Department College of Dentistry

College/School Dentistry

Academic Level Professional Dentistry

Academic Level (alternate)

Effective term 2019-2020 Professional

Complete Course Title

Human Structure, Function and Disease II

Abbreviated Course Title HUMAN STRUC FUNC & DISEASE II

Catalog course description

An integrated organ/system-based approach to the human body in terms of macro and micro structural organization; basic functional relationships of the cells, tissues and organ systems of the human body, mechanisms of body physiological functions, diseases and growth and development and their importance in understanding normal, pathological and emergency functions related to the practice of dentistry; combination of essential elements of anatomy, histology, medical physiology, embryology, growth and development, neuroscience and pathology.

Prerequisites and Restrictions

Concurrent Enrollment No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With

Stacked No Stacked with

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/17/18 4:11 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/21/18 2:51 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/22/18 8:40 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:46 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
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<td>Lab: 0</td>
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<tr>
<td>Three-peat?</td>
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<td>CIP/Fund Code</td>
<td>5104010014</td>
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<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>Method of instruction</td>
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
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<td>Will this course be taught as a distance education course?</td>
<td>No</td>
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<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
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<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
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This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Required (select program)</th>
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<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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<tr>
<th>Elective (select program)</th>
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**Course Syllabus**

Syllabus: [Upload syllabus](603_Human_Structure_Function_and_Disease_II.doc)

Letters of support or other documentation: No

Additional information

Reviewer Comments

Reported to state? CS No

Key: 18855
Course title and number: DDDS 603 Human Structure, Function, and Disease II
Term: Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites

This HSF&D course is designed to acquaint the student, in an integrated organ/system-based manner, with the human body, in terms of macro and micro structural organization, basic functional relationships of the cells, tissues, and organ systems of the human body, mechanisms of body physiological functions, diseases and growth and development and, their importance in understanding normal, pathological, and emergency functions related to the practice of dentistry. The HSF&D course arises from combination of anatomy, histology, medical physiology, embryology, growth and development, neuroscience, and pathology.

Learning Outcomes or Course Objectives

The purpose of the laboratory portion of this course is to reinforce and add a visual component to the didactic information provided in the lectures. The HSF&D course provides the foundation for the understanding of the pathophysiology of the body, a prerequisite for pharmacology and other clinical courses. The course will help the students in their development of essential health skills for diagnosing problems, understanding their etiology, determining a reasonable prognosis or applications in emergency situations and how diseases have specific oral manifestations or which can adversely affect dental management.

Related Competencies:

2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning, and critical thinking in maintaining competency.
2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and life-long learning.
2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3 Communicate professional knowledge to colleagues and patients.
2.11 Biomedical science instruction in dental education must ensure an in-depth understanding of basic biological principals, consisting of a core of information on the fundamental structures, functions and interrelationships of the body systems.
2-21 Graduates must be competent to access, critically appraise, apply, and communicate scientific and lay literature as it relates to providing evidence-based patient care.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.0 Diagnosis: The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imagining aids to make proper diagnoses.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behavior that contributes to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and materials to develop comprehensive treatment plans
6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.2 Develop a plan for health promotion
7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.4 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.5 Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.6 Evaluate, treat and manage periodontal diseases.
7.7 Evaluate, treat and manage caries.
7.8 Evaluate, treat and manage disorders of occlusion.
7.9 Recognize, treat and manage disorders of occlusion.
7.11 Evaluate, treat and manage orofacial infections.

Instructor Information

Name: Bruno Ruest, Ph.D.
Telephone number: 214-828-8294
Email address: lbruest@tamhsc.edu
Office hours: TBD
Office location: 448

Other Participating Faculty:
Anatomy and Growth & Development sections: Matthew Kesterke, Ph.D.
Histology section: Kathy Svoboda, Ph.D.
Neurology section: M. Douglas Benson, Ph.D.
Pathology section: Yi-Shing Lisa Cheng, DDS, Ph.D.

Textbook and/or Resource Material

Each student will be provided in Blackboard and/or in a binder the material covered during the lectures, either in a chapter format or in a PowerPoint handout format, at the discretion of the specific section lecturer. Lectures are usually recorded with Camtasia and made available on Blackboard (eCampus). Other materials may be added to the Blackboard class’ folder for students to consult and can be subject to examination. Although some might dismiss the need to purchase the textbooks, students would be doing themselves a disservice by denying their access to the lecture format, content, and graphics on the PowerPoint slides that come directly from the textbooks and the publishers. Reading the passages in the textbooks is perhaps more beneficial than listening to the recorded lectures a second or third time. These books are recommended and teachers can direct you to read some chapters or part of chapters (these directed readings can be examined even if the material is not covered in class):

Anatomy
Netter’s Head and Neck Anatomy for Dentists is a primary text recommended for this course. A lab manual will be provided for the dissections

Physiology
1. Textbook of Medical Physiology, 12th Ed. 2011, AC Guyton and JE Hall
These three books (or newer versions) are freely available online from the library website. Please go via
the intranet or via http://library.bcd.tamhsc.edu, select e-book (you may have to select before “off
campus access”, depending of your access mode) and type the title and authors and click on the provide
access link (availability verified with librarian 11-14-2017).

**Neuroscience**
Neuroscience: Ed. D. Purves et. al. 5th ed.

**Histology**
Williams & Wilkins 2011 (Required).
Laboratory Manual - A laboratory manual is provided in your three-ring lecture binder after the lecture
notes. This lab manual MUST be brought to each lab session, and the instructions for each lab should
be followed to ensure maximum benefit from the labs.

**Growth and Development**
On Permanent Reserve:
Ranly Dm, Synopsis of Craniofacial Growth. 2nd edition, Appleton and Lange, 1988
Graber LW, Vanarsdall RL Jr, Vig KWL. Orthodontics – Current Principles and Techniques, 5th edition,
Elsevier, 2012

**Oral histology**
Course syllabus, lecture outlines and some self-study material will be printed, but PowerPoint slides will
not be printed. Blackboard will be used for all course materials, including all PowerPoint presentations
and Laboratory exercises. Recordings will be made of all lectures for students.

**Pathology**
Robbins and Cotran Pathologic Basis of Disease, 9th ed, 2015

**Grading Policies**

**Progress exams:**
The course has 7 major progress exams (150 to 200 points each). All examinations will be conducted
with the online ExamSoft system. Students must be able to demonstrate their knowledge of material
presented in: (1) lectures, (2) demonstrations, simulations, and laboratories, and (3) textbooks. These
exams may consist of a combination of multiple choice, true/false, matching, and/or completion of
sentences, calculation, and short discussion type questions. The class performance may be curved up
to 80% on these exams. Make-up exams: Students missing progress exams due to family emergencies
or medical problems must contact the 1) course director and 2) Ms. Kimberley Morgan-Thompson
(Director of Student Affairs) before the exam or as soon as possible. With an excused absence a make-
up exam will be made available; however, there is no basis for a curve on make-up progress exams as
they are unique. If the student is given an excused absence, the student must contact the course
director within 48 hours of their return to school to re- schedule the make-up exam. Students with
absences that are not excused or that fail to contact the course director within 48 hours will not be given
the opportunity to take the exam and the student will be assigned a zero for that test.

**Quizzes:**
There will be 8 scheduled standard quizzes worth 10 points each. The quiz with the lowest grades will
be dropped. Thus, the maximum number of points from these quizzes will be 70 points. Students must
be able to demonstrate their knowledge of material presented in: (1) lectures, (2) demonstrations,
simulations, and laboratories, and (3) textbooks. These quizzes may consist of a combination of multiple
choice, true/false, matching, and/or completion of sentences, calculation, and short discussion type
questions. There are no curves applied to the quiz grades. Based on the College’s policies, there are no
provisions for make-up quizzes (extenuating provisions can be made under special circumstances such
as extended leaves for medical reason (i.e. maternity leave), with approval from the Director of Student
Affairs. A grade of "0" is given for a missed quiz which can be the dropped quiz. Based on the College’s
policies, there are also no provisions for special accommodations for quizzes.
Laboratories:
There are 4 physiology laboratories (10 points each) scheduled throughout the length of the course. Activities will happen either in the lecture hall 211, or in lab 30 (instructors will provide the information in advance). Some of these activities may require team work and a team grade will be given in these cases. The maximum points for these laboratories will be 40 points. Gross anatomy laboratories will be given as during the first semester.

Weekly exercises, homework, and pop-quizzes: The teachers of this course believe in the added value of active learning for the long term retention/comprehension of the learned material and helping in the application of advanced learning principles (critical thinking) and self-directed learning of future dental practitioners, as promoted by the American Dental Association and supported by the competency requirements delineated by the College. In addition to the laboratories, the faculty can provide in-class or take-home exercises. The completion of some of these exercises may require the application of the reverse lecture model in which students learn the material on their own before coming to class. Some of these exercises may require team work. Unannounced quizzes (pop-quizzes) or exercises may be added to any lab or lecture at the discretion of the faculty. The value of each of these exercises and quizzes is at the discretion of the faculty teaching the specific section and the course director. A maximum of 10 points/week are anticipated for these activities for a maximum of 170 points total.

Final exam:
A comprehensive final exam worth 200 points will be given at the end of each semester during final exams week.

The total course points available are approximately 1160 to 1680 points. No end-of-course extra points will be available through extra-credit work such as an essay or report.

Professionalism:
The course director also reserves the right to subjectively add 1% or less to the final grade based on student professionalism (for the entire class), or replaces this option by equivalent bonus activities (for the participating students).

Examinations, quizzes and labs in HS&F will be held according to the time and date on the syllabus schedule, which is not open to revision except under unforeseen circumstances such as inclement weather.

Laboratory/Clinic Policies and Procedures:
Laboratory procedures will be given in a timely manner. Activities will happen either in the lecture hall 211, lab 30, or the gross anatomy dissection lab (instructors will provide the information in advance). Students will be separated into assigned groups (designated by a number) and each group will be divided into two subgroups (designated as A or B) to reduce the number of students present in lab 30 or the gross anatomy lab for some activities. It is important to respect these divisions and come to lab 30 or the gross anatomy lab at the assigned time and join your designated group. Failure to comply with this policy will result in point deduction for the activity, when applicable.

Attendance Policy:
Students are expected to attend each lecture. Attendance will be taken randomly throughout the semester, as a matter of professionalism. Laboratory attendance is mandatory. However, exercise, pop-quiz, and laboratory grades are only given to those in attendance. Further, each instructor reserves the right to have you sit in your assigned seats during the class period and take attendance, which can include points that would be added to the points reserved for exercises. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Remediation Policy:
Students with performance on any major exam below 75% should consult with the course director or designee. Should an individual fail to achieve a passing grade in the course, the Student Promotions Committee will decide whether the student should attend a similar Human Structure & Function course (or individual Biochemistry, Cell & Molecular Biology, Physiology, Neuroscience, Gross Anatomy,
Histology, and Growth & Development/embryology courses) during the summer session, repeat the course at its next scheduled offering or be dismissed from the school.

**Grading Scale**

- **A** = 90-100%
- **B** = 80-89%
- **C** = 75-79%
- **F** = <75%

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

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<th>Date</th>
<th>Time</th>
<th>Stem</th>
<th>Lecture / Lab Topic</th>
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<td>Mon</td>
<td>WK1</td>
<td>8am</td>
<td>Path</td>
<td>Intro path Cell death Injury1</td>
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<td>9am</td>
<td>Path</td>
<td>Cell injury &amp; death 2</td>
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<td>10am</td>
<td>Phys</td>
<td>Smooth Muscle Phys1</td>
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<td>11am</td>
<td>Phys</td>
<td>Smooth Muscle Phys2</td>
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<td>Anat</td>
<td>Abdomen I</td>
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<td>Anat</td>
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<td>Thur</td>
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<td>Path</td>
<td>Cell Injury and Death 3</td>
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<td>9am</td>
<td>Path</td>
<td>Inflammation &amp; repair 1</td>
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<td>Pelvic Basin</td>
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<td>GI Histology 1</td>
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<td>10am</td>
<td>Path</td>
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<td>11am</td>
<td>Path</td>
<td>Neoplasia 1</td>
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<td>8am</td>
<td>Path</td>
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<tr>
<td>Mon</td>
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<td>Phys</td>
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<td>11am</td>
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<td>8am</td>
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<td>GI Phys 3</td>
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<td>Return to Biochem cytochrome P450</td>
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<td><strong>Mon</strong></td>
<td><strong>WK4</strong></td>
<td>8am</td>
<td>EXAM 1 ABDOMEN &amp; GI</td>
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<td>8am</td>
<td>Heart and lymphatic histo 1</td>
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<td>Heart and lymphatic histo 2</td>
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<td>10am</td>
<td>Heart 1 Electrical &amp; Mechanical Properties</td>
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<td>11am</td>
<td>Heart 2 Electrical Activity</td>
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<td><strong>Wed</strong></td>
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<td>8am</td>
<td>Heart and lymphatic histo lab 1</td>
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<td>Heart and lymphatic histo lab 2</td>
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<td>10am</td>
<td>Heart 3 Basic ECG</td>
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<td>11am</td>
<td>Heart 4 ECG Lab part 1</td>
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<td><strong>Thur</strong></td>
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<td>8am</td>
<td>Heart 6 Cardiac Cycle</td>
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<td>Activity on cardiac cycle</td>
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<td>10am</td>
<td>Heart 7 Cardiac Output</td>
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<td>11am</td>
<td>Diseases of the Cardiovascular System 1</td>
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<td><strong>Mon</strong></td>
<td><strong>WK5</strong></td>
<td>10am</td>
<td>QUIZ 2 CARDIAC</td>
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<td></td>
<td>11am</td>
<td>Heart 5 ECG Lab part 2 and BP measurement</td>
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<td><strong>Tues</strong></td>
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<td>8am</td>
<td>LAB BP (lab 30)</td>
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<td><strong>Wed</strong></td>
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<td>8am</td>
<td>Heart 7 Control of the Heart</td>
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<td>9am</td>
<td>Heart 8 Control of the Heart</td>
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<td>10am</td>
<td>Heart 9 Control of the Heart</td>
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<td>11am</td>
<td>Diseases of the Cardiovascular System 2</td>
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<td><strong>Thur</strong></td>
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<td>8am</td>
<td>Diseases of the Cardiovascular System 3</td>
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<td></td>
<td>9am</td>
<td>Circulation 1 Hemodynamics</td>
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<td>10am</td>
<td>Circulation 2 Arterial System</td>
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<td>11am</td>
<td>Review and Integration</td>
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<td><strong>Mon</strong></td>
<td><strong>WK6</strong></td>
<td>8am</td>
<td>EXAM 2 CARDIOVASCULAR</td>
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<td>Circulation 3 (capillaries)</td>
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<td><strong>Tues</strong></td>
<td></td>
<td>8am</td>
<td>Blood Histo</td>
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<td>9am</td>
<td>Blood Histo lab</td>
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<td>Circulation 4 (venous/pulmonary)</td>
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<td>Circulation 5 (Control)</td>
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<td>8am</td>
<td>General circulatory disorders 1 (hemodynamics)</td>
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<td>11am</td>
<td>Blood analysis</td>
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<td>8am</td>
<td>Circulation 6 BP</td>
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<td>Circulation 7: special circulations</td>
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<td>10am</td>
<td>Hemostasis</td>
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<td>11am</td>
<td>Hemostasis analysis</td>
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<td><strong>Mon</strong></td>
<td><strong>WK7</strong></td>
<td>10am</td>
<td>QUIZ 3 CIRCULATION</td>
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<td>11am</td>
<td>Clinical application of hemostasis and emergency</td>
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<td><strong>Tues</strong></td>
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<td>8am</td>
<td>Circulation 8: alterations in BP</td>
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<td>9am</td>
<td>Circulation 9: alterations in BP, emergencies/shocks</td>
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<td>10am</td>
<td>Diseases of the Hematopoietic System 1</td>
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<td>11am</td>
<td>Diseases of the Hematopoietic System 2</td>
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<td><strong>Wed</strong></td>
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<td>8am</td>
<td>Heart and BP data analysis 1</td>
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<td>Heart and BP data analysis 2</td>
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<td>10am</td>
<td>Diseases of the Hematopoietic System 3</td>
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<td>Diseases of the Hematopoietic System 4</td>
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<td>8am</td>
<td>Review and Integration</td>
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<td>9am</td>
<td>Review and Integration</td>
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</table>
10am  H  Respiratory System Histo
11am  H  Lab

Mon  WK8   8am  EXAM 3 CIRCULATION HEMOSTASIS
         9am  continued
         10am  continued
         11am  Phys  Respiration 1
Tues   8am  Phys  Lab Respiration
         9am  continued
         10am  continued
         11am  continued
Wed    8am  Phys  Respiration 2
         9am  Phys  Respiration 3
         10am  Neuro  Pain Pathways
         11am  Neuro  Review of pathways and lesions
Thur   8am  Phys  Respiration 4
         9am  Phys  Respiration 5
         10am  Neuro  Pain 1
         11am  Neuro  Pain 2

Mon  WK9   10am  QUIZ 4 Respiration Pain
         11am  Phys  Respiration 6
Tues   8am  Phys  Respiration 7
         9am  Phys  Respiration 8 (Control)
         10am  Path  Diseases of the Respiratory Tract 1
         11am  Path  Diseases of the Respiratory Tract 2
Wed    8am  Neuro  Pain 3
         9am  Neuro  Pain 4
         10am  Path  Diseases of the Nervous System 1
         11am  Path  Diseases of the Nervous System 2
Thur   8am  Path  Diseases of the Nervous System 3
         9am  Path  Diseases of the Nervous System 4
         10am  Neuro  Pain 5
         11am  Phys  Respiration 9 (Control/Med application & Rev.)

Mon  WK10  8am  EXAM 4 RESPIRATION & PAIN
         9am  continued
         10am  continued
         11am  Phys  Kidney 1
Tues   8am  H  Urinary system Histo
         9am  H  Urinary system lab
         10am  Phys  Kidney 2
         11am  Phys  Kidney 3
Wed    8am  Phys  Kidney 4
         9am  Phys  Kidney 5
         10am  Phys  Kidney 6 Hormonal and local control of GFR
         11am  Path  Diseases of the Urinary Tract 1
Thur   8am  Phys  Kidney 6 Problems
         9am  Phys  Kidney 7 Problems
         10am  Path  Diseases of the Urinary Tract 2
         11am  Phys  Acid Base balance 1

Mon  WK11  10am  QUIZ 5 Kidney
         11am  Phys  Acid Base balance 2 (symptoms)
Tues   8am  Phys  Water balance 1
         9am  Phys  Water balance 2
         10am  Return to biochemistry UREA
         11am  Return on ANS and homeostasis/ Integration
Wed    8am  Phys  Water balance 3, case analysis
         9am  Phys  Energy balance & Temperature regulation
         10am  continued
         11am  continued
Thur   8am  All  Review and Integration
9am    Review and Integration
10am   Phys  Endocrinology Principles 1
11am   Phys  Endocrinology Principles 2

Mon   WK12  8am  EXAM 5 KIDNEY WATER BALANCE
        9am  continued
        10am  continued
        11am  Phys  Endocrinology, Glands 1 Pituitary / Hypothalamus

Tues  8am  H  Endocrine System I
        9am  H  Endocrine System II
        10am  Phys  Endocrinology, Glands 2 Pituitary / Hypothalamus
        11am  Phys  Endocrinology, Glands 3 Growth Hormone

Wed  8am  Phys  Endocrinology, Glands 4 Growth
        9am  Phys  Endocrinology, Glands 5 Growth Factors
        10am  H  Histolab Endocrine system
        11am  continued

Thur  8am  Case Review
        9am  Phys  Endocrinology, Glands 6 Thyroid
        10am  Phys  Endocrinology, Glands 7 Insulin
        11am  Phys  Endocrinology Glands 8 Adrenal

Mon   WK13  10am  Phys  Endocrinology, Glands 9 Insulin - Metabolism
        11am  Phys  Endocrinology, Glands 10 Insulin - Obesity

Tues  8am  Phys  Glucose LAB
        9am  continued
        10am  continued
        11am  continued

Wed  8am  Return to Biochem: metabolism
        9am  continued
        10am  QUIZ 6 endocrine
        11am  Path  Diseases of the Endocrine System 1

Thur  8am  Path  Diseases of the Endocrine System 2
        9am  Path  Diseases of the Endocrine System 3
        10am  Review and Integration
        11am  continued

Mon   WK14  8am  EXAM 6 ENDOCRINOLOGY
        9am  continued
        10am  continued
        11am  G&D  Intro to Ortho & Postnatal growth & Dev

Tues  8am  G&D  Postnatal Growth & Dev
        9am  G&D  Postnatal Growth
        10am  H  Cartilage (histo)
        11am  H  Bone 1 (Histo)

Wed  8am  Phys  Endocrinology calcium 1
        9am  Phys  Endocrinology calcium 2
        10am  H  Bone 2 Histo
        11am  H  Wound healing Histo

Thur  8am  H  Bone and cartilage lab histo
        9am  continued
        10am  Path  D Musculoskeletal system 1
        11am  Path  D Musculoskeletal system 2

Mon   WK15  10am  QUIZ 7 BONE CALCIUM
        11am  G&D  Principles of Craniofacial Growth

Tues  8am  Phys  Bone Physiology (deposition)
        9am  Phys  Bone Physiology (resorption)
        10am  G&D  Cranial & Cranial Base Growth
        11am  G&D  Maxillary Growth and Development

Wed  8am  G&D  Mandibular Growth And Development
        9am  G&D  Habits, Muscles and Airway
        10am  OH  Clinical correlation: implants, osteointegration (OH)
        11am  (extended if needed)
Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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: 10/17/18 3:54 pm

Viewing: **DDDS 604 : Human Defenses and Responses to Infectious Disease**

Last edit: 10/18/18 7:26 am
Changes proposed by: pcdechow

### Programs referencing this course

- DDS-DDDS: Doctor of Dental Surgery

### Faculty Senate Number

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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</tbody>
</table>

Course prefix: **DDDS**  
Course number: **604**

**Department:** College of Dentistry  
**College/School:** Dentistry  
**Academic Level:** Professional Dentistry  
**Effective term:** 2019-2020 Professional

Complete Course Title: **Human Defenses and Responses to Infectious Disease**

**Abbreviated Course Title:** HUMAN DEF & RESP INFECT DISEA

Catalog course description:
Integration of immunology and microbiology to elucidate the mechanisms by which the body responds to a variety of stressors such as infectious organisms and the pathophysiological conditions that may result from these responses; organization and function of the immune system; immunopathological states that result from failure of the immune system such as immunodeficiency, hypersensitivity and autoimmune diseases and challenges that normal immune reactions can pose in modern medicine such as blood transfusion reactions and graft rejection; core concepts underlying organisms of infectious disease, disease vectors, modes of transmission, mechanisms of pathogenesis and pharmacologic principles of treatment; clinical evaluation, diagnostic testing and laboratory methodology for the identification and classification of microorganisms; characteristics of the patient and infectious organisms that influence therapeutic protocols; strategies for the management of resistance and infection control.

**Prerequisites and Restrictions**

- **Concurrent Enrollment:** No
- **Should catalog prerequisites /** No

### Approval Path

1. 10/17/18 4:11 pm  
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/21/18 2:56 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/22/18 8:40 am  
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:46 am  
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm  
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

### In Workflow

- CLDN Department Head PD
- Curricular Services Review
- DN College Dean PD
- GC Preparer
- GC Chair
- Faculty Senate Preparer
- Provost II
- President
- Curricular Services
- Banner
concurrent enrollment be enforced?

Crosslistings No

Stacked No

Semester 4

Credit Hour(s) Contact Hour(s)

Lecture: 4

Lab: 0

Other: 0

Total 0

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 5104010014

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)

<table>
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<th>Program(s)</th>
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<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus 604 Defenses and Responses to Infectious Disease.doc

Letters of support or other documentation No

Additional information

Reviewer Comments

Reported to state? CS

No
Course title and number  DDDS 604 Human Defenses and Responses to Infectious Disease
Term  Fall and Spring 2020
Meeting times and location  TBD

Course Description and Prerequisites
This course integrates immunology and microbiology to elucidate the mechanisms by which the body responds to a variety of stressors (e.g. infectious organisms) and the pathophysiological conditions that may result from these responses. This course will focus on the development, organization, and function of the immune system as well as the elements that regulate its actions. Immunopathological states that result from failure of the immune system (i.e. immunodeficiency, hypersensitivity, and autoimmune diseases) and the challenges that normal immune reactions can pose in modern medicine (i.e. blood transfusion reactions and graft rejection) will be illustrated. In addition, the module will present core concepts underlying organisms of infectious disease, disease vectors, modes of transmission, mechanisms of pathogenesis, and pharmacologic principles of treatment. Clinical evaluation, diagnostic testing, and laboratory methodology used for the identification and classification of microorganisms will also be examined. In addition, students will investigate the characteristics of the patient and infectious organism that influence therapeutic protocols as well as analyze strategies for the management of resistance and infection control.

Learning Outcomes or Course Objectives

Course Objectives: Upon completion of the course, the student should:

1) Understand the founding principles of basic immunology. The students will build upon this knowledge base to expand their understanding of both immunologic and infectious diseases and their pathogenesis.

2) Understand the basic principles of various immunologic processes and be able to apply them to the interactions that occur between microorganisms and human beings. Students should be able to recognize the signs and symptoms of immunological diseases or responses to pathogenic microorganisms.

3) Appreciate how protective immunity against infection develops, from knowledge of the acellular, cellular, and biochemical interactions that are the basis of the immune response. Learn the various components of the immune system, how they are generated, how they function, and what normal or pathologic processes they participate in.

4) Understand how functions and/or dysfunctions of the immune system provide the pathology of immunologic diseases, such as allergy and autoimmunity, and how infectious agents modulate immunity. Students should know normal immune functions and how components of the immune system contribute to immune mediated host functions.

5) Appreciate the importance of life-long continuing education, which is required for the practice of dentistry.

6) Understand the founding principles of basic microbiology. The students will build upon this knowledge base to expand their understanding of infectious diseases and the pathogenesis associated with a given disease.
7) Have an understanding of the microbial etiology of specific infectious diseases.

8) Understand the basic principles of the infectious and immunologic processes and be able to apply them to understand the mechanisms of interactions that occur between microorganisms and human beings. Students should be able to recognize the signs and symptoms of diseases, disease epidemiology, risk factors that increase disease incidence or severity, and mechanisms of pathogenesis (including the contributions of host responses to disease progression) of diseases associated with particular microorganisms.

9) Know how the physiologic and biochemical properties of microorganisms relate to the pathogenesis of infectious diseases and their treatments. Learn the common properties of each class of microbes (e.g. bacteria vs. viruses) as well as properties that distinguish genus and species. The students should have an understanding of mechanisms of virulence and pathogenesis of clinically important microbes.

10) Be able to differentiate microorganisms from each other and begin to understand how the characteristics of an infectious agent determine its pathogenesis. Students need to learn the properties that distinguish various genera and species and allow for the microbes' detection and identification.

11) Appreciate the importance of life-long continuing education, which is required for the practice of dentistry.

Related Competencies:

2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and life-long learning.

2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.

3.1 Assume a leadership role in educating the community concerning the etiology, prevention and control of oral diseases.

4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.

5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.

5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.

7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.

7.6 Evaluate, treat and manage diseases of the pulp and peri-radicular tissues.

7.7 Evaluate, treat and manage periodontal diseases.

7.8 Evaluate, treat and manage caries.

7.11 Evaluate and manage orofacial infections.

8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention or transmission of infectious diseases.

Instructor Information

Name: Allen Honeyman, Ph.D.
Telephone number: 214-828-8323
Email address: ahoneyman@tamhsc.edu
Office hours: TBD
Office location: 451
Other Participating Faculty:
Lecture - Joe Newman, Ph.D.; John Wright, DDS; Charles Berry, Ph.D.; Paul Ezzo, DDS, Ph.D.; Joe Newman, Ph.D.; John Regan, DDS;

Textbook and/or Resource Material
A course manual of approximately 400 pages that consists of the Powerpoint presentations by the instructors is provided for each student. In addition, a list of textbooks that the instructors use for background material is provided to each student. These include *Sherris Medical Microbiology* by Ryan et al. (McGraw Hill, sixth edition), *Foundations in Microbiology* by Talaro (McGraw-Hill), *Medical Microbiology and Immunology* by Levinson (McGraw-Hill), and *Medical Microbiology* by Jawetz, Melnick, and Adelberg (McGraw-Hill).

Grading Policies
There are five block examinations, a midterm, and one comprehensive examination. All block exams are worth 100 points. The midterm and comprehensive exams are worth 1.5 block exams each (150 points) and are weighted evenly relative to the amount of material and number of class periods. There will be a total of 800 points possible. Many of the questions are written in a clinical style while others are written in a manner similar to board exam questions. All grades will be posted on Blackboard. However, these grades will be rounded numbers and should not be used to determine a student’s grade average. The actual grade of each student will be kept in the instructor’s office and will not be rounded until the final grade average, which will be used to determine all final grades.

**Attendance Policy:** Attendance is required for all sessions. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**Laboratory/Clinic Policies and Procedures:** Two audiovisual sessions will be conducted in a manner to re-enforce other lecture topics and to instill the concept of Evidence Based Dentistry.

**Learning Materials:** A course manual of approximately 400 pages that consists of the Powerpoint presentations by the instructors is provided for each student. In addition, a list of textbooks that the instructors use for background material is provided to each student. These include *Sherris Medical Microbiology* by Ryan et al. (McGraw Hill, sixth edition), *Foundations in Microbiology* by Talaro (McGraw-Hill), *Medical Microbiology and Immunology* by Levinson (McGraw-Hill), and *Medical Microbiology* by Jawetz, Melnick, and Adelberg (McGraw-Hill).

**Remediation Policy:** Any student who fails Microbiology 7420 and is permitted by the Student Promotions Committee to remediate the course MUST do so the following semester under the instruction of the course director.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>75-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75</td>
</tr>
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</table>

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Immune System Overview</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Innate Immunity</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Adaptive Immunity</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Antibody Diversity</td>
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<tr>
<td>5</td>
<td>T-cell Diversity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>T-cell Development</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td><strong>Exam 1 - Block Section Exam</strong> (10/31 to 11/07)*</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>T-cell Immunity</td>
<td></td>
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<tr>
<td>9</td>
<td>B-cell Development</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>The Infection Process</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>B-cell Immunity</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Fall Semester Break</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Exam 2 – Block Section Exam</strong> (11/09 to 11/16)*</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Failures of the Immune System</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Over Reactions of the Immune System</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Disruption of Healthy Tissue</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Vaccines/Transplantation</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Diagnostic Immunology</td>
<td></td>
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<tr>
<td>19</td>
<td>Immunopathology</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td><strong>Exam 3 – Midterm Exam</strong></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Introduction and History of Microbiology</td>
<td></td>
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<tr>
<td>22</td>
<td>Biochemistry of Microbes I</td>
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<td>23</td>
<td>Biofilms</td>
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<td>Sterilization</td>
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<td>25</td>
<td>Infection Control</td>
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<tr>
<td>26</td>
<td>Bacterial Genetics</td>
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<tr>
<td>27</td>
<td>Normal Flora</td>
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</tr>
<tr>
<td>28</td>
<td>Epidemiology</td>
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<td>29</td>
<td>Antimicrobials</td>
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<tr>
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<td>Diagnostic Microbiology</td>
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<td>Staphylococci</td>
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<tr>
<td>32</td>
<td>Streptococci</td>
<td></td>
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<tr>
<td>33</td>
<td>Antimicrobial Clinical Aspects</td>
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<tr>
<td>34</td>
<td><strong>Exam 4 – Block Section Exam</strong></td>
<td></td>
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<tr>
<td>35</td>
<td>Gram-positive Rods</td>
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<tr>
<td>36</td>
<td>Gram-negative Rods</td>
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<tr>
<td>37</td>
<td>Respiratory Pathogens and STDs</td>
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<tr>
<td>38</td>
<td>Zoonosis</td>
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<tr>
<td>39</td>
<td>Rickettsiae, Chlamydiae, Mycoplasmas</td>
<td></td>
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<tr>
<td>40</td>
<td>Mycobacteria I &amp; II</td>
<td></td>
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<tr>
<td>41</td>
<td><strong>Exam 5 – Block Section Exam</strong></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Parasitology I</td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Parasitology II</td>
<td></td>
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<tr>
<td>44</td>
<td>Normal Oral Flora</td>
<td></td>
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<td>45</td>
<td>Caries</td>
<td></td>
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<tr>
<td>46</td>
<td>Mycology I</td>
<td></td>
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<tr>
<td>47</td>
<td>Virology I</td>
<td></td>
</tr>
<tr>
<td>48</td>
<td>Virology II</td>
<td></td>
</tr>
<tr>
<td>49</td>
<td>Virology III</td>
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<tr>
<td>50</td>
<td><strong>Exam 6 – Block Section Exam</strong></td>
<td></td>
</tr>
<tr>
<td>51</td>
<td>Periodontal Infections</td>
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<tr>
<td>52</td>
<td>Endodontic Infections I</td>
<td></td>
</tr>
<tr>
<td>53</td>
<td>Endodontic Infections II</td>
<td></td>
</tr>
<tr>
<td>54</td>
<td><strong>S. mutans and Caries video discussion?</strong></td>
<td></td>
</tr>
<tr>
<td>55</td>
<td>Molecular Biology of Oral Pathogens</td>
<td></td>
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<tr>
<td>56</td>
<td>Van Dyke video</td>
<td></td>
</tr>
<tr>
<td>57</td>
<td>Current Events/Review</td>
<td></td>
</tr>
<tr>
<td>58</td>
<td><strong>Comprehensive Final Exam</strong></td>
<td></td>
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</tbody>
</table>
Other Pertinent Course Information

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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.”
Course Change Request

New Course Proposal

Date Submitted: 10/17/18 3:56 pm

Viewing: DDDS 605: Integrated Pathology

Last edit: 10/18/18 7:30 am

Changes proposed by: pcdechow

Programs referencing this course

DDDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix       DDDS
Course number       605
Department           College of Dentistry
College/School      Dentistry
Academic Level      Professional Dentistry
Academic Level (alternate)
Effective term      2019-2020 Professional
Complete Course Title
Integrated Pathology
Abbreviated Course Title
INTEGRATED PATHOLOGY

Catalog course description

Basic mechanisms of pathology as the foundation for understanding the diseases affecting different organ systems of the body including the oral cavity; correlation with clinical features which are the phenotypical presentation of those cellular and/or molecular changes and how they might impact the management of the dental patient; foundation for learning diseases occurring in the oral cavity and specific diseases of each organ system.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No Crosslisted With
Stacked No Stacked with

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/17/18 4:11 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/21/18 2:58 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/22/18 8:40 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Semester: 1  
Credit Hour(s): 1  
Contact Hour(s): (per week): 
Lecture: 1  
Lab: 0  
Other: 0  
Total: 0

Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 5104010014  
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)**

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

**Elective (select program)**

---

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [605 Integrated Pathology.docx](605%20Integrated%20Pathology.docx)

Letters of support or other documentation: No

Additional information

Reviewer Comments

Reported to state? CS

No
Course title and number  DDDS 605 Pathologic Basis of Diseases
Term  Fall and Spring 2019
Meeting times and location  TBD

Course Description and Prerequisites

Pathologic Basis of Diseases presents the basic mechanisms of pathology, as the foundation for understanding the diseases affecting different organ systems of the body, including the oral cavity. It is also intended to correlate with clinical features, which are the phenotypical presentation of those cellular and/or molecular changes, and how they might impact the management of the dental patient. This course serves as the foundation for learning diseases occurring in the oral cavity (which will be taught in Course 702 Oral Pathology), and specific diseases of each organ system (which will be taught in Course 603 Human Biological Structure, Function, and Diseases II).

Learning Outcomes or Course Objectives

Participants in the course will be able to develop knowledge and understanding of the language of disease. The student will appreciate the concept that pathology is the study of reactions to injury and that these reactions can take place and be studied at molecular, subcellular, tissue, organ, body, and even community levels. The student will be familiar with the causes, and natural history of common diseases, and their modification by treatment. The student will develop an appreciation of the use of pathologic methods commonly used for the diagnosis and management of disease. The student will learn to relate the pathologic changes in organs and tissues to the signs and symptoms associated with disease and to be familiar with those diseases which have specific oral manifestations or which can adversely affect dental management.

Related Competencies:
2.3 Communicate professional knowledge to colleagues and patients.
5.2 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.3 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care

Instructor Information

Name  John Wright, DDS
Telephone number  214-8288118
Email address  jwright@tamhsc.edu
Office hours  TBD
Office location  Room 212A

Other Participating Faculty:
Yi-Shing Lisa Cheng, DDS, Ph.D.
Paras Patel, DDS
Textbook and/or Resource Material
Handouts and/or PowerPoint lectures will be supplied by department on Blackboard. In general the material will follow the Robbins and Cotran Pathologic Basis of Disease, 9th ed, 2015 but the text is not required.

Grading Policies
There will be two major exams. Each major exam counts 50% of the final grade. Exams will be taken via ExamSoft. Students must achieve an average of 75 or better to pass the course. Students missing an examination are required to contact the department as soon as possible. If the reason for missing the exam is acceptable, re-examinations are given and may be an objective, essay, or oral exam.

Remediation Policy:
Students who earn an F final grade may remediate the deficiency, if given the opportunity by the Student Promotions Committee. The remediation course is offered in the summer session and is self-paced, self-study with faculty consultation. There will be periodic written testing.

Attendance Policy:
As a part of professionalism, the department requires mandatory attendance. We feel that learning is a joint responsibility, shared equally among the faculty of the department and the students. The understanding of pathology is facilitated significantly by routine class attendance, particularly in regard to illustrative material. The department will record attendance periodically. https://student-rules.tamu.edu/rule07/

Grading Scale
A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title</th>
<th>Instructor's Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session1</td>
<td>Introduction, Cell injury and death</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>Session 2</td>
<td>Cell injury and death</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>Session 3</td>
<td>Cell injury and death</td>
<td>Dr. Wright</td>
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<tr>
<td>Session 4</td>
<td>Inflammation and repair</td>
<td>Dr. McLean-Holden</td>
</tr>
<tr>
<td>Session 5</td>
<td>Inflammation and repair</td>
<td>Dr. McLean-Holden</td>
</tr>
<tr>
<td>Session 6</td>
<td>Inflammation and repair</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>Session 7</td>
<td>Physical and chemical injury</td>
<td>Dr. Mansour</td>
</tr>
<tr>
<td>Session 8</td>
<td>Nutritional disorders</td>
<td>Dr. Mansour</td>
</tr>
<tr>
<td>Session 9</td>
<td>Test I</td>
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<tr>
<td>Session 10</td>
<td>Neoplasia</td>
<td>Dr. Cheng</td>
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<td>Session 11</td>
<td>Neoplasia</td>
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<tr>
<td>Session 12</td>
<td>Infectious disease</td>
<td>Dr. Barnts</td>
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<td>Session 13</td>
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<td>Session 14</td>
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<tr>
<td>Session 15</td>
<td>Immunology and immunopathology</td>
<td>Dr. Patel</td>
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<tr>
<td>Session 16</td>
<td>Immunology and immunopathology</td>
<td>Dr. Patel</td>
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Other Pertinent Course Information

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

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New Course Proposal

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</tr>
</tbody>
</table>

Course prefix  DDDS  
Course number   611  
Department     College of Dentistry  
College/School  Dentistry  
Academic Level Professional Dentistry  
Effective term  2019-2020 Professional  
Complete Course Title  Ethical Practice  
Abbreviated Course Title  ETHICAL PRACTICE  

Catalog course description
Foundations of the ethical practice of dentistry including cultural competency, academic and professional ethics and integrity, human behavior in dentistry and the basis of evidence based clinical practice.

Prerequisites and Restrictions
Should catalog prerequisites / concurrent enrollment be enforced? No  
Crosslistings No  
Stacked No  

Semester  4  
Contact Hour(s)  4  
Lecture:  4  
Lab:  0  
Other:  0  
Total:  0  
CIP/Fund Code  5104010014  
Repeatable for credit? No  

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/17/18 4:11 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/22/18 10:02 am Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/22/18 11:22 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
4. 10/22/18 11:22 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 10/22/18 11:36 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
6. 10/29/18 8:47 am LaRhessa Johnson (lrjohnson): Approved for GC Preparer
7. 11/01/18 3:43 pm LaRhessa Johnson (lrjohnson): Approved for GC Chair
Default Grade Mode
Letter Grade (G)

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:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

| Elective (select program) |

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus 611 Ethical Practice.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments
Sandra Williams (sandra-williams) (10/22/18 10:02 am): Rollback: Please update per email.

Sandra Williams (sandra-williams) (10/22/18 11:22 am): Update received.
Course title and number: DDDS 611 D1 Ethical Practice
Term: Fall 2019 and Spring 2020
Meeting times and location: Fall-2 hour sessions; Spring-2 hour sessions

Course Description and Prerequisites

This course will include two segments involving four modules integral to ethical practice:

**Segment I:**
Cultural Competence in Dental Healthcare and Education
Introduction to Ethics and Academic Integrity
Human Behavior in Dentistry

**Segment II:**
Introduction to Evidence Based Dentistry and Clinical Research.

1. Cultural Competence in Dental Healthcare and Education (CCDHE) explores cultural differences and similarities while increasing awareness of values and beliefs that have an impact on healthcare and daily interactions.
2. The Ethics and Academic Integrity content will have an evidence based approach to academic integrity with a brief discussion of ethics in dentistry. The course will present recent studies on academic integrity, ethics of importance to the educational experience and qualities of the fundamental values of academic integrity. This course is designed to give the first year dental student an overview of the values and practice of academic integrity. The emphasis of the course will be to make the practice of ethics and academic integrity an integral part of the educational experience. The goal of this course will be to motivate and stimulate the student to live conscientiously through exercising their rights and responsibilities ethically and with integrity as they become productive members of the dental profession and the practice of dentistry.
3. Few professions place greater demands on interpersonal skills than dentistry. Success and career satisfaction will be based in large measure on the ability to communicate effectively with patients, staff, and colleagues. The course addresses the etiology and assessment of dental fear, including patient-centered approaches for management of fear and anxiety and the promotion of oral health.
4. Introduction to Evidence-Based Dentistry and Clinical Research (IEBDCR) consists of large and small group interactive sessions. The main goal of the EBD curriculum at College of Dentistry is to provide dentists-in-training with the knowledge and tools to take advantage of constantly increasing knowledge in clinical, material, and basic biomedical sciences. Clinical training in dental school teaches the current state of the discipline but cannot predict the continuing advances that will improve dental care in the future. A dentist MUST be equipped to evaluate and take advantage of ongoing and future research in order to make competent decisions concerning patient diagnosis and care. The knowledge needed to do this has often not been part of traditional dental training, but has now become essential as rapid advances in all fields of science require a modern clinician to be able to evaluate and apply advances in their fields of dental care. The EBD material has two primary aims. The first is to provide a foundation of knowledge important for the effective practice of EBD. The second is to begin to develop the practical skills needed for such practice. Foundational knowledge includes a background in applied clinical epidemiology, biostatistics, and some areas of modern dental and craniofacial research. The development of practical skills will emphasize (1) how to formulate a focused clinical research question, (2) how to search the dental literature to find the best evidence, and (3) how to evaluate the evidence to answer the question.
Learning Outcomes or Course Objectives

At the end of this course, students will be able to:

1. Discuss the influence of certain attitudes on interactions and on treatment outcomes
2. Describe demographic changes and their implications for health disparities
3. Explain the relevance of cultural competence in reducing health disparities
4. Students will have an understanding of the fundamental values of academic integrity.
5. Students will be motivated to function conscientiously and ethically on the matters of academic integrity requiring minimal supervision.
6. Students will be educated with regard to the negligent practice of academic integrity and its consequences to the profession, institution and individual at HSC-College of Dentistry.
7. Students will be prepared to progress through their educational process knowing the expectations of ethics and academic integrity and consequences of failure to meet those expectations foundational to the ethical practice of dentistry.
8. Describe the role of psychological factors in the perception of pain.
9. Identify the etiology of dental fear and anxiety.
11. To understand the purpose of EBD and its potential for application in a clinical setting.
12. Students should understand the basics of clinical epidemiology and biostatistics as they relate to EBD and be able to formulate meaningful clinical questions in context of EBD.
13. The student should be able to search effectively the electronic dental literature to find answers to these questions. Apply basic principles of statistics and critical thinking to evaluating the dental literature, clinical decision making, and evidence-based dentistry.
14. The student should be able to perform detailed written evaluations of research articles related to clinical dentistry and have a working knowledge of evidence related to selected current hot topics in modern dental treatment.

Related Competencies

1.0 Ethics: The new dentist must be able to discern and deal with the ethical and legal issues of dental practice with professional responsibility.
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional Integrity
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population
2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning, and critical thinking in maintaining competency.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental medical and psychosocial histories.
5.0 Diagnosis: The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imagining aids to make proper diagnoses.
5.3 Recognize patient behavior that contributes to orofacial problems.
6.0 Treatment Planning: The new dentist must be able to develop and formulate a properly sequenced, evidence-based comprehensive treatment plan that is within the scope of general dentistry and addresses the care of the patient, including referral, pre-existing medical conditions or patient priorities that may influence the treatment plan and alternative treatment options.
6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to
develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

7.2 Employ techniques to manage orofacial discomfort and anxious patients

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Paul C. Dechow, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>214-828-8208</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:pdechow@tamhsc.edu">pdechow@tamhsc.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office location</td>
<td>514a</td>
</tr>
</tbody>
</table>

Other Participating Faculty:
Lavern J. Holyfield, DDS; Barbara Miller, DDS, MS; Stanton W. Cobb, MABS, DDS; Joe Simmons, DDS; Daniel L. Jones, DDS, PhD; Paul C. Dechow, PhD; Emet Schneiderman, PhD; Dr. Qian Wang, Dr. Bob Lu, Bruno Ruest PhD

Textbook and/or Resource Material

PowerPoint Presentations; Worlds Apart DVD series; related case studies; course manuals; required assignments/articles-provided or online

Grading Policies

Attendance/Participation/Professionalism: Attendance and course participation is mandatory for all sessions/modules and will factor into the grade for each module and the entire course. ALL absences whether excused or unexcused, must be remediated to insure all course material is received. Assigned seating is required. Use of any electronic devices during class is not permitted unless specifically allowed by the faculty for each individual lecture. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments and/or the lowering of the final course grade. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Remediation: All absences require informing the course director/faculty of the absence electronically, preferably prior to the absence, but at most within 24 hours of the absence. Absence remediation will include make up of any missed quizzes, review of the recorded lecture that was missed, completion of any related assignments and writing a paper, two-page minimum, summarizing the entirety of the lecture and any assigned reading material. The paper should be representative of a professional, fully engaged effort. Absence remediation assignments are due within two weeks of the missed lecture and should be submitted electronically to the course director/faculty. Missed quizzes must also be remediated within two weeks of the absence. ALL remediation MUST be completed satisfactorily and successfully prior to the end of the specific course module and no later than the semester end final exam date in order to receive a grade for the semester/course. Late assignments/remediation will result in a reduction of the overall segment grade. Course remediation, if necessary, will be determined by the Student Promotions Committee and will minimally include all course material/assignments/evaluations/projects.
Assessment and Evaluation:

Segment I:  
Cultural Competence: Attendance and interactive activity participation; Fall Combined Exam  
Ethics and Academic Integrity:  
  Two Papers: Case Study and e-portfolio computer exercise  
  Pop Quizzes: Three-given at discretion of instructor  
  Fall Combined Exam  
Human Behavior in Dentistry: Attendance and Fall Combined Exam  
  Quizzes: 30% of grade  
  Combined Exam: 60% of grade  
  Overall Attendance: 10% of grade  
  The combined scores from all attendance, participation, assignments, quizzes and the combined exam in Segment I will contribute 50% of the overall course grade

A course progress grade will be given at the end of the fall semester. Final course grade will be provided at the end of the academic year.

Segment II:  
Evidence Based Dentistry and Clinical Research: Attendance: 10% of grade; Four Exams: equally weighted for 90% of Segment II grade.

Final Course Grade: Determined as follows:
50%  Segment I: Cultural Competence, Ethics/Academic Integrity and Human Behavior in Dentistry
50%  Segment II: Evidence-Based Dentistry and Clinical Research
100%  Final Course Grade

Each 611 course module/segment including all remediation, all quizzes and all exams MUST be successfully completed with a passing grade of 75-C or above in order to pass the course. A grade below 75 on any assignment or evaluation will require remediation as designed by the course director/faculty. Absences not remediated will result in no final course grade given.

There will be no curving or rounding of grades on assignments, quizzes, exams or final course grade.

Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic: Two Hour Class Periods/Week</th>
<th>Presenter</th>
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</thead>
<tbody>
<tr>
<td>1a/b</td>
<td>Understanding Cultural Perspectives and Values</td>
<td>Holyfield, Miller</td>
</tr>
<tr>
<td>2a/b</td>
<td>Culturally Sensitive Communication</td>
<td>Holyfield, Miller</td>
</tr>
<tr>
<td>3a</td>
<td>Introduction to Ethics, Honor Code, Moral Compass</td>
<td>Cobb</td>
</tr>
<tr>
<td>3b</td>
<td>Introduction to Human Behavior</td>
<td>Jones</td>
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<tr>
<td>4a</td>
<td>History of Ethics in Med/Dent, Open Pluralism</td>
<td>Cobb</td>
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<tr>
<td>4b</td>
<td>Ethics Paper Due</td>
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<tr>
<td></td>
<td>Psychological Aspects of Pain &amp; Anxiety</td>
<td>Jones</td>
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<tr>
<td>Week</td>
<td>Topic: Two Hour Class Periods/Week</td>
<td>Presenter</td>
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<tr>
<td>5a</td>
<td>Academic Integrity in Dental School (Dr. Don McCabe)</td>
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<tr>
<td>5b</td>
<td>Etiology of Dental Fear</td>
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<td>6a</td>
<td>Fundamentals of Academic Integrity</td>
<td>Cobb</td>
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<td>6b</td>
<td>Acquisition of Dental Fear</td>
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<td>7a</td>
<td>Creating an Ethical Academic Community/ADA Core Principle</td>
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<td>7b</td>
<td>Assessment of Dental Anxiety</td>
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<td>8a</td>
<td>Cohort Studies/Case Control Studies</td>
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<td>8b</td>
<td>Experimental Studies I &amp; II</td>
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<td>9a</td>
<td>Causal Association and Clinical Testing</td>
<td>Dechow/TBD</td>
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<tr>
<td>9b</td>
<td>EBD Exam 2</td>
<td>Dechow/TBD</td>
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<tr>
<td>10a</td>
<td>Critical Thinking</td>
<td>Dechow/TBD</td>
</tr>
<tr>
<td>10b</td>
<td>Social Media</td>
<td>Dechow/TBD</td>
</tr>
<tr>
<td>11a</td>
<td>How Dental School Life Will Impact You &amp; the Profession</td>
<td>Dechow/TBD</td>
</tr>
<tr>
<td>11b</td>
<td>Patient Motivation and Compliance</td>
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</tr>
<tr>
<td>12a</td>
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<tr>
<td>12b</td>
<td>Segment I Combined Exam</td>
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<tr>
<td>13a</td>
<td>What is EBD</td>
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<td>13b</td>
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<td>14a</td>
<td>Searching for EBD I</td>
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<td>14b</td>
<td>Searching for EBD II</td>
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<td>15a</td>
<td>Thanksgiving Holiday</td>
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<td>15b</td>
<td>Incidence and Prevalence</td>
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<tr>
<td>16a</td>
<td>Descriptive Studies</td>
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<td>Final Exam Week-Ethics e-portfolio exercise due</td>
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<tr>
<td></td>
<td>EBD Exam 1</td>
<td>Dechow/TBD</td>
</tr>
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</table>

**611 D1 Ethical Practice-Spring Semester 2019-2020**

- Week 1: Bias and Confounding
- Week 2: Cohort Studies/Case Control Studies
- Week 3: Experimental Studies I & II
- Week 4: Causal Association and Clinical Testing
- Week 5: **EBD Exam 2**
- Week 6: Critical Thinking
- Week 7: Sources and Levels of Evidence
- Week 8: Systematic Reviews and Guidelines
- Week 9: Critically Appraised Topics (CATs)
- Week 10: **EBD Exam 3**
- Week 11: Spring Break
- Week 12: Variables and Variations I and II
- Week 13: Comparing Groups
- Week 14: Statistical Tests and Error

Labor Day may affect the schedule if course scheduled on Monday.
Other Pertinent Course Information

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**
All students are expected and required to uphold the Honor Code, to accept responsibility for learning and to diligently follow the rules of the Honor System (http://aggiehonor.tamu.edu).

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

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

New Course Proposal

Date Submitted: 10/22/18 10:23 am

Viewing: DDDS 612 : Integrated Practice of Dentistry

Last edit: 10/22/18 10:23 am
Changes proposed by: pcdechow

Programs referencing this course

DDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamshc.edu">brwhite@tamshc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix    DDDS  Course number     612

Department College of Dentistry
College/School Dentistry

Academic Level Professional Dentistry

Effective term 2019-2020 Professional

Complete Course Title
Integrated Practice of Dentistry

Abbreviated Course Title
INTEGRATED PRACTICE DENTISTRY

Catalog course description
Clinical skills and terms necessary to thoroughly assess a dental patient including principles of infection control, digital dental record platform (AXIUM), digital radiology platform (MIPACs), patient assessment tools; patient interviewing skills, extra-oral/intra-oral dental examinations, vital signs, screening laboratory tests; introduction to dental specialties, tray selection/alginate impressions, coronal tooth polishing, ergonomics, basic medical emergency training and effective use of oral hygiene instruction and fluorides.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No

Crosslisted With

Stacked No

Stacked with

Semester 2.5 Contact Hour(s) (per week):

Lecture: 2.5 Lab: 0 Other: 0 Total: 0

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/17/18 4:11 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/22/18 10:03 am Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/22/18 11:23 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
4. 10/22/18 11:36 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
5. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
6. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Repeatable for credit? No
CIP/Fund Code 5104010014
Default Grade Mode Letter Grade (G)
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:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Syllabus</th>
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</thead>
<tbody>
<tr>
<td>Syllabus: Upload syllabus</td>
</tr>
<tr>
<td>Upload syllabus [612 Integrated Practice of Dentistry.docx]</td>
</tr>
<tr>
<td>Letters of support or other documentation No</td>
</tr>
<tr>
<td>Additional information</td>
</tr>
<tr>
<td>Reviewer Comments Sandra Williams (sandra-williams) (10/22/18 10:03 am): Rollback: Please update per email.</td>
</tr>
<tr>
<td>Sandra Williams (sandra-williams) (10/22/18 11:23 am): Update received.</td>
</tr>
</tbody>
</table>
Integrated Practice of Dentistry 1 is a 2.5 hour course that introduces first year dental students to clinical skills and terms necessary to thoroughly assess a dental patient. Topics covered include familiarity with principles of infection control, use of a digital dental record platform (AXIUM), use of digital radiology platform (MIPACs), patient assessment tools to include examination and radiology techniques, patient interviewing skills, extra-oral/intra-oral dental examinations, vital signs, screening laboratory tests, introduction to dental specialties, tray selection/alginite impressions, coronal tooth polishing, ergonomics, basic medical emergency training, and effective use of oral hygiene instruction/flourides. Upon successful completion of this course students should be able to contribute to established D3-D4 group practices as they participate in clinical rotations with these groups.

Learning Outcomes or Course Objectives

After completing the course, the participant is expected to have an introductory-level understanding of:

1. The conceptual basis and elements of the diagnostic process. This includes gathering diagnostic information, evaluating diagnostic information, identifying patient problems, formulating diagnostic opinions, determining appropriate treatment to solve these problems, and reevaluating the treatment as an indication of the accuracy of the diagnosis.
2. The differences and similarities of the diagnostic process for dental patients in various clinical situations such as comprehensive diagnosis, recall diagnosis, diagnosis of a specific problem, emergency diagnosis, and screening diagnosis.
3. Methods of obtaining the patient history including the diagnostic interview, the health questionnaire, and a combination of the two as well as the relative advantages and disadvantages of these methods.
4. The specific components and standard format of the patient history.
5. Specific symptoms and complaints that suggest disease of the each physiologic system.
6. General methods of physical examination such as visual examination, palpation, auscultation, probing, and evaluation of function.
7. The general contribution of adjunctive diagnostic methods such as radiographic evaluation and clinical laboratory to the physical assessment of the dental patient.
8. The elements of the extra-oral physical examination including the general patient assessment, vital signs, and examination of extra-oral structures as well as how to perform these diagnostic procedures in the clinical setting.
9. The elements of the intraoral physical examination
10. The categorization of clinical laboratory studies as blood cell studies, hemostasis tests, blood chemistry evaluation, bacterial culture/sensitivity testing, urinalysis, and surgical pathology.
11. The testing method and clinical significance of various commonly performed clinical laboratory studies.
12. Enhance awareness of clinical dentistry procedures and policies.
13. Introductory knowledge to be able to utilize proper four handed, sit down dentistry technique when performing dental procedures (enhance productivity while lowering stress; prepare students to assist D3 and D4 students during rotations with general dentistry group practices).
14. Discuss the production of x-rays
15. Discuss and relate the physical principles of digital image acquisition and storage
16. Discuss the basic principles of radiation protection and list methods of minimizing the radiation risk to patient from radiographic procedures
17. Describe the effect of ionizing radiation on the human biologic system
18. Understand the principles of radiographic interpretation and differential diagnosis

Related Competencies
1.1 Apply ethical principles and legal requirements with personal
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
4.1 Obtain a diagnostic database including the patient's chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize that patient behaviors including substance abuse that may contribute to orofacial problems
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues
5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
8.1 Demonstrate maintenance of patient records utilizing clinical management software

Instructor Information

Name            To be names from faculty listed below
Telephone number  TBD
Email address    TBD
Office hours     TBD
Office location  TBD

Other Participating Faculty:
Mark Gannaway, DDS
Bernard Hennessy, DDS
Daniel Jones, DDS, Ph.D.
Deborah Foyle, DDS, MS, MSc
George Cramer, DDS
Lorenzo Pratts, DMD, MHA
David Grogan, DDS, MSD, MS
Marianela Gonzalez, DDS, MS
Poorya Jalali, DDS
Yi-Shing Cheng, MS, Ph.D.
Jennifer Barrington, DDS
Ms. Cherri Kading, MS
Madhu Nair, Ph.D.
Hui Liang, BDS, MS, Ph.D.
Textbook and/or Resource Material

There is no textbook for this course. The COD Clinical Manual is a valuable reference and is available via the College Intranet (under Clinic Documents). Lecture presentations and in some cases handout materials will be available online on Blackboard. All exam questions will be derived from lecture presentations. Hand-outs will be used as a supplemental resource and may help some students achieve a better understanding of the material presented in the lectures.

Grading Policies

Evaluation Criteria/Methods: Evaluation will consist of 3-4 objective examinations (consisting of 15-20 multiple choice or short answer questions) of equal weight in determining the final course grade. Additionally students will receive an evaluation for each of 3 seminars; evaluation will consist of a 5 question online quiz which students will complete within 48 hours of each seminar. Makeup examinations will be in a short answer-essay format. A passing grade requires a 75% or better course score after normalization of examination scores at the discretion of the course director. After adjustment of examination scores the grading scheme is as follows:

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Remediation Policy: A failing grade in the course is strong evidence of inadequate understanding of this vital area of clinical practice and will require repeating the course.

Attendance Policy: Class attendance is mandatory. Because of the spontaneous nature of the class discussions and responses to student questions frequently leads to impromptu use of examples and additional information beyond the course material that is available on Blackboard. “Pop quizzes” may be given during lecture time at the discretion of faculty. Points achieved during these random quizzes will be considered extra credit for students who attend the sessions. Attendance at Friday clinical seminars is also mandatory. Any student who misses a seminar will need to make up the session prior to the end of the semester. [https://student-rules.tamu.edu/rule07/]

Fall Semester Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
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<td>1</td>
<td>Radiology (1)</td>
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<tr>
<td>TBD</td>
<td>2</td>
<td>Introduction to Axium/Mipacs</td>
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<td>Radiology (2)</td>
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<td>Radiology (4)</td>
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<td>TBD</td>
<td>6</td>
<td>Introduction to Operatory Infection Control</td>
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<td>TBD</td>
<td>7</td>
<td>Radiology (5)</td>
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<td>TBD</td>
<td>8</td>
<td>Patient Interviewing Techniques</td>
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<td>Radiology (6)</td>
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<td>Culturally Sensitive Interviewing/ Health Disparities in Populations</td>
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<td>Introduction to Periodontics</td>
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<td>Intro to DAU Utilizations</td>
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### Seminar # | Weeks | Description | Additional Information |
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<tbody>
<tr>
<td>#1</td>
<td>Weeks 1-4</td>
<td><strong>Week 5 is make-up session</strong></td>
<td><strong>Week #1: all students get introduction to Great Expectations Program (1hr)</strong></td>
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<td></td>
<td></td>
<td>Introduction to Axium and Mipacs. Students will gain familiarity with navigating systems through use of &quot;test&quot; patients. Infection control principles related to computer use in the clinic will be introduced. Students will gain initial experience in charting findings in Axium, reviewing medical history, inputting vital signs data, reviewing images in Mipacs, and making progress note entry</td>
<td>Students work in pairs (20-30 students per session)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and week #10 is make-up session</td>
<td>HIPAA/Privacy/Sensitivity issues will be emphasized</td>
</tr>
<tr>
<td>#2</td>
<td>Weeks 6-9</td>
<td>Emphasize reviewing medical history and a complete patient interview using a fictional patient script and matching &quot;test patient&quot; in axium (2 scenarios per pair of students)</td>
<td>Students work in pairs (20-30 students per session)</td>
</tr>
<tr>
<td></td>
<td><strong>Week 7-9: Groups of 16 students participate in radiology rotation</strong></td>
<td>Reinforce axium navigation, data entry, and progress note</td>
<td>HIPAA/Privacy/Sensitivity issues will be emphasized</td>
</tr>
<tr>
<td>#3</td>
<td>Weeks 11-14</td>
<td><strong>Week 15 is make-up session</strong></td>
<td><strong>Week 10-12: Groups of 16 students participate in radiology rotation</strong></td>
</tr>
<tr>
<td></td>
<td>Students take vital signs and record them in axium</td>
<td>Students work in pairs (20-30 students per session)</td>
<td>Emphasize infection control related to setting up dental chair and use of computer</td>
</tr>
<tr>
<td></td>
<td>Blood pressure determination will be verified by faculty to ensure accuracy</td>
<td></td>
<td>HIPAA/Privacy/Sensitivity issues will be emphasized</td>
</tr>
<tr>
<td></td>
<td>Blood glucose will be measured using glucometer</td>
<td></td>
<td><strong>Week 10-12: Groups of 16 students participate in radiology rotation</strong></td>
</tr>
</tbody>
</table>
### Spring Semester Calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
<td>1</td>
<td>Alginate Impressions: Tray selection/technique</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>2</td>
<td>Intro to Oral Pathology</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>3</td>
<td>Intro to Fixed and Removable Prosthodontic</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>4</td>
<td>Intro to Ortho/Pedo</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>5</td>
<td>Outcomes Assessment Quiz #1</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>6</td>
<td>Caries Management</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>7</td>
<td>Coronal Tooth Polishing/Fluoride</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>8</td>
<td>Common Dental Emergencies</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>9</td>
<td>Intro to Oral Surgery</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>10</td>
<td>Outcomes Assessment Quiz #2</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>11</td>
<td>Intro to Endodontics</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>12</td>
<td>Preparation for the Recall Exam</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>13</td>
<td>Intro to Public Health Dentistry</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>14</td>
<td>Intro to Implant Dentistry</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>15</td>
<td>Intro to Clinical Restorative Dentistry</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>16</td>
<td>Outcomes Assessment Quiz #3</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### Seminar # | Weeks | Description | Additional Information

#### #1
- **Weeks**: 1-5  
  - **Description**: Demonstrate proper extra-oral, intra-oral examination technique. Students work in groups of two and perform examinations. Select proper alginate tray and practice making acceptable impression. Casts will be poured in lab after session.
  - **Additional Information**: Students work in pairs (20-30 students per session). Emphasize infection control related to setting up dental chair and use of computer. HIPAA/Privacy/Sensitivity issues will be emphasized.

#### #2
- **Weeks**: 6-9  
  - **Description**: Each student will perform a coronal tooth polish and oral hygiene instructions. Students work in groups of two. **Assign one D3 student per pair to facilitate session.**
  - **Additional Information**: Students work in pairs (20-30 students per session). Emphasize infection control related to setting up dental chair and use of computer. HIPAA/Privacy/Sensitivity issues will be emphasized. Assign one D3 student per pair of students.
<table>
<thead>
<tr>
<th>#3</th>
<th>11-15</th>
</tr>
</thead>
</table>
| **Beginning in week 9, each pair of students will be assigned an ASA 1-2, Perio Type 1 Recall patient. Students will be tasked with updating medical history with appropriate medical summary, conducting an extra-oral and intra-oral dental examination.** Each pair of students will work in conjunction with a D4 student to update findings into AXIUM. Each patient will receive **dental prophylaxis to include coronal polishing and fluoride varnish application (where indicated).** Bitewing radiographs will be updated as needed. Students assist each other during prophylaxis with emphasis on **proper use of suction, basic instrument passing, and principles of infection control.** | **Students work in pairs (20-30 students per session)**  
**Emphasize infection control related to setting up dental chair and use of computer**  
**HIPAA/Privacy/ Sensitivity issues will be emphasized**  
**Assign one D4 student per pair of students** |

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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.”*
**Course Change Request**

**New Course Proposal**

Date Submitted: 10/17/18 4:06 pm

**Viewing:** DDDS 613: Introduction to Restorative Dentistry

Last edit: 10/18/18 7:39 am

Changes proposed by: pcdechow

Programs referencing this course

- DDS-DDDS: Doctor of Dental Surgery

**Faculty Senate Number**

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS  
Course number: 613

Department: College of Dentistry

College/School: Dentistry

Academic Level: Professional Dentistry

Effective term: 2019-2020 Professional

Complete Course Title:
Introduction to Restorative Dentistry

Abbreviated Course Title:
INTRO RESTORATIVE DENTISTRY

Catalog course description:
Form and function of primary and permanent teeth, concepts of ideal occlusion, dental caries and its effect on tooth structure and indications, materials and techniques associated with the restoration of teeth.

Prerequisites and Restrictions

- Concurrent Enrollment: No
- Should catalog prerequisites / concurrent enrollment be enforced? No

- Crosslistings: No
- Stacked: No

Semester: 6  
Credit: (per week):

Contact Hour(s): 6  
Lecture: 6  
Lab: 0  
Other: 0  
Total: 0

In Workflow:
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services

Approval Path:
1. 10/17/18 4:11 pm  
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/21/18 3:12 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/22/18 8:40 am  
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:47 am  
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm  
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Hour(s)

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 5104010014

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:

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus 613 Introduction to Restorative Dentistry.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

Reported to state? CS

No
Course title and number: DDDS 613 Introduction to Restorative Sciences
Term: Fall 2019 and Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites
Introduction to Restorative Sciences introduces first year dental students to form and function of primary and permanent teeth, concepts of ideal occlusion, dental caries, and its effect on tooth structure and indications, materials and techniques associated with the restoration of teeth. The study of the form and function of both the human primary and permanent dentitions includes but is not limited to the nomenclature and development of each. Emphasis is placed on the unique characteristics, similarities and differences of form, function and position of each tooth.
This course also illustrates how composition and properties affect the manipulation and use of dental materials in the clinic and laboratory. The lecture topics for this course were selected to provide an overview of a few of the many materials currently used in dentistry. The laboratory projects were chosen to introduce the student to the manipulation of these materials and to reinforce information covered in the lecture and the reading assignments.
This course includes a brief review of the concept of an ideal occlusion and clinical concepts to aid in the identification, classification and treatment of a wide variety of temporomandibular disorders. Occlusal considerations in treatment planning and restorative dentistry are also presented. Laboratory sessions are used to provide immediate, hands on integration of concepts introduced in the classroom or previously recorded content (Camtasia).

Learning Outcomes or Course Objectives
1. To understand and describe fully the nomenclature of both the human primary and permanent dentitions as well as describe the structural and morphological similarities and differences of each tooth comprising these dentitions.
2. To give the student a basic understanding of the composition and properties of selected dental materials;
3. To give the student a basic understanding of how, why and when these selected materials are used in the fabrication of various dental restorations;
4. To begin developing hand skills necessary for the successful practice of dentistry;
5. To prepare for and encourage the student to become a life-long learner in the fast changing field of dental materials.
6. To understand the indications for restorative treatment of individual teeth.
7. To understand the basic principles of tooth preparation design, as well as restorative techniques utilizing amalgam and composite materials.
8. To review normal anatomy of the temporomandibular joint and muscles of mastication.
9. To distinguish between the various classes of facial pain.
10. To provide information on the diagnosis and treatment of various classes of facial pain.
11. To present treatment options when occlusion is considered prior to restorative dentistry.

Related Competencies
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

Teeth, including implant supported prosthodontics.
Examination of the Patient: The new dentist must be able to perform a complete patient examination, history and assessment that is necessary for the diagnosis of oral conditions and clinical management of the patient.

4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.

4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.0 Diagnosis: The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imaging aids to make proper diagnoses.

5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.

5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.

6.0 Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.

7.5 Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.

7.8 Evaluate, treat and manage caries.

7.9 Recognize and conservatively manage disorders involving occlusion.

7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.

Instructor Information
Co-Course Directors: (include degrees): Dr. L. Kay Mash, D.D.S, Stephen McDonald, D.D.S, FAGD, CFP®, and George H Cramer D.D.S


Assistant: Ms. Maribel Mendiola, CDA
Lab Technician: Mr. Ted Maas, CDT

<table>
<thead>
<tr>
<th>Name</th>
<th>Office Number</th>
<th>Telephone number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Kay Mash</td>
<td>320</td>
<td>214 828-8372</td>
</tr>
<tr>
<td>Dr. George Cramer</td>
<td>732</td>
<td>214 828-8468</td>
</tr>
<tr>
<td>Dr. Stephen McDonald</td>
<td>732</td>
<td>214 828-8334</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material
HSC- COD Pre-Clinical Operative Dentistry Laboratory Manual, L. Kay Mash, DDS, 2018
PowerPoint lecture files, Camtasia recorded lectures, PDF lecture files
Textbook: Wheeler's Dental Anatomy, Physiology and Occlusion; Major M. Ash, Jr., BS, DDS, MS, MD and Stanley J. Nelson, DDS, MS, 9th Ed.
Management of Temporomandibular Disorders and Occlusion; Jeffrey P. Okeson. 6th Ed.

Dental Materials Course Manual. Reading assignments are listed at the beginning of each laboratory session.
Grading Policies

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

There will be four (4) didactic examinations. The first three will cover specified material. The fourth (4th) exam will be a comprehensive final covering the material from the entire course.

Twenty five quizzes, out of a total of twenty six, will be averaged and count as the 5th examination. Each quiz will consist of five (5) questions. Quizzes will be given daily over that day’s lecture assignment.

Exams 1, 2 and 3 will count 15% each of the final course grade.
The final exam will count 30% of the final grade.
The average of the 25 best quizzes will count 25% of the final course grade.
The final course grade will be awarded according to the evaluation criteria above.

Attendance and Professional Behavior: Attendance is mandatory. Students are expected to behave in a professional manner at all times. Part of professionalism is treating instructors with respect. Being disruptive during lectures, overt displays of anger and criticism directed at instructors, along with argumentative and oppositional behavior will not be tolerated. Unprofessional conduct, whether directed toward a fellow student or an instructor will be reported to the Office of Student Affairs. Infractions will result in the lowering of final course grades. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Remediation Policy: Students who fail the course will be allowed to remediate the course as a directed self-study designed by the course director to address the student's area of greatest need. If remediation is indicated and the student fails to accomplish the remediation requirements, the student will be required to make provisions to repeat the course the following year.

Course Topics, Calendar of Activities, Major Assignment Dates

<p>| Lecture schedule Fall Semester |
|-------------------------------|-------------------------------|------------------|</p>
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Restorative Sciences</td>
<td>McDonald, Mash, Cramer (30 minutes each)</td>
</tr>
<tr>
<td>2</td>
<td>Dental Anatomy Nomenclature</td>
<td>McDonald</td>
</tr>
<tr>
<td>4</td>
<td>Caries Intro (related to enamel and dentin morphology)</td>
<td>Mash</td>
</tr>
<tr>
<td>5</td>
<td>Dental Anatomy- physiologic tooth form</td>
<td>McDonald</td>
</tr>
<tr>
<td>6</td>
<td>Dental Anatomy- Lobe form and Geometric concepts</td>
<td>McDonald</td>
</tr>
<tr>
<td>Page</td>
<td>Title</td>
<td>Author</td>
</tr>
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<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>7</td>
<td>Dental Anatomy- permanent mandibular premolars</td>
<td>McDonald</td>
</tr>
<tr>
<td>8</td>
<td>Operative Class I occlusal Preps for amalgam (nomenclature and terminology)</td>
<td>Mash</td>
</tr>
<tr>
<td>9</td>
<td>Dental Anatomy- Permanent 1st and 2nd Molars</td>
<td>McDonald</td>
</tr>
<tr>
<td>10</td>
<td>Class I occlusal amalgam restorations and amalgam materials</td>
<td>Cramer/Mash</td>
</tr>
<tr>
<td>11</td>
<td>Dental Anatomy- Permanent mandibular incisors</td>
<td>McDonald</td>
</tr>
<tr>
<td>12</td>
<td>Polishing amalgam restorations</td>
<td>Mash</td>
</tr>
<tr>
<td>13</td>
<td>L pit amalgam preps</td>
<td>Mash</td>
</tr>
<tr>
<td>14</td>
<td>Class II Amalgam Preps</td>
<td>Mash</td>
</tr>
<tr>
<td>15</td>
<td>Class II Amalgam Preps</td>
<td>Mash</td>
</tr>
<tr>
<td>16</td>
<td>Operative Practical Exam #1 (tooth preparations)</td>
<td>Mash</td>
</tr>
<tr>
<td>17</td>
<td>Practical Exam #1 (wax #29)</td>
<td>McDonald</td>
</tr>
<tr>
<td>18</td>
<td>Permanent maxillary incisors</td>
<td>McDonald</td>
</tr>
<tr>
<td>19</td>
<td>Class II Amalgam Restorations</td>
<td>Mash</td>
</tr>
<tr>
<td>20</td>
<td>Class III Composite Restorations</td>
<td>Mash</td>
</tr>
<tr>
<td>21</td>
<td>Composite Restorations and Bonding to enamel/dentin</td>
<td>Cramer/Mash</td>
</tr>
<tr>
<td>22</td>
<td>Class III Preparations and Bonding to enamel/dentin</td>
<td>Cramer/Mash</td>
</tr>
<tr>
<td>23</td>
<td>Operative Practical Exercise #2</td>
<td>Mash</td>
</tr>
<tr>
<td>24</td>
<td>Permanent maxillary premolars</td>
<td>McDonald</td>
</tr>
<tr>
<td>25</td>
<td>Dental Anatomy Practical #2</td>
<td>McDonald</td>
</tr>
<tr>
<td>26</td>
<td>Operative Class II and Class V amalgams</td>
<td>Mash</td>
</tr>
<tr>
<td>27</td>
<td>Operative Class II and Class V Preparations</td>
<td>Mash</td>
</tr>
<tr>
<td>28</td>
<td>Operative Class II MOD Amalgam</td>
<td>Mash</td>
</tr>
<tr>
<td>29</td>
<td>Operative Class II Amalgams</td>
<td>Mash</td>
</tr>
<tr>
<td>30</td>
<td>Operative Practical #3</td>
<td>Mash</td>
</tr>
<tr>
<td>31</td>
<td>Operative Practical #4</td>
<td>Mash</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Instructor</td>
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<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1</td>
<td>Wax Introduction—Base plate exercise</td>
<td>Cramer</td>
</tr>
<tr>
<td>2</td>
<td>Handpiece introduction—set extracted carious teeth in stone</td>
<td>Mash</td>
</tr>
<tr>
<td>3</td>
<td>Impress Typodont with Alginate and pour in stone (save for custom tray)</td>
<td>Cramer</td>
</tr>
<tr>
<td>4</td>
<td>Excavate carious teeth from Lab #2</td>
<td>Mash</td>
</tr>
<tr>
<td>5</td>
<td>Wax Occlusal surface of #20</td>
<td>Cramer/McDonald</td>
</tr>
<tr>
<td>6</td>
<td>Wax Occlusal surface #30</td>
<td>Cramer/McDonald</td>
</tr>
<tr>
<td>7</td>
<td>Wax occlusal-lingual #14</td>
<td>Cramer/McDonald</td>
</tr>
<tr>
<td>8</td>
<td>Prep occlusal #20 and #29 for amalgam</td>
<td>Mash</td>
</tr>
<tr>
<td>9</td>
<td>Prep occlusal #18 and 31 for amalgam</td>
<td>Mash</td>
</tr>
<tr>
<td>10</td>
<td>Restore #20, 29, 18, and 31 with amalgam</td>
<td>Cramer/Mash</td>
</tr>
<tr>
<td>11</td>
<td>Wax incisal surface of #26</td>
<td>Cramer/McDonald</td>
</tr>
<tr>
<td>12</td>
<td>Polish amalgams #20, 29, 18, 31</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>13</td>
<td>Prepare and restore OL #14, F pit #30, L pit #7</td>
<td>Mash</td>
</tr>
<tr>
<td>14</td>
<td>Prepare #31 MO for Amalgam</td>
<td>Mash</td>
</tr>
<tr>
<td>15</td>
<td>Prepare #29 DO for Amalgam</td>
<td>Mash</td>
</tr>
<tr>
<td>16</td>
<td>Operative Practical #1 (Prepare #20 O for Amalgam)</td>
<td>Mash</td>
</tr>
<tr>
<td>17</td>
<td>Dental Anatomy Practical #1 (Wax occlusal surface #29)</td>
<td>McDonald/Cramer</td>
</tr>
<tr>
<td>18</td>
<td>Wax mesial and distal surfaces of #8 and #9</td>
<td>McDonald/Cramer</td>
</tr>
<tr>
<td>19</td>
<td>Restore #31 MO and #29 DO with amalgam</td>
<td>Cramer/Mash</td>
</tr>
<tr>
<td>20</td>
<td>Prepare ML, DL #8</td>
<td>Mash</td>
</tr>
<tr>
<td>21</td>
<td>Restore DL and MI #8 with emphasis on bonding agents</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>22</td>
<td>Restore DL #9 Comp, Polish MO #31, DO#29, F pit #31, OL #14</td>
<td>Cramer</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Instructor</td>
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<tr>
<td>1</td>
<td>Dental Anatomy Maxillary 1st and 2nd Molars</td>
<td>McDonald</td>
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<td>Dental Anatomy Maxillary 1st and 2nd Molars</td>
<td>McDonald</td>
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<td>3</td>
<td>Dental Anatomy Practical #3</td>
<td>McDonald</td>
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<tr>
<td>4</td>
<td>Operative Class II MOD #5 Restoration only</td>
<td>Mash</td>
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<tr>
<td>4</td>
<td>Operative instrumentation: review of bonding/composites</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>5</td>
<td>Direct Posterior Composites</td>
<td>Mash</td>
</tr>
<tr>
<td>6</td>
<td>Class IV and Class V Composites</td>
<td>Mash</td>
</tr>
<tr>
<td>7</td>
<td>Class II Composites</td>
<td>Mash</td>
</tr>
<tr>
<td>8</td>
<td>Dental Anatomy Permanent Canines</td>
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</tr>
<tr>
<td>9</td>
<td>Operative Preparation and Review</td>
<td>Mash</td>
</tr>
<tr>
<td>10</td>
<td>Operative Practical #5</td>
<td>Cramer/Mash</td>
</tr>
<tr>
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<tr>
<td>11</td>
<td>Dental Anatomy- Maxillary and Mandibular 3rd molars</td>
<td>McDonald</td>
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<tr>
<td>12</td>
<td>Tooth Development - Part I</td>
<td>Ruest</td>
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<tr>
<td>13</td>
<td>Tooth Development - Part II</td>
<td>Ruest</td>
</tr>
<tr>
<td>14</td>
<td>Enamel</td>
<td>Y Lu</td>
</tr>
<tr>
<td>15</td>
<td>Dentin</td>
<td>Y Lu</td>
</tr>
<tr>
<td>16</td>
<td>Pulp</td>
<td>Y Lu</td>
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<tr>
<td>17</td>
<td>Alginate Review</td>
<td>Cramer</td>
</tr>
<tr>
<td>18</td>
<td>Introduction to Occlusion, characteristics of ideal occlusion 1</td>
<td>McDonald</td>
</tr>
<tr>
<td>19</td>
<td>Characteristics of Ideal occlusion 11</td>
<td>McDonald</td>
</tr>
<tr>
<td>20</td>
<td>Gypsum (Quiz 1)</td>
<td>Cramer</td>
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<tr>
<td>21</td>
<td>Acrylic Resins (Quiz 2)</td>
<td>Cramer</td>
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<tr>
<td>22</td>
<td>Exam1 (Intro, alginate, gypsum, resins)</td>
<td>Cramer</td>
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<tr>
<td>23</td>
<td>Muscles of Mastication/TMJ anatomy I</td>
<td>McDonald</td>
</tr>
<tr>
<td>24</td>
<td>Muscles of Mastication/TMJ anatomy II</td>
<td>McDonald</td>
</tr>
<tr>
<td>25</td>
<td>Non-Aqueous (PVC) elastomeric impression materials (Quiz 3)</td>
<td>Cramer</td>
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<tr>
<td>26</td>
<td>Waxes and Investment Materials (Quiz 4)</td>
<td>Cramer</td>
</tr>
<tr>
<td>27</td>
<td>Alignment and Occlusion</td>
<td>McDonald</td>
</tr>
<tr>
<td>28</td>
<td>Moving Occlusion</td>
<td>McDonald</td>
</tr>
<tr>
<td>29</td>
<td>Classification of Malocclusions</td>
<td>Buschang</td>
</tr>
<tr>
<td>30</td>
<td>Class II Cast Gold inlay and onlay prep</td>
<td>Mash</td>
</tr>
<tr>
<td>31</td>
<td>Onlay prep video; wax pattern fabrication for cast gold onlay</td>
<td>Mash</td>
</tr>
<tr>
<td>Session</td>
<td>Topic</td>
<td>Instructor</td>
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<tr>
<td>32</td>
<td>Development of Occlusion (late primary/mixed dentition)</td>
<td>Buschang</td>
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<tr>
<td>33</td>
<td>Development of the primary dentition</td>
<td>Buschang</td>
</tr>
<tr>
<td>32</td>
<td>Development of occlusion (late mixed/permanent)</td>
<td>Buschang</td>
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<tr>
<td>35</td>
<td>Dental Arch development</td>
<td>Buschang</td>
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<tr>
<td>36</td>
<td>Dental Casting (Quiz 5)</td>
<td>Cramer</td>
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<tr>
<td>37</td>
<td>Fitting and polishing a casting</td>
<td>Cramer</td>
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<tr>
<td>38</td>
<td>PVS Impression</td>
<td>Cramer</td>
</tr>
<tr>
<td>39</td>
<td>Pulpal Reaction to Caries/Pulp Capping Strategies</td>
<td>Dr. Steve Cheff</td>
</tr>
<tr>
<td>40</td>
<td>Pulp and Root Morphology</td>
<td>McDonald</td>
</tr>
</tbody>
</table>

**Laboratory Schedule Spring Semester**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>MO #14 Prep and Restore</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>2</td>
<td>Full Wax up #14 for Dental Materials</td>
<td>Cramer</td>
</tr>
<tr>
<td>3</td>
<td>Dental Anatomy Practical #3 Wax F &amp; L #14</td>
<td>Cramer</td>
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<tr>
<td>4</td>
<td>Instrument ID Quiz, Prep and restore occlusal #18</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>5</td>
<td>Prep and restore occlusal #31 and L Pit #7</td>
<td>Mash/Cramer</td>
</tr>
<tr>
<td>6</td>
<td>Prep and restore Cl V #20, Cl I M&amp; D pits #28</td>
<td>Mash</td>
</tr>
<tr>
<td>7</td>
<td>Prep and restore F #25</td>
<td>Mash</td>
</tr>
<tr>
<td>8</td>
<td>Wax Distal #6</td>
<td>Cramer/Mash</td>
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<td>9</td>
<td>MOD Amalgam Prep #3, restore #31</td>
<td>McDonald</td>
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<tr>
<td>10</td>
<td>Operative Practical #5 Prep MOD amalgam #18</td>
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<td>11</td>
<td>Operative Practical #6 Restore #18 MOD amalgam</td>
<td>Mash</td>
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<td>12</td>
<td>Dental anatomy Lab Practical #4</td>
<td>McDonald</td>
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<td>13</td>
<td>Lab 1-Tooth Development</td>
<td>Ruest</td>
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<tr>
<td>14</td>
<td>SIM Lab Rotation #1 (MO #12 Prep only)</td>
<td>Mash</td>
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<tr>
<td>15</td>
<td>Operative O composite #31, Prep &amp; Restore, Class I Lingual Pit #7 Prep and restore</td>
<td>Mash</td>
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<tr>
<td>16</td>
<td>Lab 2-Enamel, Dentin &amp; Pulp</td>
<td>Y Lu</td>
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<tr>
<td>17</td>
<td>Obtain proper articulator settings, Index and mount casts/ instructor approval of mounting</td>
<td>McDonald</td>
</tr>
<tr>
<td>18</td>
<td>Anterior Guidance – Wax #8 and 9 to proper form/occlusion</td>
<td>McDonald</td>
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<tr>
<td>19</td>
<td>Alginate impression materials and gypsum materials</td>
<td>Cramer</td>
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<tr>
<td>20</td>
<td>Acrylic resins/custom trays</td>
<td>Cramer</td>
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<tr>
<td>21</td>
<td>Practical Exam I Alginate Impression</td>
<td>Cramer</td>
</tr>
<tr>
<td>22</td>
<td>Wax #12 to proper form and occlusion</td>
<td>McDonald</td>
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<tr>
<td>23</td>
<td>Trimming the Custom tray and lathe exercise</td>
<td>Cramer</td>
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<tr>
<td>24</td>
<td>SIM lab rotation #2 MO Amalgam #14 prep only</td>
<td>Mash</td>
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<tr>
<td>25</td>
<td>Class V composite (#20 facial) prepare/restore, Class I occlusal composite M/D pits #28 prepare/restore</td>
<td>Mash</td>
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<td>26</td>
<td>Class V Composite on tooth #25 prep/restore. Also Class II Amalgam MOD #31 Prep/restore</td>
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<tr>
<td>27</td>
<td>Polyvinylsiloxane impression</td>
<td>Cramer</td>
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<td>------</td>
<td>-----------------------------------------------------------------------------</td>
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<tr>
<td>28</td>
<td>Spruing and investing a wax Pattern</td>
<td>Cramer</td>
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<tr>
<td>29</td>
<td>Dental Casting</td>
<td>Cramer</td>
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<tr>
<td>30</td>
<td>Fitting and Polishing a Casting</td>
<td>Cramer</td>
</tr>
<tr>
<td>31</td>
<td>Practical Exam 2</td>
<td>Cramer</td>
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<tr>
<td>32</td>
<td>Posterior disclusion: wax #19 to proper form and occlusion</td>
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<tr>
<td>33</td>
<td>Canine Guidance: prepare stone #6 and begin wax to form</td>
<td>McDonald</td>
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<tr>
<td>34</td>
<td>Practical #1: Moving Occlusion Diagrams</td>
<td>McDonald</td>
</tr>
<tr>
<td>35</td>
<td>Study Models: Take study models on partner (pour and trim casts)</td>
<td>McDonald</td>
</tr>
<tr>
<td>36</td>
<td>Restore Class II composite #4; polish MOD alloy #31</td>
<td>Mash</td>
</tr>
<tr>
<td>37</td>
<td>Practical Exam #5- MOD Alloy Preparation</td>
<td>Mash</td>
</tr>
<tr>
<td>38</td>
<td>Practical Exam #6- MOD Alloy #18 Restoration</td>
<td>Mash</td>
</tr>
<tr>
<td>39</td>
<td>Obtain Facebow transfer and mount maxillary cast. Mound mandibular cast in MI</td>
<td>McDonald</td>
</tr>
<tr>
<td>40</td>
<td>Practical #2- Interferences and muscle actions</td>
<td>McDonald</td>
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</tbody>
</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please visit [http://disability.tamu.edu](http://disability.tamu.edu).
**Academic Integrity**

All students are expected and required to uphold the Honor Code, to accept responsibility for learning and to diligently follow the rules of the Honor System (http://aggiehonor.tamu.edu).

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

*For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*
Course Change Request

New Course Proposal

Date Submitted: 10/24/18 4:10 pm

Viewing: DDDS 701 : Dental Pharmacology

Last edit: 10/24/18 4:10 pm
Changes proposed by: pcdechow

Programs referencing this course
DDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix          DDDS  Course number  701
Department             College of Dentistry
College/School         Dentistry
Academic Level         Professional Dentistry
Effective term         2019-2020 Professional
Complete Course Title  Dental Pharmacology
Abbreviated Course Title DENTAL PHARMACOLOGY

Catalog course description
Terms and principles essential to understanding the rational use of drugs in dental practice; pharmacology of medications used in the practice of dentistry; patient drug history evaluations and prescription writing techniques; information regarding the recognition and treatment of substance abuse.

Prerequisites and Restrictions
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings        No
Crosslisted With

Stacked              No
Stacked with

Semester            1.5
Credit Hour(s)      (per week):
Lecture:            1.5
Total               0
Lab:                0
Other:              0

Repeatable for credit? No

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:45 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:55 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 3:59 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:35 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:17 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:05 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:47 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
8. 11/01/18 3:43 pm LaRhesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
CIP/Fund Code: 5104010014
Default Grade Mode: Letter Grade (G)
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:

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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</tbody>
</table>

### Course Syllabus

**Required (select program)**

**Elective (select program)**

**Syllabus:**
Upload syllabus

**Upload syllabus:**
[701 Dental Pharmacology.docx](701_Dental_Pharmacology.docx)

**Letters of support or other documentation**
No

**Additional information**

**Reviewer Comments**

Sandra Williams (sandra-williams) (10/23/18 8:55 pm): Rollback: Please update syllabus make-up policy as previously discussed.
Paul Dechow (pcdechow) (10/24/18 3:59 pm): Rollback: fix
Sandra Williams (sandra-williams) (10/24/18 5:17 pm): Update received.
Course Description and Prerequisites

The 701 Dental Pharmacology Course introduces the terms and principles essential to understanding the rational use of drugs in dental practice. The pharmacology of medications used in the practice of dentistry is discussed. Patient drug history evaluations and prescription writing techniques are presented in lectures and computer self-learning modules. In addition, students will be given pertinent information regarding the recognition and treatment of substance abuse.

Learning Outcomes or Course Objectives

Upon successful completion of this course, the student will be able to:

1. Provide the scientific basis for rational pharmacotherapeutics.
2. Demonstrate the necessary vocabulary required to read and communicate pharmacological information.
3. Employ a strategy for learning new drugs and for evaluating drug actions by independent judgment.
4. Understand the basic pharmacology of drugs used in the practice of dentistry.
5. Access information needed to facilitate judgment relative to how drugs may modify patient management and treatment planning.
6. Exhibit comprehension and the vocabulary necessary for writing intelligent requests for medical consultation.
7. Demonstrate the basic techniques of prescription writing.
8. Display fundamental knowledge of state and federal laws governing prescription drugs.
9. Demonstrate a knowledge of foundational information about the pharmacology and adverse effects of ethanol and other drugs of abuse, the psychosocial aspects of substance abuse and related treatment modalities.

Related Core Competencies:

1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
3.1 Assume a leadership role in educating the community concerning the basic biological principles affecting the etiology, prevention and control of oral diseases.
4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.
4.2 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.1 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.2 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.3 Recognize and identify conditions that adversely affect the patient's masticatory functions.

Instructor Information

Name Jayne S. Reuben, Ph.D.
Telephone number 214-828-8993
Email address reuben@tamhsc.edu
Office hours TBD
Office location TAMCOD Room 498

Textbook and/or Resource Material

Dental Pharmacology Course Handouts (Faculty)

Recommended Learning Materials:
(Access Medicine: website free via Baylor Library or TAMU Library)

Additional Learning Materials/References:
Lange Pharmacology Smart Charts, 2nd Edition. Catherine E. Pelletier-Dattu (Access Pharmacy)

Grading Policies

(Students will take formative and summative exams. Formative exams will not count towards the student’s course grade. Students are required to take five multiple-choice summative examinations using laptops/iPads and the ExamSoft system. Points from these five exams will be added for the student’s final grade. Faculty reserve the right to make other additional graded assignments that may be required to enhance both the educational and evaluation process. Any additional assignments will be made within a reasonable time frame to facilitate completion. The grading scale used is given below:

Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Grades will not be rounded up. For example, if a student earns a total of 464 points or 89.8%, his grade is a B. Students making less than the required grade of 375 points (or 75%) must remediate the course.)
Examinations:  
Four scheduled examinations: 100 points each = 4 x 100 = 400 points  
Final comprehensive examination: 100 points  
**Exam points = 500 points (100%)**  
Extra Credit points = 10 points possible per exam = 50 possible extra credit points  

Students will have the opportunity to earn up to 10 points of extra credit on each exam making the total possible points equal to 550 points. Extra credit material is cumulative.

Examination Policy: No questions will be answered by proctors during exams.

**Make-Up Examination Policy for Dental Pharmacology 701**  
Students who miss a scheduled examination due to an excused absence will be allowed to take a make-up exam within one week after they return to school. **Students must make arrangements within two days after their return to school.** Any student who misses a scheduled examination due to events within their control must arrange to take a make-up exam **BEFORE** they leave. At the discretion of the course director, students may expect oral or short answer questions in addition to a multiple choice exam format.

Attendance Policy:  
Required for all sessions. Faculty members expect that students will be present for class in order to achieve the most benefit from the course. As part of the Dental Profession, we expect you to take this responsibility seriously. Please do not schedule other activities during class times.  
**Attendance is for the bolded sessions listed in red is especially important.**  
https://student-rules.tamu.edu/rule07/

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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

<table>
<thead>
<tr>
<th>Session</th>
<th>TOPIC</th>
<th>INSTRUCTOR</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Dental Pharmacology</td>
<td>Dr. Reuben</td>
</tr>
<tr>
<td>2</td>
<td>Review of General Principles</td>
<td>Dr. Logan</td>
</tr>
<tr>
<td>3</td>
<td>Drug Toxicity</td>
<td>Dr. Zhang</td>
</tr>
<tr>
<td>4</td>
<td>Pharmacogenomics, Protein Therapeutics and Drug Delivery Systems</td>
<td>Dr. Zhang</td>
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<tr>
<td>5</td>
<td>Drug Development, Information and Drug Law</td>
<td>Guests</td>
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<tr>
<td>6</td>
<td>Prescription Writing</td>
<td>Guests</td>
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<tr>
<td>7</td>
<td>Principles of Autonomic Pharmacology: Cholinergic Pharmacology</td>
<td>Dr. Logan</td>
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<tr>
<td>8</td>
<td>Principles of Autonomic Pharmacology: Adrenergic Pharmacology</td>
<td>Dr. Logan</td>
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<tr>
<td><strong>Exam 1</strong></td>
<td></td>
<td><strong>Faculty</strong></td>
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<td>9</td>
<td>General Principles of Infectious Disease Therapy and Nucleic Acid/Metabolite Inhibitors</td>
<td>Dr. Reuben</td>
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<tr>
<td>10</td>
<td>Cell Wall Synthesis Inhibitors</td>
<td>Dr. Reuben</td>
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<td>11</td>
<td>Protein Synthesis Inhibitors I</td>
<td>Dr. Reuben</td>
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<td>12</td>
<td>Protein Synthesis Inhibitors II</td>
<td>Dr. Reuben</td>
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<tr>
<td></td>
<td>Treatment of Viral Infections</td>
<td>Dr. Zhang</td>
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<td>Dr. Reuben</td>
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<tr>
<td>13</td>
<td>Treatment of Fungal, Parasitic, and Helminthic Infections</td>
<td>Dr. Zhang</td>
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<tr>
<td>14</td>
<td>Disinfectants, Antiseptics, and Sterilants</td>
<td>Dr. Zhang</td>
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<td><strong>Exam 2</strong></td>
<td><strong>Faculty</strong></td>
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<td>15</td>
<td>Neurobiology of Pain and Substance Abuse - Required Class</td>
<td>Dr. Logan</td>
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<td>Dr. Reuben</td>
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<td>16</td>
<td>Substance Abuse I - Required Class</td>
<td>Dr. Reuben</td>
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<tr>
<td>17</td>
<td>NSAIDS and Non-opioid Analgesics- Required Class</td>
<td>Dr. Reuben</td>
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<td>18</td>
<td>Opioid Agonists and Antagonists- Required Class</td>
<td>Dr. Reuben</td>
</tr>
<tr>
<td>19</td>
<td>Pain Management in Dentistry - Required Class</td>
<td>Dr. Bender</td>
</tr>
<tr>
<td>20</td>
<td>Introduction to Local and General Anesthetics</td>
<td>Dr. Zhang</td>
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<tr>
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<td><strong>Exam 3</strong></td>
<td><strong>Faculty</strong></td>
</tr>
<tr>
<td>21</td>
<td>Anti-Infectives in Dental Clinics</td>
<td>Dr. Grogan</td>
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<tr>
<td>22</td>
<td>Analgesics in Dental Clinics</td>
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<td>23</td>
<td>Final Exam Review</td>
<td>Faculty</td>
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<td><strong>Final Exam (Cumulative)</strong></td>
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</tr>
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</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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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.”
New Course Proposal

Viewing: DDDS 702: Oral Pathology

Last edit: 10/23/18 7:55 pm
Changes proposed by: pcdechow

Programs referencing this course

DDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS  
Course number: 702

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Academic Level (alternate):
Effective term: 2019-2020 Professional

Complete Course Title: Oral Pathology
Abbreviated Course Title: ORAL PATHOLOGY

Catalog course description:
Diseases and conditions affecting the mouth and perioral tissues; basic pathological processes and how those processes affect and are modified by their occurrence in the oral cavity; oral manifestations of systemic conditions.

Prerequisites and Restrictions
Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With: No
Stacked: No  
Stacked with: No

Semester Credit: 2.5  
Contact Hour(s) (per week): 2.5  
Lecture: 2.5  
Lab: 0  
Other: 0  
Total: 0

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:45 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 7:57 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:56 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
DDDS 702: Oral Pathology

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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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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>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: [702 Oral Pathology.docx](702 Oral Pathology.docx)

Letters of support or other documentation | No |
Additional information | |
Reviewer Comments | |
Reported to state? | CS |
Reported to state? | No |

Key: 18867
Course title and number: DDDS 702 Oral Pathology
Term: Summer/Fall 2019 and Spring 2020
Meeting times and location: Summer, Thursdays 8-9 am; Fall, Tuesdays 1-2 pm; Spring, Tuesdays 1-2 pm

Course Description and Prerequisites

Oral Pathology 702 is a didactic, lecture oriented course. The major objective of this course is to provide students with information concerning the different diseases and conditions affecting the mouth and perioral tissues. The course is based on an understanding of basic pathologic processes and how those processes affect and are modified by their occurrence in the oral cavity. Oral manifestations of systemic conditions are emphasized.

Learning Outcomes or Course Objectives

Achieving competency in the area of pathology/oral pathology is designed by successfully completing both Oral Pathology 702 and Clinical Principles of Patient Evaluation, which is a portion of D3 Integrated Practice of Dentistry 812. At the completion of both courses, students will be able to:

1. Know and understand basic concepts of disease at the tissue and cellular level.
2. Develop an understanding of the clinical manifestations that result from cellular alterations.
3. Demonstrate correct usage of the terminology used in pathology.
4. Develop a comprehensive knowledge of the diseases of the oral regions, including etiology, pathogenesis, diagnosis and treatment.
5. Know the oral manifestations of systemic disease.
6. Recognize clinical pathologic changes in tissues.
7. Interpret clinical signs and symptoms and develop appropriate differential diagnoses.
8. Apply the basic concepts of pathology in evaluating unknown clinical diseases.

Related Competencies:

5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behavior that contributes to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.6 Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.7 Evaluate, treat and manage periodontal diseases.
7.11 Evaluate, treat and manage orofacial infections.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.
Course Director

Dr. John Wright, DDS, MS

Telephone number 214-8288118

Email address jwright@tamhsc.edu

Office location Room 212A

Other Participating Faculty:

Yi-Shing Lisa Cheng, Ph.D., DDS ; Paras Patel, DDS

Textbook and/or Resource Material


Grading Policies

There will be five (5) major exams. Each major exam counts 20% of the final grade. Exams will be taken via ExamSoft. Students must achieve an average of 75 or better to pass the course. Students missing an examination are required to contact the department as soon as possible. If the reason for missing the exam is acceptable, re-examinations are given and may be an objective, essay or oral exam. A grade of satisfactory (S) or unsatisfactory (U) will be given at the end of the summer and fall semesters based on the student’s progress in the course. A grade of 75 or higher must be achieved in order to receive a satisfactory progress grade. Final grade will be recorded at the end of the spring semester.

Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Remediation Policy

Students who earn an F final grade in Oral Pathology 702 may remediate the deficiency, if given the opportunity by the Student Promotions Committee. The remediation course is offered in the summer session and is self-paced, self-study with faculty consultation. There will be periodic written testing.

Attendance Policy

In the spirit of professionalism and individual responsibility, the department requires attendance at all classes but does not monitor your attendance. We feel that learning is a joint responsibility, shared equally among the faculty of the department and the students. The understanding of pathology is facilitated significantly by routine class attendance, particularly in regard to illustrative material. If attendance is unacceptable, the department reserves the right to record attendance periodically and reward students in attendance. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)
## Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Summer Semester</th>
<th>Session Title/Topic</th>
<th>Instructor’s Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/Developmental Disturbances I</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>2</td>
<td>Developmental Disturbances II</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>3</td>
<td>Regressive Changes of Teeth</td>
<td>Dr. Patel</td>
</tr>
<tr>
<td>4</td>
<td>Pulpal and Periapical Pathology</td>
<td>Dr. Patel</td>
</tr>
<tr>
<td>5</td>
<td>Developmental Disturbances III</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>6</td>
<td>Pulpal and Periapical Pathology</td>
<td>Dr. Patel</td>
</tr>
<tr>
<td>7</td>
<td><strong>Exam I</strong></td>
<td>Dr. Wright</td>
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<thead>
<tr>
<th>Fall Semester</th>
<th>Session Title/Topic</th>
<th>Instructor’s Name</th>
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<tbody>
<tr>
<td>1</td>
<td>Healing of Oral Wounds</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>2</td>
<td>Physical and Chemical Injuries</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>3</td>
<td>Infections of the Oral Cavity I</td>
<td>Dr. Naidu</td>
</tr>
<tr>
<td>4</td>
<td>Infections of the Oral Cavity II</td>
<td>Dr. Naidu</td>
</tr>
<tr>
<td>5</td>
<td>Infections of the Oral Mucosa and Aphthous Stomatitis</td>
<td>Dr. Naidu</td>
</tr>
<tr>
<td>6</td>
<td>Mucocutaneous Disease</td>
<td>Dr. Naidu</td>
</tr>
<tr>
<td>7</td>
<td><strong>Exam II</strong></td>
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<tr>
<td>8</td>
<td>Premalignancy</td>
<td>Dr. Wright</td>
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<tr>
<td>9</td>
<td>Squamous Cell Carcinoma I</td>
<td>Dr. Cheng</td>
</tr>
<tr>
<td>10</td>
<td>Squamous Cell Carcinoma II</td>
<td>Dr. Cheng</td>
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<tr>
<td>11</td>
<td>Bone-Osteodystrophies I</td>
<td>Dr. Cheng</td>
</tr>
<tr>
<td>12</td>
<td>Bone-Osteodystrophies II</td>
<td>Dr. Cheng</td>
</tr>
<tr>
<td>13</td>
<td>Non-neoplastic Proliferations</td>
<td>Dr. Khavandgar</td>
</tr>
<tr>
<td>14</td>
<td>Benign Neoplasms</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>15</td>
<td>Soft Tissue Malignancy</td>
<td>Dr. Wright</td>
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<tr>
<td>16</td>
<td><strong>Exam III</strong></td>
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<table>
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<tr>
<th>Spring Semester</th>
<th>Session Title/Topic</th>
<th>Instructor’s Name</th>
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<tbody>
<tr>
<td>1</td>
<td>Lymphoma, Myeloma, Leukemia</td>
<td>Dr. Wright</td>
</tr>
<tr>
<td>2</td>
<td>Bone-Inflammation</td>
<td>Dr. Patel</td>
</tr>
<tr>
<td>3</td>
<td>Bone Neoplasms</td>
<td>Dr. Patel</td>
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<tr>
<td>4</td>
<td>Salivary Gland Disease I</td>
<td>Dr. Patel</td>
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<tr>
<td>5</td>
<td>Salivary Gland Disease II</td>
<td>Dr. Cheng</td>
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<tr>
<td>6</td>
<td>Salivary Gland Disease III</td>
<td>Dr. Cheng</td>
</tr>
<tr>
<td>7</td>
<td>Oral Manifestations of Endocrine Disease</td>
<td>Dr. Patel</td>
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<tr>
<td>8</td>
<td><strong>Exam IV</strong></td>
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<tr>
<td>9</td>
<td>Oral Manifestations of AIDS</td>
<td>Dr. Patel</td>
</tr>
<tr>
<td>10</td>
<td>Odontogenic Cysts</td>
<td>Dr. John Wright</td>
</tr>
<tr>
<td>11</td>
<td>Pigmented Lesions of the Oral Mucosa</td>
<td>Dr. John Wright</td>
</tr>
<tr>
<td>12</td>
<td>Odontogenic Tumors I</td>
<td>Dr. John Wright</td>
</tr>
<tr>
<td>13</td>
<td>Odontogenic Tumors II</td>
<td>Dr. John Wright</td>
</tr>
<tr>
<td>14</td>
<td>Oral Manifestations of Hematologic and Neurologic Disorders</td>
<td>Dr. John Wright</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Americans with Disabilities Act (ADA)
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Academic Integrity

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

Date Submitted: 10/22/18 11:07 am

Viewing: DDS 711: Ethical Practice

Last edit: 10/23/18 8:01 pm

Changes proposed by: pcdechow

Programs referencing this course

DDDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Briany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
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Course prefix | DDS           | Course number | 711
Department    | College of Dentistry
College/School | Dentistry
Academic Level | Professional Dentistry
Academic Level (alternate)
Effective term | 2019-2020 Professional
Complete Course Title | Ethical Practice
Abbreviated Course Title | ETHICAL PRACTICE

Catalog course description

Culturally competent, professional and ethical practice of dentistry; health disparities in society and how populations are affected; ethical issues and concerns encountered in the practice of dentistry; medical-legal issues surrounding documentation in patient records and intricacies of proper patient record management.

Prerequisites and Restrictions

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No
Crosslistings | No | Crosslisted With
Stacked | No | Stacked with

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/22/18 11:45 am
   Paul Dechow (pcdechow); Approved for CLDN Department Head PD
2. 10/23/18 8:02 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:56 am
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:47 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
DDDS 711: Ethical Practice

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Repeatable for credit? No
Three-peat? No
CIP/Fund Code S104010014
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)

<table>
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<th>Program(s)</th>
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<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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</table>

Elective (select program)

---

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus [711 Ethical Practice.docx](711 Ethical Practice.docx)

Letters of support or other documentation No

Additional information

Reviewer Comments Sandra Williams (sandra-williams) (10/23/18 8:02 pm): Minor edits made.

Reported to state? CS No

Key: 18868
Course title and number  DDDS 711 D2 Ethical Practice  
Term  Fall 2019 and Spring 2020 
Meeting times and location  TBD

Course Description and Prerequisites

This course will consist of three modules that incorporate topics involved in the culturally competent, professional, and ethical practice of dentistry. Discussion of health disparities in society and how populations are affected will be presented. Ethical issues and concerns encountered in the practice of dentistry will be examined and communicated along with medical-legal issues surrounding documentation in patient records and intricacies of proper patient record management.

The purpose for studying dental ethics is based on two premises:
1. Because patients are involved, the obligations of the health professional vary from the obligations of most vocations; and
2. Because of this obligation variance, health professional programs have a responsibility to future practitioners to provide a setting that allows them to examine, define, and analyze ethical problems pertinent to their future practice.

The materials for the ethics portion of the course will draw from the general ethics, bioethics, and dental-specific ethics literature. The literature will supplement information in the textbook and will cover the nature of health professional problems across disciplines. The topics accordingly will range from the theoretical to the application of theory in the practice of dentistry.

Learning Outcomes or Course Objectives

Objectives:
- Define health disparities
- Identify trends in general and oral health outcomes among varying populations
- Identify social determinants
- Describe the impact of social determinants on health
- Explain the role of dentistry in the Healthy People Initiatives
- Recognize challenges to oral health equity and
- Apply strategies to mitigate oral health disparities.
- Understand importance of accurate patient records and be able to properly maintain them
- Differentiate between terms ethical and legal, and moral/ethical
- Differentiate between the commercial and normative picture of professional obligation,
- Choose the model of the profession that he or she would recommend,
- Identify and list the central values of dentistry,
- Analyze ethical issues in practice using Ozar's five-step model to help in decision-making when faced with an ethical problem.
- Discuss how ethical theory relates to dental practice,
- Discuss the complex ethical issues of informed consent and dentistry including issues of patient autonomy, truth telling and paternalism.
- Discuss the ethical issues of whistle blowing as they relate to the incompetent, impaired or unethical colleague. Describe support services such as the peer-assistance programs for the impaired colleague, local peer-review committees and actions by the State Board of Dental Examiners regarding the incompetent or unethical colleague.
- Discuss ethical issues of practice such as the obligation to treat patients with infectious diseases, and ethical dilemmas related to managed care.
• Complete and maintain accurate, comprehensive documentation of patient treatment as a vital dialogue between patient, students, and faculty.

Related Competencies:
  1.0 Discern and deal with the ethical and legal issues of dental practice with professional responsibility.
  1.1 Apply ethical principles, professional rules and regulatory law with personal and professional Integrity.
  1.2 Provide humane and compassionate patient care for a diverse multicultural patient population
  3.0 Recognize and address the oral health problems of a multi-dimensionally diverse society at the community level.
  3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with an emphasis on the dentally underserved subpopulations.
  8.1 Demonstrate maintenance of patient records utilizing clinical management software.

Instructor Information
Course Director: To be names from among the instructors listed below.
Name: Lavern Holyfield, DDS; Barbara Miller, DDS, MS; Mark Gannaway, DDS; Stanton W. Cobb, MABS, DDS; Brent Hutson, DDS
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material
Ozar, DT and Sokol DJ. Dental Ethics at Chairside
Clinic cases from “Ethical Dilemma” column, Texas Dental Journal
ADA Values-ADA website: www.ADA.org
Texas State Board of Dental Examiners: www.tsbde.texas.gov
Various articles related to ethics
Texas A&M College of Dentistry Clinic Manual: Rules and Procedures

Grading Policies
Attendance/Participation/Professionalism: Attendance and course participation is mandatory for all sessions/modules, will be recorded, and will factor into the grade for each module and the entire course. ALL absences, whether excused or unexcused, must be remediated to insure all course material is received. Assigned seating is required. Use of any electronic devices during class is not permitted unless specifically allowed by the faculty for each individual lecture. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments and/or the lowering of final course grades. https://student-rules.tamu.edu/rule07/

Remediation: All absences require informing the course director/faculty of the absence electronically, preferably prior to the absence, but at most within 24 hours of the absence. Absence remediation will include make up of any missed quizzes, review of the recorded lecture that was missed, completion of any related assignments and a written paper, two-page minimum, summarizing the entirety of the lecture and any assigned reading material. The paper should be typed and representative of a professional, fully engaged effort. Absence remediation assignments are due within two weeks (14 days) of the missed lecture and should be submitted electronically to the course
director/faculty. Missed quizzes must also be remediated within two weeks (14 days) of the absence. ALL remediation MUST be completed satisfactorily and successfully prior to the end of the specific course module and no later than the semester end final exam date in order to receive a grade for the semester/course. Late assignments/remediation will result in a reduction of the overall segment grade. Course remediation, if necessary, will be determined by the Student Promotions Committee and will minimally include all course material/assignments/evaluations/projects.

Assessment and Evaluation:

**Segment I:**
Module I: Cultural Competence: Attendance and Exam I: 25% of segment I grade
Module II: The Patient Record: Attendance and Exam 2: 25% of segment I grade

Attendance/on-time absence remediation (10 points per lecture; 70 points total): 10% of grade
Late remediation or failure to remediate: loss of all weekly lecture attendance points-per occurrence
Segment I exams: 15% each
Attendance, participation, assignments, quizzes and exams in Segment I will contribute: 50% of the overall course grade.

A course progress grade will be given at the end of the fall semester. Final course grade will be provided at the end of the academic year.

**Segment II:**
Module III: Professional Ethics:
Attendance: 10% of segment grade
5 Quizzes and 5 Cases: 40% of segment grade
Ethics Exam 3: 50% of segment grade

Cases will be submitted electronically and are due before 8am on the due date listed.

**Final Course Grade:** Determined as follows:
50% Segment I: Cultural Competence and The Patient Record
50% Segment II: Professional Ethics
100% Final Course Grade

Each 711 course module and segment including all remediation, all quizzes and all exams MUST be successfully completed individually with a passing grade of 75-C or above in order to pass the course. A grade below 75 on any assignment or evaluation will require remediation as designed by the course director/faculty. Any absences not remediated will result in no final course grade given.

There will be no curving or rounding of grades on assignments, quizzes, exams or final course grade.

**Grading Scale**

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

**Fall Semester 2020-2021**

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
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<td>1</td>
<td>Introduction to Health Disparities in America</td>
<td>Holyfield/Miller</td>
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<td>Social Determinants and Health</td>
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Understanding Oral Health Disparities  Holyfield/Miller

Reducing Oral Health Disparities: A Focus on Social and Cultural Determinants  Holyfield/Miller

5  Exam 1

6  Patient Record Management I  Gannaway

7  Patient Record Management II-Case Studies  Gannaway

8  Medical-Legal Patient Record Concerns  Brandon Kulwicki, J.D

9  Exam 2

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<td>Overview/Ethical Issues in Dental Practice</td>
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<td>Central Values of Dentistry</td>
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<td>Hutson</td>
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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: 10/22/18 11:11 am

Viewing: DDDS 712 : Integrated Practice of Dentistry

Last edit: 10/23/18 8:13 pm

Changes proposed by: pcdechow

Programs referencing this course

- DDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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Course prefix: DDDS
Course number: 712

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Academic Level (alternate): 
Effective term: 2019-2020 Professional

Complete Course Title
Integrated Practice of Dentistry

Abbreviated Course Title
INTEG PRAC DENT

Catalog course description
An integrated approach to developing clinical skills in periodontics, operative dentistry, fixed prosthodontics, removable prosthodontics and endodontics.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No
Crosslisted With:
Stacked: No
Stacked with:

Semester Credit: 8.5
Contact Hour(s) (per week): Lecture: 8.5, Lab: 0, Other: 0, Total: 0

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/22/18 11:45 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:08 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:56 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
### Course Syllabus

**Syllabus:**
Upload syllabus

**Upload syllabus**

712 Integrated Practice of Dentistry.doc

**Letters of support or other documentation**
No

**Additional information**

**Reviewer Comments**

**Reported to state?**
CS
No

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Key: 18869
Course title and number: DDDS 712 Integrated Practice of Dentistry
Term: Summer/Fall 2019 and Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites

This course prepares the student for entry into clinic with an integrated approach to developing the necessary clinical skills. Instruction will be based on 5 modules: Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, and Endodontics. The D2 student must have successfully passed the first year of dental school in order to enroll in this course.

Periodontics: The module is designed to provide the student with foundational knowledge of the etiology, pathogenesis, and radiologic and clinical features of periodontal diseases necessary for:

1. Establishing diagnoses
2. Assigning prognoses
3. Developing appropriate treatment plans
4. Establishing preventive strategies
5. Managing periodontal diseases as a general dentist
6. Recognizing the need for referral to a periodontist

Operative Dentistry: Lecture series that introduce students to the indications, materials, and techniques associated with the preparation and restoration of the individual tooth.

Fixed Prosthodontics: Instruction in the theory, design and fabrication of fixed partial dentures, crown restorations, implant supported restorations, fabrication techniques and related dental materials.

Removable Prosthodontics: The first part of this module deals with the indications for and the fabrication of complete dentures. The complete denture portion also includes projects for immediate dentures and implant over-denture. The second part of the module deals with the indications for and the theories of removable partial denture design and fabrication.

Endodontics: This module is an introduction to the theory and practice of endodontics. It presents the fundamental principles for the treatment of pulpal and apical disease. This course, combined with the endodontic technique laboratory course, prepares the dental student to provide clinical endodontic treatment.

Learning Outcomes or Course Objectives

Periodontics:
Following completion of this module, students will be able to:
1) Describe and recognize the normal anatomic and histologic characteristics of the periodontium
2) Identify the primary etiologic factor as well as risk/contributing factors for periodontal diseases
3) Describe the pathogenesis of periodontal diseases and the relationship between periodontal diseases and various systemic conditions
4) List the classification of periodontal diseases and establish appropriate periodontal diagnoses based on defined characteristics
5) Describe and convey to others techniques for effective oral physiotherapy
6) Understand the skills to perform periodontal probing and periodontal debridement including the use of hand instruments and ultrasonic scalers in scaling and root planing.

7) List the components of and develop comprehensive periodontal treatment plans based on the phases of periodontal therapy.

8) Treat patients with mild to moderate periodontitis including supportive periodontal therapy.

9) Describe surgical procedures available for the treatment of periodontal diseases and discuss their indications.

**Operative Dentistry:** By the completion of this module, students understand the indications for restorative treatment of the individual tooth. Students will be exposed to the basic principles of tooth preparation design, as well as restoration utilizing dental amalgam, composite resin and cast gold.

**Fixed Prosthodontics:** To provide information on the fundamentals of Fixed Prosthodontics that affect principles of tooth preparation, restoration contour, replacement of missing teeth or parts of teeth, esthetic restorations, use of restorative materials, laboratory interactions, digital fabrication techniques and diagnosis and treatment planning for Fixed Prosthodontics.

**Removable Prosthodontics:**
Following completion of this module, students will be able to:

1) Examination of the edentulous and the partially edentulous patient with an understanding of how the soft and hard tissues function and influence removable prosthodontic treatment.

2) Understanding of the differences between stock trays and custom trays and their proper use for impression making.

3) Making preliminary impressions using Accu-Gel impression material.

4) Making a custom impression tray with tray acrylic and Triad material and border molding with green stick impression compound.

5) Making final impression using elastic impression materials.

6) Fabrication of record bases using Orthodontic resin.

7) Concepts of Class I, II, and III complete denture occlusion through lecture and laboratory exercises and an understanding of the principles of Maxillomandibular Relation Records for both the patient and the mannequin.

8) Setting non-anatomic teeth to a flat plane of occlusion, lingualized occlusion, and anatomic denture teeth to a compensating curve.

9) Waxing, flasking, and understanding the packing of the trial denture, refining the occlusion, and polishing of the acrylic resin denture.

10) Retrofitting a mandibular complete denture to Locator abutments.

11) Basic principles of immediate denture diagnosis and fabrication.

12) Basic knowledge of removable partial denture design principles (including control of movement) and the mouth preparations necessary to implement the design

13) Knowledge of how a removable partial denture is fabricated.

14) The fundamentals of surveying with logical reasons for selecting a given path of insertion for the more elementary cases.

15) Diagnosing, preparing, and waxing surveyed crowns for RPD abutments with all RPD requirements for support, guidance reciprocation, and retention.

16) Designing Class I, Class II, Class III, and Class IV removable partial dentures.

17) Creating a study cast for RPD designing.

18) Blocking out undercuts on master casts for making of record bases (lecture)

19) "Windowing" record bases for minimal clearance and/or bulbous ridge cases

20) Grinding plastic teeth to fit minimal clearance cases

21) Axially re-contouring natural teeth and preparing them for rests for an RPD

22) Making impressions for and preparing a master cast for an RPD

23) Writing a properly constructed work authorization to the laboratory for fabrication of an RPD framework.

**Endodontics:**
Following completion of this module, students will be able to:

1) Describe the rational for endodontic therapy

2) Describe basic endodontic technique and identify the materials and instruments used during endodontic procedures.
3) Discuss basic endodontic diagnosis, and describe how to perform essential diagnostic tests, and how to apply them to clinical situations.

4) Recognize the importance of critical thinking and life-long learning in dentistry.

**Related Competencies**

1.0 Ethics: The new dentist must be able to discern and deal with the ethical and legal issues of dental practice with professional responsibility.
   1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
   1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.

2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning and critical thinking in maintaining competency.
   2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
   2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.
   2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

4.0 Examination of the Patient: The new dentist must be able to perform a complete patient examination, history and assessment that is necessary for the diagnosis of oral conditions and clinical management of the patient.
   4.1 Obtain a diagnostic database including the patient’s chief complaint and the dental, medical and psychosocial histories.
   4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.0 The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imaging aids to make proper diagnoses.
   5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
   5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
   5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
   5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
   5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
   5.6 The new dentist must be able to develop and formulate a properly sequenced, evidence-based comprehensive treatment plan that is within the scope of general dentistry and addresses the care of the patient, including referral, pre-existing medical conditions (special needs) or patient priorities that may influence the treatment plan and alternative treatment options.
   5.7 Use collected diagnostic data and contemporary evidence based techniques to develop comprehensive, properly sequenced treatment plans with alternative treatment options sensitive to patient priorities.
   5.8 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
   5.9 Determine the appropriate sequence and perform treatment procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.
   5.10 Evaluate and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.
   5.11 Evaluate, treat and non-surgically manage periodontal diseases.
   5.12 Evaluate, treat and manage caries.
   5.13 Recognize and conservatively manage disorders involving occlusion.
   5.14 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthetics.
   5.15 Evaluate and manage orofacial infections.
   5.16 Assess Treatment outcomes and modify subsequent treatment and recall strategies as may be
7.13 Support patient care by communicating and managing dental laboratory procedures.
8.3 Implement procedures for sterilization, disinfection, and universal precautions for the prevention of infection disease transmission.

Instructor Information

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<thead>
<tr>
<th>Course Director</th>
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<tr>
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<tr>
<td>Email address</td>
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<td>Office hours</td>
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<td>Office location</td>
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Module Directors
Amanda Buie, DDS, MS, Janna Burnett, DDS, Pooya Jalali, DDS, MS, Deborah Foyle, DDS, MS, MSc, L. Kay Mash, DDS, Sandra L. McCarthy, DDS, Rosemarie Zartman, DDS

Other Participating Faculty: Celeste Abraham, DDS, MS, Sarah Allen, DDS, MS, Christine Beninger, DDS, Steve Cheff, DDS, MS, Mark Gannaway, DDS, Frank Higginbottom, DDS, MD, PhD, Steve Karbowski, DDS, Elias Kontogiorgos, DDS, PhD, Mike McWatters, DDS, Amp Miller, DDS, Eddie Palos, DDS, Carlos Parra, DDS, Jacqueline Plemons, DDS, MS, Sue Rajan, DDS, William Stenberg, DDS, MS

Textbook and/or Resource Material

Periodontics:
Other readings assigned by Faculty

Operative Dentistry:
Principles of Operative Dentistry (laboratory manual), L. Kay Mash, 2013

Fixed Prosthodontics:
Fixed Prosthodontics Laboratory Manual

Removable Prosthodontics:
Prosthodontic Treatment for Edentulous Patients, Zarb, Hobkirk, Eckert, Jacob, 13th edition
Media: PowerPoint lecture presentations and Camtasia videos made available on Blackboard.
Grading Policies

There will be ten (10) major exams. Each major exam counts 10% of your grade. Exams will be taken via ExamSoft. All examinations are cumulative in nature, so there will be questions from previously presented material or reading assignments on each examination. Each exam will have questions equally represented by the 5 course modules: Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, and Endodontics. Students will received a “progress grade” at the end of the Summer and Fall semesters. In the event that the student earns an “F” (less than 75) grade on an exam, it is the student’s responsibility to contact the course directors to discuss possible remediation of the exam; any remediation should be accomplished within 2 weeks of taking the initial exam. There can be no remediation offered after the spring final exam. Concerns regarding grades on examinations must be presented to the course director within one week of posting.

Attendance Policy:

Attendance is mandatory and will be taken daily. Excused absences will be accommodated, if approved by the course directors and the Office of Student Services. Students with excused absences must contact the course directors in the lab within one week of their return to school to arrange for a make-up exam. After that time, they will forfeit their make-up exam. If timely attendance in the lecture course begins to be problematic, the course directors will contact the class president so that she/he can address the class in an attempt to correct the problem. If that strategy is not successful, the department reserves the right to assess appropriate penalties and grade adjustments. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Remediation Policy:

In the event that the student earns an “F” grade on an exam, it is the student’s responsibility to contact the course directors to discuss possible remediation of the exam; any remediation should be accomplished within 2 weeks of taking the initial exam. There can be no remediation offered after the spring final exam. There is no remediation for a failure of the course. Students must pass both lecture and lab portions in order to pass the course.

Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Course Topics, Calendar of Activities, Major Assignment Dates

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<td>Session 7</td>
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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: 10/24/18 4:11 pm

Viewing: DDDS 713 : Integrated Practice of Dentistry - Preclinic

Last edit: 10/24/18 4:11 pm
Changes proposed by: pcdechow

Programs referencing this course

DDS-DDDS: Doctor of Dental Surgery

Contact(s)

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<tr>
<td>Briany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
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Course prefix: DDDS  Course number: 713

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional

Complete Course Title
Integrated Practice of Dentistry - Preclinic

Abbreviated Course Title
INTEG PRAC DENT - PRECLINIC

Catalog course description
Integrated laboratory exercises for developing clinical skills in periodontics, operative dentistry, fixed prosthodontics, removable prosthodontics and endodontics.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings
No Crosslisted With

Stacked
No Stacked with

Semester: 12 Credit Hour(s): 12
Contact Hour(s): (per week):
Lecture: 0 Total: 0
Lab: 24 Other: 0

Repeatable for credit? No

CIP/Fund Code: 5104010014

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:46 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:55 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 3:59 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:35 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:18 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:05 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
**Course Syllabus**

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**Letters of support or other documentation**

No

**Additional information**

**Reviewer Comments**

Sandra Williams (sandra-williams) (10/23/18 8:55 pm): Rollback: Need lecture/lab contact hours completed on form.

Paul Dechow (pcdechow) (10/24/18 3:59 pm): Rollback: fix

Sandra Williams (sandra-williams) (10/24/18 5:17 pm): Update received.
This laboratory course serves to prepare the student for entry into clinic with an integrated approach to developing the necessary clinical skills. Instruction will be based on 5 modules: Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, and Endodontics. The laboratory session for each module will be divided into A and B groups. The periodontics module will have 4 laboratory groups, 1-4. The D2 student must have successfully passed the first year of dental school in order to enroll in this course.

Periodontics: This is a pre-clinical laboratory and clinical module in which second year predoctoral students will develop the basic clinical skills in periodontics in preparation for the treatment of patients with gingivitis via a dental prophylaxis. Clinical component: Students will assist third and fourth year dental students who are performing a prophylaxis for their patients (chair-side assistance and polishing), learn to assess plaque levels, and perform full-mouth periodontal probing. Later, prophylaxis will be performed by each student under the supervision of faculty in periodontics. Laboratory component: Students will identify and demonstrate the use of hand instruments in periodontal debridement (prophylaxis, scaling & root planing), they will learn to sharpen their instruments and will participate in surgical laboratories.

Operative Dentistry: Laboratory module which provides an introduction to the materials, and techniques associated with the preparation and restoration of the individual tooth.

Fixed Prosthodontics: Laboratory module to accompany course 712. Instruction in the design and fabrication of fixed partial dentures, crown restorations, implant supported restorations, fabrication techniques and related dental materials and introduction to digital impressions, evaluation and fabrication.

Removable Prosthodontics: In this laboratory module, students learn how to fabricate complete dentures and how to diagnose and design removable partial dentures. The student learns how to create various kinds of occlusion for complete dentures and creates a set of maxillary and mandibular complete dentures using anatomic posterior teeth. The student retro-fits the mandibular complete denture to an implant to create an implant retained denture. The student will also set teeth for an immediate denture and have to select the shade and the mold of teeth. All projects involve the use of a manikin with edentulous and partially edentulous typodonts. Students will learn the basic classifications and design criteria for removable partial dentures. Seminars are utilized to have students do case presentations of their recommended designs to their peers and faculty for evaluation. The final exercise, an exam, tests the students’ ability to diagnose and treatment plan a removable partial denture using actual patient casts.

Endodontics: This module—through the use of plastic blocks, acrylic simulated teeth, and extracted teeth—allows the student to apply principles and concepts learned in the lecture module. This course, combined with the endodontic technique lecture module, prepares students to provide clinical endodontic treatment.
Learning Outcomes or Course Objectives

**Periodontics:** Upon completion of the module, students will be able to:

1) Demonstrate proper infection control procedures in the clinic
2) Obtain a medical history and dental history and record vital signs
3) Determine probing depths as part of the assessment of periodontal health of patients
4) Educate patients about their oral hygiene status
5) Correctly identify and use periodontal hand instruments
6) Correctly sharpen periodontal instruments
7) Perform a dental prophylaxis
8) Demonstrate basic periodontal surgical techniques on a typodont

**Operative Dentistry:** By the completion of this module, students will have attained a basic understanding of preparation design with the ability to prepare and restore Class I, Class II, Class III, Class IV and Class V lesions. Students will be familiar with the use and indications for composite resin, dental amalgam and cast gold as they relate to the treatment of the individual tooth.

**Fixed Prosthodontics:** To provide information and laboratory exercises on Fixed Prosthodontics preparations, impressions, restorations, lab procedures, implants, interim restorations, diagnostic and treatment planning procedures, ceramics, clean-out and core procedures, cements, non-vital tooth restorations, PFM, esthetics, contour, occlusal function, re-establishment of occlusal plane, and ridge augmentation procedures. To establish competence in Fixed Prosthodontics utilizing a series of practicals and mock board procedures for assessment and determination of competence.

**Removable Prosthodontics:** Following completion of this module, students will be able to:

1) Examination of the edentulous and the partially edentulous patient with an understanding of how the soft and hard tissues function and influence removable prosthodontic treatment
2) Understanding of the differences between stock trays and custom trays and their proper use for impression making
3) Making preliminary impressions using Accu-Gel impression material
4) Making a custom impression tray with tray acrylic and Triad material and border molding with green stick impression compound
5) Making final impressions using elastic impression materials
6) Fabrication of record bases using Orthodontic resin
7) Concepts of Class I, II, and III complete denture occlusion through lecture and laboratory exercises and an understanding of the principles of Maxillomandibular Relation Records for both the patient and the mannequin
8) Setting non-anatomic to a flat plane of occlusion, lingualized occlusion, and anatomic denture teeth to a compensating curve
9) Waxing, flasking, and understanding the packing of the trial denture, refining the occlusion, and polishing of the acrylic resin denture
10) Retrofitting a mandibular complete denture to a Locator abutment
11) Basic principles of immediate denture diagnosis and fabrication
12) Basic knowledge of removable partial denture design principles (including control of movement) and the mouth preparations necessary to implement the design
13) Knowledge of how a removable partial denture is fabricated
14) The fundamentals of surveying with logical reasons for selecting a given path of insertion for the more elementary cases
15) Diagnosing, preparing, and waxing surveyed crowns for RPD abutments with all RPD requirements for support, guidance, reciprocation, and retention
16) Designing Class I, Class II, Class III, and Class IV removable partial dentures
17) Creating study casts for RPD designing
18) Blocking out undercuts on master casts for making of record bases
19) “Windowing” record bases for minimal clearance cases
20) Grinding plastic teeth to fit minimal clearance and/or bulbous ridge cases
21) Axially re-contouring natural teeth and preparing them for rests for an RPD
22) Making impressions for and preparing a master cast for an RPD
23) Writing a properly constructed work authorization to the laboratory for fabrication of an RPD framework
24) Repairing a fractured denture base

**Endodontics:**
Following completion of this module, students will be able to:
1) Demonstrate competency in the use of instruments and materials used in non-surgical endodontic treatment
2) Possess an understanding of the anatomy of the pulp chamber, root canal systems and root morphology through technical exercises, representative drawings and radiographic interpretation
3) Demonstrate competency in the basic technique skills necessary to perform non-surgical endodontic procedures in uncomplicated root canal systems

**Related Competencies**

1.0 Ethics: The new dentist must be able to discern and deal with the ethical and legal issues of dental practice with professional responsibility
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.0 Information Management and Critical Thinking: The new dentist must be able to acquire, analyze and integrate information deemed valuable for the practice of dentistry and to utilize self-assessment, self-directed learning and critical thinking in maintaining competency.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
4.0 Examination of the Patient: The new dentist must be able to perform a complete patient examination, history and assessment that is necessary for the diagnosis of oral conditions and clinical management of the patient.
4.1 Obtain a diagnostic database including the patient’s chief complaint and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.0 The new dentist must be able to incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imaging aids to make proper diagnoses.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.0 The new dentist must be able to develop and formulate a properly sequenced, evidence-based comprehensive treatment plan that is within the scope of general dentistry and addresses the care of the patient, including referral, pre-existing medical conditions (special needs) or patient priorities that may influence the treatment plan and alternative treatment options.
6.1 Use collected diagnostic data and contemporary evidence based techniques to develop comprehensive, properly sequenced treatment plans with alternative treatment options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
7.3 Determine the appropriate sequence and perform treatment procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.
7.5 Evaluate and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.
7.7 Evaluate, treat and non-surgically manage periodontal diseases.
7.8 Evaluate, treat and manage caries.
7.9 Recognize and conservatively manage disorders involving occlusion.
7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.
7.11 Evaluate and manage orofacial infections.
7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.
7.13 Support patient care by communicating and managing dental laboratory procedures.

8.3 Implement procedures for sterilization, disinfection, and universal precautions for the prevention of infection disease transmission

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>To be named from among faculty listed below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>TBD</td>
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<tr>
<td>Email address</td>
<td>TBD</td>
</tr>
<tr>
<td>Office hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office location</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Module Directors: Amanda Buie, DDS, MS, Janna Burnett, DDS, Poorya Jalali, DDS, MS, Deborah Foyle, DDS, MS, MSc, L. Kay Mash, DDS, Sandra L. McCarthy, DDS, Rosemarie Zartman, DDS

Other Participating Faculty: Celeste Abraham, DDS, MS, Sarah Allen, DDS, MS, Christine Beninger, DDS, Burt Bryan, DDS, Chris Cartwright, DDS, MHA, Monica Chau, DDS, Steve Cheff, DDS, MS, JY Cho, DDS, Lara Cosio, DDS, George Cramer, DDS, Tiffany Finn, DDS, Nicole Friedman, DDS, Gerald N. Glickman, DDS, MBA, JD, Elham Ighani, DDS, Joel Korns, DDS, Elias Kontogiorgos, DDS, PhD, Mike McWatters, DDS, Amp Miller, DDS, Eddie Pala, DDS, Carlos Parra, DDS, Jacqueline Plemmons, DDS, MS, Sue Rajan, DDS, Andrea Rothman, DDS, Renu Saxena, DDS, Jordan L Schweitzer, DDS, MS, Alicia Spence, DDS, Lee Steglich, DDS, Helena Tapias, DDS, MS, William Stenberg, DDS, MS, Feng-Ming Wang, DDS, PhD, Margaret Yanus, DDS, Med, Khaled Younes, DDS; Graduate Program Residents (all DDS)

Textbook and/or Resource Material

Periodontics:
Other readings assigned by Faculty

Operative Dentistry:
Principles of Operative Dentistry (laboratory manual), L. Kay Mash, 2013

Fixed Prosthodontics:
Fixed Prosthodontics Laboratory Manual

Removable Prosthodontics: 
Grading Policies

The final grade for course 713 will be weighted equally by the 5 (five) course module grades: Periodontics, Operative Dentistry, Fixed Prosthodontics, Removable Prosthodontics, and Endodontics. Students will received a “progress grade” at the end of the Summer and Fall semesters. In the event that the student earns an “F” grade on a practical exam, it is the student’s responsibility to contact the course directors to discuss possible remediation of the practical exam; any remediation should be accomplished within 2 weeks of taking the initial practical exam. There can be no remediation of the course if one of the modules is failed. The course must be repeated the subsequent year. The student cannot move on to the third year of dental school until this course is successfully passed.

Periodontics:
Module grades are recorded as pass or fail. Attendance is mandatory. The final module grade will be based on student performance during each rotation as assessed by supervising faculty.

Operative Dentistry:
No grades are given for daily work. Daily work and extra work outside regular laboratory hours provides the practice necessary to prepare for laboratory exams and a future of clinical patient care. The final module grade is determined by the average grade received on 6 practical examinations, after the lowest grade is dropped. If a practical exam is missed because of an excused absence, a grade of “0” (zero) will serve as the “dropped” grade. If a practical exam is missed due to an unexcused absence, the student will earn a “0” (zero) for the missed practical exam that will be averaged in with his/her other practical grades.

Fixed Prosthodontics:
There will be 19 practical exams throughout the module. Fourteen will assess preparations, wax-ups, definitive restorations and temporaries. During the last 3 ½ weeks of the module, a mock board will be administered which assesses the student’s competence to prepare and fabricate several fixed units on their own, without faculty instruction. The mock board counts as 5 practical exams. The module grade is the average of the 19 practical grades.

Removable Prosthodontics:
The progress exams are designed to test your ability to accomplish certain laboratory procedures independent of outside help. These exams, which include the OSCE and Station Exam, are the only laboratory projects from which numerical grades will occur. There will be 6 progress examinations during the year: 3 in the Fall semester and 3 in the Spring semester. Students should be prepared to accomplish each progress examination without any outside help. Two of the exams are OSCE exams (Objective Structured Clinical Exam). The OSCE exams will involve each student doing a clinical procedure for a maxillary complete denture. The first OSCE is making a preliminary impression of the maxillary arch. Each student will be observed by an instructor during the exam to evaluate whether the student uses the proper technique(s) during the impression making process. The student is expected to
verbalize (explain what they are doing, etc) the various steps as progress is made through the entire procedure. The quality of the impression is evaluated by the student. The technique used and the information provided to the instructor and the student’s evaluation are being judged. These exams will be given close to the end lab sessions (the last 15 minutes). The second OSCE will take place during a single lab period just prior to final exam week. Each student is scheduled for 10 minutes during the course of a morning and will bring their previously trimmed maxillary custom tray to the exam. They will perform and verbally describe border molding the right distal-buccal section of the custom tray. The student will be expected to evaluate and correct any errors in their border molding. Prior to taking either exam, each student will be given a form listing the general types of issues that the faculty evaluator will judge during the exam. Preparation for the exam is as important as the technique used. One of the exams is a station exam. This exam will test the student’s ability to evaluate certain items, procedures, theories, indications or contraindications for treatment, etc. They will be scantron graded exams where they spend 1 minute at each station (to both evaluate and answer questions) and then move to the next station. They will not be allowed to return to any station after leaving it, so they must be prepared to quickly make decisions in this type of examination process. Practice station exams will be set up several times before the exam to help students become familiar with this type of exam. Instructors are always willing to provide help if needed to prepare for a progress examination. All progress exams that receive a “D” or an “F” will require successful remediation in order to pass the module except that there is not a remediation given for the OSCE on border molding or for the station exam in May.

Endodontics:
Every effort has been made to organize the material to reflect clinical practice. Laboratory projects have been organized to develop foundational skills that will be used during the student’s entire professional career. Student evaluation will reflect how skills are developed and how well didactic material is applied to the laboratory projects. The grade for this module is determined by two practical examinations, an access competency, formative assessment, and a reflection paper at the end of the semester. Satisfactory completion of every session, every project, and examinations is required. The goal of this module is to prepare students to begin endodontic treatment on patients. Therefore, if during a practical examination, a tooth is rendered non-restorable, then the student will fail that examination regardless of the final point total. The determination of whether a tooth is non-restorable will be determined by at least two grading instructors. If a student fails a practical examination, the student must remediate the examination; however, successful completion of remediation will not alter the original failing grade. Failure of remediation will result in the course director designing a series of exercises to allow the student to demonstrate competency.

Attendance Policy:
Attendance is mandatory and will be taken daily using Poll Everywhere. Excused absences will be accommodated, if approved by the course directors and the Office of Student Services. Students with excused absences must contact the course directors in the lab within one week of their return to school to arrange for a make-up exam. After that time, they will forfeit their make-up exam. If timely attendance in the lecture course begins to be problematic, the course directors will contact the class president so that she/he can address the class in an attempt to correct the problem. If that strategy is not successful, the department reserves the right to assess appropriate penalties and grade adjustments.

Remediation Policy:
A failing practical grade will be remediated with assigned laboratory instructor within two weeks after the return of practical until a satisfactory result is achieved. Your original grade will not be changed following remediation. 713 cannot be repeated in the summer if the student receives a failing grade. With proper faculty and administrative approvals, the student may repeat 713 the next time the course is offered.

Grading Scale

A = 90-100%
B = 80-90%
C = 75-80%
F = <75%
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Laboratory Session</th>
<th>Title/Topic</th>
<th>Instructor(s)</th>
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<tr>
<td><strong>Summer 2020</strong></td>
<td></td>
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<tr>
<td>1-6</td>
<td>Operative Dentistry</td>
<td>Dr. Mash</td>
</tr>
<tr>
<td>7-12</td>
<td>Periodontics</td>
<td>Dr. Foyle</td>
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<tr>
<td><strong>Fall 2020</strong></td>
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<tr>
<td>1-32</td>
<td>Fixed Prosthodontics</td>
<td>Dr. Buie/Dr. Burnett</td>
</tr>
<tr>
<td>33-64</td>
<td>Removable Prosthodontics and Periodontics</td>
<td>Dr. McCarthy/Dr. Zartman</td>
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<td>Dr. Foyle</td>
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<td>65-80</td>
<td>Operative Dentistry</td>
<td>Dr. Mash</td>
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<tr>
<td><strong>Spring 2021</strong></td>
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<tr>
<td>1-17</td>
<td>Endodontics</td>
<td>Dr. Jalali</td>
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<tr>
<td>18-51</td>
<td>Fixed Prosthodontics</td>
<td>Dr. Buie/Dr. Burnett</td>
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<td>52-68</td>
<td>Removable Prosthodontics and Periodontics</td>
<td>Dr. McCarthy/Dr. Zartman</td>
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<tr>
<td>69-85</td>
<td>Operative Dentistry</td>
<td>Dr. Mash</td>
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</table>

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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.”
Course Change Request

New Course Proposal

Date Submitted: 10/24/18 4:12 pm

Viewing: DDDS 714: General Dentistry Clinic

Last edit: 10/24/18 4:12 pm
Changes proposed by: pcdechow

Programs referencing this course
DDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS
Course number: 714
Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional

Complete Course Title
General Dentistry Clinic

Abbreviated Course Title
GENERAL DENTISTRY CLINIC

Catalog course description
System of clinical instruction and operation by learning to provide or be responsible for all aspects of a given patient’s treatment needs in a manner that closely resembles the way care is provided in private practice after graduation.

Prerequisites and Restrictions
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings
Crosslisted With
No

Stacked
Stacked with
No

Semester: 5
Credit Hour(s): 5
Contact Hour(s): 5
Lecture: 0
Total: 0
Lab: 0
Other: 5

Repeatable for credit? No

CIP/Fund Code: 5104010014

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:46 am Paul Dechow (pcedchow): Approved for CLDN Department Head PD
2. 10/23/18 8:56 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:00 pm Paul Dechow (pcedchow): Rollback to Initiator
4. 10/24/18 4:35 pm Paul Dechow (pcedchow): Approved for CLDN Department Head PD
5. 10/24/18 5:18 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
DDDS 714: General Dentistry Clinic

Default Grade Mode: Letter Grade (G)
Method of instruction: Clinic

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:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: 714 General Dentistry Clinic.doc

Letters of support or other documentation: No

Additional information: This is a clinical course.
Reviewer Comments:
- Sandra Williams (sandra-williams) (10/23/18 8:56 pm): Rollback: Need lecture/lab contact hours completed on form.
- Paul Dechow (pcdechow) (10/24/18 4:00 pm): Rollback: fix
- Sandra Williams (sandra-williams) (10/24/18 5:18 pm): Update received.
Course title and number  DDDS 714 D2 General Dentistry Clinic
Term  Fall 2019 and Spring 2020
Meeting times and location  TBD

Course Description and Prerequisites
A system of clinical instruction and operation which allows the student to learn to provide or be responsible for all aspects of a given patient’s treatment needs in a manner that closely resembles the way the student will provide care in private practice after graduation

Learning Outcomes or Course Objectives

The objective of the Texas A&M College of Dentistry D2 General Dentistry Program Includes:

1. To provide comprehensive oral health services in a professional manner.
2. To provide a clinical experience that closely resembles a broadly-based general dentistry practice
3. To provide competent care in a timely manner while respecting the patient’s values and interests.

The most important feature of this program is the patient-centered philosophy and the emphasis on professionalism. Regardless of clinical competency, the student cannot progress in the clinical program without a satisfactory assessment of professionalism. This assessment includes availability to patients, punctuality, proper sequencing of care and attention to all the oral health needs of patients in active treatment.

Related Competencies

1.1  Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2  Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1  Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2  Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3  Communicate relevant professional knowledge to other healthcare professionals and patients.
3.2  Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with emphasis on the dentally underserved subpopulations.
4.1  Obtain a diagnostic database including the patient’s chief complaint, and the dental, medical and psychosocial histories.
4.2  Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.2  Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.4  Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5  Recognize and identify conditions that adversely affect the patient’s masticatory functions
6.1  Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.
6.2  Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
6.3  Obtain an informed consent for dental treatment from the patient or responsible person.
7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.
8.1 Demonstrate maintenance of patient records utilizing clinical management software.
8.2 Use a clinic management system for patient scheduling and financial management.
8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention of infectious disease transmission.

Instructor Information

Course Director
To be names from faculty below.
Telephone number
TBD
Email address
TBD
Office hours
TBD
Office location
TBD

Module Directors: Amanda Buie, DDS, MS, Janna Burnett, DDS, Poorya Jalali, DDS, MS, Deborah Foyle, DDS, MS, MSc, L. Kay Mash, DDS, Sandra L. McCarthy, DDS, Rosemarie Zartman, DDS

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Textbook and/or Resource Material

1. Comprehensive Care Manual
2. Case studies as presented by participating faculty.

Grading Policies

The Comprehensive Care grade will be based on the following:

1. Relative Value Points – 45%
2. Discipline Grades – 45%
3. Clinical Attendance – 10%

Satisfactory completion all scheduled rotations and a positive assessment in professionalism is also required for a passing grade in this course.

Attendance Policy:

Regular attendance is mandatory. Attendance is monitored by the Patient Appointment Associate, the Group Leaders and the Course Director. Attendance at less than 90% is unacceptable and may cause the student to receive a failing grade in the course. There is no regulation which permits “cuts.” For unusual circumstances, special consideration may be given; i.e., when you are on official duty for the school, participating in other administratively approved programs or activities, or present other acceptable justification to the Course Director. No other party can grant an excused absence. It is the student’s responsibility to immediately provide proof of excused absences to the Course Director through the Office of Student Affairs. [https://student-rules.tamu.edu/rule07/]
Remediation Policy:

A student who receives a failing final (F) grade at the end of the Spring semester, as determined by the guidelines in Professionalism, Attendance, R.V. points and Clinical (discipline) Progress, and Rotations will be referred to the Student Promotion committee to determine whether the student should repeat the year or be dismissed.

Grading Scale

A = 90-100%  
B = 80-89%  
C = 75-79%  
F = <75%

Course Topics, Calendar of Activities, Major Assignment Dates

Fall 2020

<table>
<thead>
<tr>
<th>Clinic Session</th>
<th>Session Title/Topic</th>
<th>Instructor(s)</th>
</tr>
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<tr>
<td>1-32</td>
<td>General Clinics</td>
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</tr>
<tr>
<td>33-48</td>
<td>Specialty Rotations</td>
<td>all clinical instructors</td>
</tr>
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Spring 2021

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<tr>
<td>1-34</td>
<td>General Clinics</td>
<td>all clinical instructors</td>
</tr>
<tr>
<td>35-52</td>
<td>Specialty Rotations</td>
<td>all clinical instructors</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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

Viewing: **DDDS 721 : Preclinical Diagnostic Science**

Last edit: 10/24/18 4:13 pm
Changes proposed by: pcdechow

Programs referencing this course

- DDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix  | DDDS                  | Course number | 721
Department     | College of Dentistry |
College/School | Dentistry             |
Academic Level | Professional Dentistry|
Effective term | 2019-2020 Professional|

Complete Course Title

- Preclinical Diagnostic Science

Abbreviated Course Title

- PRECLINICAL DIAG SCI

Catalog course description

Vocabulary and diagnostic techniques that contribute to the physical assessment of the dental patient; an introduction to clinical medicine as well as terminology and techniques that contribute to the diagnostic process; physical and radiographic techniques; general aspects of the diagnostic method as well as the techniques of gathering diagnostic information from the patient history, physical examination and clinical laboratory studies; application of findings to assessment of common systemic diseases; basic concepts of radiation physics, generation of x rays, operation of the x-ray unit, control of factors involved in the production of radiographic images and intraoral, extraoral and specialized radiographic techniques; normal radiographic anatomy and radiographic diagnosis of dental caries, periodontal diseases and dental anomalies; tools and knowledge to safely and effectively evaluate patients prior to initiating a course of dental treatment.

Prerequisites and Restrictions

- Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings

- Crosslisted With No

Stacked

- Stacked with No

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/22/18 11:46 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:56 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:00 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:35 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:18 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm Lawrence Wolinsky (wlolinsky): Approved for DN College Dean PD
7. 10/29/18 8:47 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:43 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
### Semester

<table>
<thead>
<tr>
<th>Credit</th>
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</thead>
</table>

### Credit Hour(s)

<table>
<thead>
<tr>
<th>Lecture:</th>
<th>4</th>
</tr>
</thead>
</table>

### Contact Hour(s) (per week):

<table>
<thead>
<tr>
<th>Lab:</th>
<th>0</th>
</tr>
</thead>
</table>

### Other: 0

### Total 0

### Repeatable for credit?

No

### CIP/Fund Code

5104010014

### Default Grade Mode

Letter Grade (G)

### 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)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

**Elective (select program)**

### Course Syllabus

**Syllabus:** [Upload syllabus](721 Preclinical Diagnostic Sciences.docx)

**Letters of support or other documentation**

No

**Additional information**

This is a lecture course.

**Reviewer Comments**

*Sandra Williams* [sandra-williams] (10/23/18 8:56 pm): Rollback: Need lecture/lab contact hours completed on form.

*Paul Dechow* [pdechow] (10/24/18 4:00 pm): Rollback: fix

*Sandra Williams* [sandra-williams] (10/24/18 5:18 pm): Update received.
Course title and number: DDDS 721 Preclinical Diagnostic Science
Term: Summer/Fall 2019
Meeting times and location: TBD

Course Description and Prerequisites

Preclinical Diagnostic Sciences is a two semester 2 hour lecture course designed to introduce the second year dental student to the vocabulary and diagnostic techniques that contribute to the physical assessment of the dental patient. The course provides an introduction to clinical medicine as well as terminology and techniques that contribute to the diagnostic process. This includes physical and radiographic techniques. General aspects of the diagnostic method as well as the techniques of gathering diagnostic information from the patient history, physical examination, and clinical laboratory studies are discussed. The application of these findings to the assessment of common systemic diseases is then presented. Students are introduced to the basic concepts of radiation physics; an understanding of the generation of x rays; the operation of the x-ray unit; the control of factors involved in the production of radiographic images; and intraoral, extraoral, and specialized radiographic techniques. The student will also develop an understanding of normal radiographic anatomy and the radiographic diagnosis of dental caries, periodontal diseases, and dental anomalies. This course focuses on the tools and knowledge students will need to safely and effectively evaluate their patients prior to initiating a course of dental treatment.

Learning Outcomes or Course Objectives

After completing the course, the participant is expected to have an introductory-level understanding of:
1. The conceptual basis and elements of the diagnostic process. This includes gathering diagnostic information, evaluating diagnostic information, identifying patient problems, formulating diagnostic opinions, determining appropriate treatment to solve these problems, and reevaluating the treatment as an indication of the accuracy of the diagnosis.
2. The differences and similarities of the diagnostic process for dental patients in various clinical situations such as comprehensive diagnosis, recall diagnosis, diagnosis of a specific problem, emergency diagnosis, and screening diagnosis.
3. Methods of obtaining the patient history including the diagnostic interview, the health questionnaire, and a combination of the two as well as the relative advantages and disadvantages of these methods.
4. The specific components and standard format of the patient history.
5. Specific symptoms and complaints that suggest disease of the each physiologic system.
6. General methods of physical examination such as visual examination, palpation, auscultation, probing, and evaluation of function.
7. The general contribution of adjunctive diagnostic methods such as radiographic evaluation and clinical laboratory to the physical assessment of the dental patient.
8. The elements of the extra-oral physical examination including the general patient assessment, vital signs, and examination of extra-oral structures as well as how to perform these diagnostic procedures in the clinical setting.
9. The elements of the intraoral physical examination
10. The categorization of clinical laboratory studies as blood cell studies, hemostasis tests, blood chemistry evaluation, bacterial culture/sensitivity testing, urinalysis, and surgical pathology.
11. The testing method and clinical significance of various commonly performed clinical laboratory studies.
12. The clinical signs, symptoms, and other diagnostic features of past or current experience with the following systemic diseases:
a. Cardiovascular diseases: hypertension, valvular heart disease, infective endocarditis, angina pectoris, myocardial infarction, congestive heart failure, cardiac arrhythmia  
b. Pulmonary diseases: asthma, chronic obstructive pulmonary diseases  
c. Gastrointestinal diseases: peptic ulcerative disease, malabsorption diseases, intestinal disease, hepatitis, hepatic cirrhosis  
d. Endocrine diseases: diabetes mellitus, hypothyroidism, thyrotoxicosis, adrenocortical insufficiency, adrenal cortex hyperfunction  
e. Genitourinary diseases: acute renal disease, chronic renal disease, sexually transmitted infections, AIDS  
f. Conditions affecting the nervous system: cerebrovascular disease, seizure disorders, degenerative neural and neuromuscular disorders  
g. Connective tissue diseases: rheumatoid arthritis, systemic lupus erythematosus, systemic sclerosis  
h. Malignant neoplastic disease in general and dental implications of oncologic treatment  
12. Describe the physical properties of ionizing radiation and relate these properties to radiographic image quality.  
13. Discuss the production of x rays.  
14. Understand the concepts of x-ray beam quality and quantity.  
15. Relate the geometric principles of image formation to intraoral and extraoral radiography.  
16. Discuss darkroom construction, maintenance, and operation as well as film processing and error identification.  
17. Discuss and relate the physical principles of digital image acquisition and storage.  
18. Understand the potential and limitation of certain specialized radiographic techniques.  
19. Describe the effect of ionizing radiation on the human biologic system.  
20. Discuss the basic principles of radiation protection and list methods of minimizing the radiation risk to patients from radiographic procedures.  
21. Demonstrate an understanding of the radiographic presentation of normal anatomical structures of the head and neck.  
22. Understand the basic principles of radiographic interpretation and differential diagnosis.  
23. Demonstrate an understanding of the radiographic presentation of pathoses, specifically dental caries, periodontal diseases, dental anomalies, and regressive changes in the dentition.  
24. Understand the importance of correlating clinical findings with radiographic evidence

Related Competency Statements

1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity  
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.  
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.  
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.  
4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.  
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.  
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.  
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.  
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.  
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.  
5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.  
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.  
8.1 Demonstrate maintenance of patient records utilizing clinical management software.
Instructor Information

Name: Dr. Bernard Hennessy
Phone: 214 828-8367
Email: hennessy@tamhsc.edu
Office: 213C

Name: Dr. Madhu Nair
Phone: 214 828-8100
Email: mknair@tamhsc.edu
Office: 215

Name: Dr. Oksana Budinskya
Phone: 14 828-8991
Email: obudinskaya@tamhsc.edu
Office: 216

Name: Dr. Hui Liang
Phone: 214 828-8392
Email: hliang@tamhsc.edu
Office: 219

Name: Dr. Mehrnaz Tahmasbi
Phone: 214 828-8197
Email: arashlow@tamhsc.edu
Office: 217

Textbook and/or Resource Material


Computer Programs (Library)
“The Nature of Radiation”
“The Production of X Rays”
“Characteristics of the X-Ray Beam”

Grading Policies

Evaluation will consist of three objective examinations of equal weight in determining the final course grade. Test question format may be multiple-choice, true-false, short answer, or essay. The final examination will specifically cover only the topics following the midterm examination, although the interrelated nature of the material implies that information such as basic terminology from the initial portion of the course may by necessity appear on the final examination. Makeup examinations will be in a short answer-essay format. A passing grade requires a 75% or better course score after normalization of examination scores at the discretion of the course director. After adjustment of examination scores the grading scheme is as follows:

Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Remediation Policy:
If a student fails (<69) the 1st or 2nd examinations, the student may apply to the course director to take a remedial examination. The student must notify the course director within two school days following posting of the scores if they wish to take the remedial examination. Additionally, the remedial
examination, which will be of the essay format, must be taken within the two weeks following the original examination at the time established by the course director. The student will receive the higher score (original versus remedial examination score) but the grade will not be higher than 70. Due to time constraints, the final examination cannot be remediated. The unannounced quizzes for this course cannot be remediated, although the lowest quiz score will be dropped to accommodate an unforeseen absence. This course will not be offered again until the next academic year. A failing grade in the course is strong evidence of inadequate understanding of this vital area of clinical practice and will require repeating the course.

Attendance Policy:
Class attendance is required. The spontaneous nature of the class discussions and responses to student questions frequently leads to impromptu use of examples and additional information beyond the course material that is available on Blackboard. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Laboratory/Clinic Policies and Procedures: None

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

<table>
<thead>
<tr>
<th>Summer Session</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Digital Imaging</td>
<td>Nair</td>
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<tr>
<td>2</td>
<td>Intraoral Anatomy</td>
<td>Nair</td>
</tr>
<tr>
<td>3</td>
<td>Panoramic Radiography</td>
<td>Liang</td>
</tr>
<tr>
<td>4</td>
<td>Panoramic Anatomy</td>
<td>Nair</td>
</tr>
<tr>
<td>5</td>
<td>Object Localization/Prescribing</td>
<td>Nair</td>
</tr>
<tr>
<td>6</td>
<td>Cone Beam/Other modalities</td>
<td>Nair</td>
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<tr>
<td>7</td>
<td>Film Imaging</td>
<td>Tahmasbi</td>
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<tr>
<td>8</td>
<td>Quality Assurance/Infection Control</td>
<td>Liang</td>
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<tr>
<td>9</td>
<td>Dental Caries</td>
<td>Liang</td>
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<tr>
<td>10</td>
<td>Periodontal Diseases</td>
<td>Liang</td>
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<td>11</td>
<td>Developmental Dental Anomalies</td>
<td>Tahmasbi</td>
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<tr>
<td>12</td>
<td>Acquired Dental Anomalies</td>
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<th>Topic</th>
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<td>1</td>
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<td>2</td>
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<td>3</td>
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<td>Budinskaya</td>
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<td>4</td>
<td>Radiographic Interpretation of Jaw lesions; Principles/Interpretation</td>
<td>Nair</td>
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<td>5</td>
<td>Radiographic Interpretation of Jaw Lesions 2</td>
<td>Liang</td>
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<td>6</td>
<td>Radiographic Interpretation of Jaw lesions 3</td>
<td>Liang</td>
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<tr>
<td>7</td>
<td>Radiographic Interpretation of Jaw lesions 4</td>
<td>Nair</td>
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</table>
Other Pertinent Course Information

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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: 10/22/18 11:32 am

Viewing: **DDDS 731: Prevention and Management of Medical Emergencies in the Dental Office**

Last edit: 10/23/18 8:23 pm

Changes proposed by: pcdechow

### Programs referencing this course

- DDS-DDDS: Doctor of Dental Surgery

### Faculty Senate Number

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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<tr>
<td>Academic Level</td>
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</table>

### Effective term

- 2019-2020 Professional

### Complete Course Title

- Prevention and Management of Medical Emergencies in the Dental Office

### Abbreviated Course Title

- PREV & MGMT MEDICAL EMERG

### Catalog course description

- Preparations for handling emergencies; prevention, recognition and management of various emergencies; case scenarios and mock hands-on drills.

### Prerequisites and Restrictions

- Concurrent Enrollment: No
- Should catalog prerequisites / concurrent enrollment be enforced? No

### Crosslistings

- Crosslisted With: No

### Stacked

- Stacked with: No
Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus
731 Office Medical Emergencies.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments

Reported to state?
Change CS

Key: 18874
Course title and number  DDDS 731 Prevention and Management of Medical Emergencies in the Dental Office
Term                      Summer 2019
Meeting times and location TBD

Course Description and Prerequisites
Discussions on the preparations for handling emergencies; prevention, recognition and management of various emergencies. The course includes case scenario presentations and mock “hands-on” drills.

Learning Outcomes or Course Objectives
At the completion of the course the student should:
1. Understand the preventive measures that will minimize the occurrence of most common medical emergencies.
2. Be able to recognize the signs and symptoms of the most commonly-encountered emergencies and understand their underlying physiology.
3. Know the initial steps to take to preserve the life of the patient until advanced medical help.
4. Understand the basic principles of designing and assembling an emergency drug kit, and writing an office emergency plan.
5. Understand how the office plans interfaces with the community EMS system resources.
6. Understand how the HSC-Baylor College of Dentistry emergency response operates in a similar manner, but with a higher degree of sophistication to the response via the “Code Blue” team.
7. Understand the importance of incorporating new technology, such ads AEDs and PBGMs in office emergency equipment sets.

Related Competencies:

Dental Students
1.2 Provide humane and compassionate patient care for a diverse patient population.
2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and lifelong learning.
2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.
8.1 Maintain patient records.

Dental Hygiene Student:
1.2 Comply with state and federal laws governing the practice of dentistry and dental hygiene.
2.1 Apply critical thinking skills and evidence based decision making to the practice of dental hygiene.
3.3 Contribute to the knowledge base of dental hygiene.
6.1 Determine medical conditions that require special precautions or consideration prior to or during dental hygiene treatment.
6.2 Perform an extraoral and intraoral examination of the patient including assessment of vital signs and radiographic examination, and distinguish normal from abnormal findings.
6.3 Manage the patient at risk for a medical emergency, and be prepared to handle the emergency should it occur during and appointment.
6.4 Recognize predisposing, etiologic risk factors, and life style choices that may require intervention to prevent disease.
6.6 Determine the need for referral to the appropriate health professional.

**Instructor Information**

Name: David Grogan, DDS, MS  
Telephone: 214-828-8451  
Email address: dgrogan@tamhsc.edu  
Office hours: TBD  
Office location: TBD

Other Faculty: Marianela Gonzalez, DDS, MS

**Textbook and/or Resource Material**

Medical Emergencies in the Dental Office, 7th Ed., Mosby.

**Departmental Syllabus**

**Grading Policies**

There will be a mid-semester and a final examination covering all course material, including assigned reading materials. If you miss the midterm or final the make-up exam will be an Essay examination. The Final Course grade will be a weighted compilation of the midterm & final examinations. The course grade will be retroactively changed to “Failure” if any student fails to participate in and pass a mock drill scenario session to be held during the Fall Semester, 2016, until the drill scenarios are passed. The weighted value of all graded components is:

- Midterm Exam: 50%  
- Final Exam: 50%  
- Clinical Mock Drill: 0%*(Pass/Fail, Fall Semester)

*(Pass/Fail, Fall Semester)

You cannot fail the Final Examination and pass the course. Anyone scoring below 75 on the adjusted Final Examination score will have to retake the test to obtain a passing score, but the original exam score will be used to establish the course grade. If the 2nd exam is also failed, a grade of F will be submitted.

**Attendance Policy:**

Required for all sessions. Faculty members expect that students will be present for class in order to achieve the most benefit from the course. As part of the Dental Profession, we expect you to take this responsibility seriously. Do not schedule other activities during class times.

https://student-rules.tamu.edu/rule07/

**Remediation Policy:**

Due to the important nature of the contents of this course to patient safety and clinical practice, Remediation will be offered at the discretion of the course director. The Mock Drill Scenarios will be remediated during the 2016 Fall Semester, until passed. Failure to pass the drills will result in the course grade being changed to “Fail” until the mock drill session is passed.
Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
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<tr>
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<th>Title/Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1-2</td>
<td>Intro: Review of Philosophy, Preparation, Prevention, Training, Legalities, Universal Actions; Common Emergencies: Syncope, Hypotension, Hypoglycemia, Angina, MI, Diabetics</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3-4</td>
<td>Cardiovascular &amp; CNS-Based Emergencies, including CHF, HBP, Anaphylaxis, Epilepsy &amp; Ventilation-Based Emergencies, include COPD, Asthma, Hypervent, Obstructed A/W, etc., Airway Management Review</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>5-6</td>
<td>Routes of Drug Administration (incl. videotape on Starting IV’s); IV Assembly; Emergency Drugs &amp; Kits, drawing up drugs, Recommended Emergency Drugs; Emergency Equipment and Oxygen Tanks, Misc., Rare Emergencies: Thyroid, Steroids,</td>
<td>Dr. Gonzalez</td>
</tr>
<tr>
<td>7-8</td>
<td>EXAM 1 Review/Overview: Malamed DVD – Emergencies Misc., Procedures that need to be shown/taught to Auxiliaries and staff in your offices, calling 9-1-1 monitoring emergency supplies, etc.</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>9-10</td>
<td>Scenarios 1 Roundtable</td>
<td>Dr. Gonzalez</td>
</tr>
<tr>
<td>11-12</td>
<td>Scenarios 2 Roundtable</td>
<td>Drs. Grogan &amp; Gonzalez</td>
</tr>
<tr>
<td>13-14</td>
<td>FINAL EXAM</td>
<td>Drs. Grogan &amp; Gonzalez</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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: 10/24/18 4:14 pm

Viewing: DDDS 741: Basic Principles and Techniques of Exodontia and Dentoalveolar Surgery

Last edit: 10/24/18 4:14 pm
Changes proposed by: pcdechow

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix         DDDS
Course number         741
Department            College of Dentistry
College/School        Dentistry
Academic Level        Professional Dentistry
Effective term        2019-2020 Professional

Complete Course Title: Basic Principles and Techniques of Exodontia and Dentoalveolar Surgery
Abbreviated Course Title: PRIN & TECH EXODON & DENTO SUR

Catalog course description:
Principles and techniques of dentoalveolar surgery, with emphasis on pre-surgical patient evaluation, risk management, instrumentation and basic surgical principles; reviews and overviews of patient evaluation & risk assessment; management planning; surgical armamentarium; basic infection control and sterile technique; surgical principles of flap design; elevator and forceps selection and use.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings

Crosslisted With

Stacked

Stacked with

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:46 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:56 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:00 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:36 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:19 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm Lawrence Wolinsky (lwolinsky): Approved for DN College Dean PD
7. 10/29/18 8:47 am LaRhesa Johnson (ljohnson): Approved for GC Preparer
8. 11/01/18 3:43 pm LaRhesa Johnson (ljohnson): Approved for GC Chair
**Course Syllabus**

- **Syllabus:** Upload syllabus
  - **Upload syllabus:** [741 Dentoalveolar Surgery.docx](#)

- **Letters of support or other documentation:** No

- **Additional information:** This is a lecture course.

- **Reviewer Comments**
  - Sandra Williams {sandra-williams} (10/23/18 8:56 pm): Rollback: Need lecture/lab contact hours completed on form.
  - Paul Dechow {pcdechow} (10/24/18 4:00 pm): Rollback: fix
  - Sandra Williams {sandra-williams} (10/24/18 5:19 pm): Update received.
Course title and number: DDDS 741 Basic Principles & Techniques of Exodontia and Dentoalveolar Surgery

Term: Fall 2019

Meeting times and location: Thursdays 8-9 am

Course Description and Prerequisites

This course provides the initial introduction to the basic principles and techniques of dentoalveolar surgery, with emphasis on pre-surgical patient evaluation, risk management, instrumentation and basic surgical principles. Lectures encompass reviews and overviews of patient evaluation & risk assessment; management planning; surgical armamentarium; basic infection control & sterile technique; surgical principles of flap design, elevator and forceps selection and use; etc. These topics provide the basic foundation of knowledge essential for upcoming D3 OMS Clinical Course 8244-C.

Standards of Care: All care provided by the Division of Oral and Maxillofacial Surgery is intended to be in keeping with the Standard of Care of TAMU College of Dentistry, as outlined in Appendix A of the College’s “Clinic Manual: Policies and Procedures.

Learning Outcomes or Course Objectives

At the completion of the course, the student should: 1) Be able to critically evaluate patient medical histories, assign a medical risk category (ASA), decide whether the patient is an appropriate candidate for outpatient surgery, and what management modifications (if any) are necessary; 2) Be able to understand and practice sterile technique to protect & maintain the sterility of the instruments, equipment, and operating field; 3) Understand & practice appropriate infection control & barrier protection techniques, to minimize the risks of patient to patient, patient to doctor, and doctor to patient bloodborne pathogens transmission; 4) Understand the basic principles of minor oral surgical techniques; 5) Be able to identify by name and/or number the commonly used surgical instruments, and understand where and how they are used in the clinical management of patients; 6) Recognize & understand the basic prevention, recognition, and management of common surgical complications, including fibrinolytic alveolitis (“dry socket”); 7) Understand the role of various suture materials in surgery and the differences between them; 8) Have familiarity with the peripheral techniques and protocols involved in dentoalveolar surgery, such as proper documentation, informed consent, patient counseling, patient rapport, etc.

Related Competencies

1.1 Apply ethical principles and legal requirements with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse patient population.
2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and lifelong learning.
2.2 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and lifelong learning.
2.3 Communicate professional knowledge to colleagues and patients.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Develop a comprehensive, properly sequenced treatment plan based on diagnostic data with alternative treatment options sensitive to patient priorities.
6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.2 Employ techniques to manage orofacial discomfort and anxious patients.
7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.10 Provide restorations and prostheses correct in form, function and esthetics.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.
8.1 Maintain patient records.
8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention or transmission of infectious diseases.

Instructor Information

Name: Dr. David Grogan
Telephone: 214-828-8451
Email address: dgrogan@tamhs.edu
Office hours: TBD
Office location: TBD

Other Faculty: Marianela Gonzalez, DDS, MS

Textbook and/or Resource Material

Electronic Drug Reference:
Epocrates – www.epocrates.com
Micromedex – http://www/tambcd.edu/library/

Grading Policies

There will be two examinations; a Midterm Examination and a Final Examination Your final grade will be calculated as follows:

Midterm Exam 50%
Final Exam 50%
Pop Quizzes (If needed)

Any student who achieves a score of “F” in the Midterm and/or an “F” grade in the Final Examination will receive an automatic “F” for the course, regardless of the weighted grade.
Grading Scale

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Attendance Policy

Attendance is required. Excused absences must be verified and granted by the Office of Student Affairs, in accordance with the College’s published attendance policy. Students who accumulate ≥5 unexcused hours of absence during the semester may be given an automatic “F” grade for the semester, which will be your transcripted grade and require remediation in a subsequent semester. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Remediation Policy

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1. Reading from textbooks or journals available in the BUMC Medical Library.
2. Periodic review sessions with the Course Director or a designee.
3. Oral quizzes or questioning, which may be graded.
4. Review of handouts from the previous semester.
5. Weekly quizzes, covering the course’s material.
6. The remediation must be passed with a cumulative score of 75 or better.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Exodontia &amp; Dentoalveolar Surg., Intro, Basic Principles</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>2</td>
<td>Basic Exodontia &amp; Dentoalveolar Surg., - Basic Principles, cont’d</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3</td>
<td>Spring Semester Recess</td>
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</tr>
<tr>
<td>4</td>
<td>Basic Exodontia &amp; Dentoalveolar Surg., Armamentarium</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>5</td>
<td>Basic Exodontia &amp; Dentoalveolar Surg. – Armamentarium, cont’d</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>6</td>
<td>Principles of Basic and Advanced Preprosthetic Surgery – Multiple Extractions</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>7</td>
<td>Principles of Basic and Advanced Preprosthetic Surgery – Multiple Extractions, cont’d; Tuberosity Trimming, Vestibulo-plastics, Mylohyoid ridge Reductions, Tori</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>8</td>
<td>MIDTERM EXAM</td>
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<tr>
<td>9</td>
<td>Surgical Infection Control and the Chain of Sterility</td>
<td>Dr. Grogan</td>
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<tr>
<td>10</td>
<td>Surgical Complications – Prevention, Recognition, Management</td>
<td>Dr. Grogan</td>
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<tr>
<td>11</td>
<td>Surgical Complications – Prevention, Recognition, Management, cont’d</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>12</td>
<td>Surgical Complications – Prevention, Recognition, Management, cont’d</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>13</td>
<td>Evaluation and Management of Medically – Compromised Presurgical Patients</td>
<td>Dr. Grogan</td>
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<tr>
<td>14</td>
<td>Evaluation and Management of Medically – Compromised Presurgical Patients</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>15</td>
<td>Evaluation and Management of Medically – Compromised Presurgical Patients – Hematologic, Seizures, Pregnancy</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>16</td>
<td>Documentation and Risk Management</td>
<td>Dr. Grogan</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

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Academic Integrity

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

New Course Proposal

Date Submitted: 10/24/18 4:15 pm

Viewing: DDDS 742 : Local Anesthesia and Nitrous Oxide/Conscious Sedations

Last edit: 10/24/18 4:15 pm
Changes proposed by: pcdechow

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-898-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS  
Course number: 742

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional

Complete Course Title: Local Anesthesia and Nitrous Oxide/Conscious Sedations
Abbreviated Course Title: ANESTH & NITROUS OX SEDATION

Catalog course description:
Dose calculations for local anesthesia throughout the oral cavity for a variety of patients; correct administration techniques; neural innervations of each area of the oral cavity and the areas anesthetized.

Prerequisites and Restrictions:
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No

Stacked:
No

Semester: 1
Credit Hour(s): 1
Contact Hour(s):
Lecture: 1
Lab: 0
Other: 0
Total: 0

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:46 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:56 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:00 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:36 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:21 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Repeatable for credit? No
CIP/Fund Code 5104010014
Default Grade Mode Letter Grade (G)
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 742 Local Anesthesia_Nitrous Oxide.docx
Letters of support or other documentation No
Additional information This is a lecture course.
Reviewer Comments Sandra Williams (sandra-williams) (10/23/18 8:56 pm): Rollback: Need lecture/lab contact hours completed on form. Also, syllabus is missing how students will be graded/grade weights.
Paul Dechow (pcdechow) (10/24/18 4:00 pm): Rollback: fix
Sandra Williams (sandra-williams) (10/24/18 5:21 pm): Hours have been updated.
Course title and number: DDDS 742 Local Anesthesia and Nitrous Oxide/Conscious Sedation

Term: Summer 2019

Meeting times and location: TBD

Course Description and Prerequisites

The primary method of presentation is lecture, a detailed outline is provided to each student to facilitate the lecture or textbook notes to supplement the outline. Students are given outside assignments to practice dose calculations for each local anesthetic and for a variety of patients. The lecture material is supplemented with videotapes designed to show the correct administration techniques, the neural innervations of each area of the oral cavity and the area anesthetized.

Learning Outcomes or Course Objectives

At the completion of this course the student should be able to:

1. Discuss the historical development of local anesthesia and the modern implication of local anesthesia in dental practice.
2. Describe, define and demonstrate the armamentarium used in local anesthesia procedures.
3. Discuss and define the basic terminology used in dentistry to describe injection techniques and responses to local anesthetic injections.
4. Discuss and recognize the fundamental anatomy, physiology and pharmacology involved in the skillful implementation of local anesthetics.
5. Describe and discuss the foundational information necessary to becoming competent in the evaluation of the psychological and physical status of the patient before, during and after the administration of local anesthesia.
6. Develop an understanding for the need for adjustment of local anesthetic and vasoconstrictor doses for healthy and medically compromised patients.
7. Learn the foundational information necessary to develop competency in the prevention, recognition and initial management procedures to the adverse effects of local anesthetics or complications following local anesthetic administration.
8. Describe, discuss and recognize the fundamental techniques to develop competency required for the administration of both mandibular and maxillary local anesthetics.
9. Mandatory participation in local anesthetics lab leading to competency of administration of mandibular and maxillary local anesthetics.
10. Recognize and discuss local anesthetic failures and corrective measures.
11. Learn the foundational information necessary for the development of competency in the maintenance of proper records with accurate entries to reflect any medical, drug or complications associated with local anesthetic administration.

Related Competencies:

1.2 Provide humane and compassionate patient care for a diverse patient population.
2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and lifelong learning.
3.2 Advocate, plan and participate in institutional and community-based programs for improving, promoting and protecting oral health and expanding access to oral health services.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

6.1 Develop a comprehensive, properly sequenced treatment plan based on diagnostic data with alternative treatment options sensitive to patient priorities.

6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.

6.3 Obtain and informed consent for dental treatment from the patient or responsible person.

7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

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Instructor Information

Name: David Grogan
Telephone number: 214-828-88451
Email address: dgrogan@tamhsc.edu
Office hours: TBD
Office location: TBD

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Textbook and/or Resource Material

Patient evaluations are assisted with the use of Mosby’s Dental Drug Reference by Gage TW and Pickett FA, 6th Ed.

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Grading Policies

Student performance is evaluated by objective examination with an average score of 75 required for satisfactory achievement.

Attendance Policy:

Attendance in this course is mandatory. The course in local anesthesia is fundamental to the practice of dentistry. Dentists are expected to be highly competent in providing pain control for minor to complex procedures. Excused absences will be verified and granted by the Course Director or Director of Student Affairs, in accordance with the College’s published attendance policy. It is your responsibility to convert unexcused absences into excused absences. Important: Any student who accumulates more than 2 unexcused absences in any single quarter, as determined by the Course Director, will receive one full grade deduction on their final grade for each unexcused absence over two. All assignments must be completed in order to receive a final course grade. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

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3. Oral quizzes or questioning, which may be graded.
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Grading Scale

<table>
<thead>
<tr>
<th>Grade</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>75-79%</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75%</td>
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Course Topics, Calendar of Activities, Major Assignment Dates

<table>
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<th>Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>Pharmacology of Local Anesthetics and Pharmacology of Vasoconstrictors</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>3-4</td>
<td>Local Anesthesia and the Medically Compromised Patient &amp; Local and Systemic Complications</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>5</td>
<td>EXAM I – Armamentarium</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>6-7</td>
<td>Techniques of Administration – Maxillary and Techniques of Administration – Mandibular</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>8-9</td>
<td>Techniques of Administration (continued) Reasons for failure – Non-traditional Methods</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>10</td>
<td>EXAM II – N₂O/O₂ Objectives, Labs, TSBDE Anesthesia Guidelines and N₂O/O₂ Pharmacology</td>
<td>Dr. M. Gonzalez</td>
</tr>
<tr>
<td>11-12</td>
<td>N₂O/O₂ Indications, Clinical Considerations, Occupational Exposure</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>13-14</td>
<td>N₂O/O₂ Clinical Considerations continued and N₂O/O₂ Video “Inhalational Sedation with Nitrous Oxide”</td>
<td>Dr. Grogan</td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM</td>
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Academic Integrity

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

Course: DDDS 761: Growth and Development Orthodontics

Programs referencing this course:
DDS-DDDS: Doctor of Dental Surgery

Contact(s):

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS
Course number: 761
Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional

Complete Course Title:
Growth and Development Orthodontics

Abbreviated Course Title:
GROWTH & DEVELOP ORTHO

Catalog course description:
Pre-clinical instruction in orthodontics; a systematic approach to decision making (diagnosis) and the treatment of minor orthodontic problems such as molar uprighting and diastema closure; fundamentals of treating primary and mixed dentition cases; space analysis and eruption guidance.

Prerequisites and Restrictions:
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No
Crosslisted With:

Stacked:
No
Stacked with:

Semester:
1.5

Contact Hour(s) (per week):
Lecture: 1.5 Total: 0
Lab: 0 Other: 0

Repeatable for credit:
No

Approval Path:
1. 10/22/18 11:46 am
Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:57 pm
Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:01 pm
Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:36 pm
Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:22 pm
Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm
Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:48 am
LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:44 pm
LaRhesa Johnson (lrjohnson): Approved for GC Chair
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: 761 Growth and Development Orthodontics.doc

Letters of support or other documentation: No

Additional information: This is a lecture course.

Reviewer Comments
Sandra Williams (sandra-williams) (10/23/18 8:57 pm): Rollback: Need lecture/lab contact hours completed on form. Syllabus missing grade weights.
Paul Dechow (pcdechow) (10/24/18 4:01 pm): Rollback: fix
Sandra Williams (sandra-williams) (10/24/18 5:22 pm): Update received.
Course title and number: DDDS 761 Growth and Development /Orthodontics
Term: Fall 2019 and Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites
The program in orthodontics in the second year involves didactic lectures and handouts as well as pre-clinical instruction. The lectures will encourage the student to develop those cognitive abilities that promote a systematic approach to decision making (diagnosis) and the treatment of minor orthodontic problems such as molar uprighting and diastema closure. Fundamentals of treating primary and mixed dentition cases will be emphasized through lectures on early treatment, space analysis, and eruption guidance.

Learning Outcomes or Course Objectives
The course will begin with several lectures that will expose the students to how principals of growth and development are related to and utilized for orthodontic evaluation of the patient. At the completion of this course the student is expected to have an introductory level of understanding of the use of space analysis and the incidence and identification of malocclusion. These concepts will be utilized in aiding the student to understand basic orthodontic patient examination and evaluation, diagnosis and treatment planning. The student should also be reasonably familiar with contemporary fixed and removable appliances.

Related Competencies:
2-23 Graduates must be competent in providing oral health care within the scope of general dentistry to patients in all stages of life.
2-24 At a minimum, graduates must be competent in providing oral health care within the scope of general dentistry, as defined by the school, including:
a. patient assessment, diagnosis, comprehensive treatment planning, prognosis, and informed consent;
c. recognizing the complexity of patient treatment and identifying when referral is indicated;
d. health promotion and disease prevention;
g. communicating and managing dental laboratory procedures in support of patient care;
n. malocclusion and space management.

Instructor Information
Name: Peter Buschang, Ph.D, Reginald Taylor, DMD, DMSc
Telephone number: 214-828-8122
Email address: phbuschang@tamhsc.edu
Office hours: TBD
Office location: TBD

Other Participating Faculty: Douglas Crosby; Katie Julien DDS, MS; Stan Richardson

Textbook and/or Resource Material
Proffit, W. Contemporary Orthodontics, 5th Ed. All reading assignments will be from the textbook, handouts and an assigned laboratory textbook, handouts and an assigned laboratory text unless otherwise noted. Additional readings are optional and if you have a special area of interest, please consult the specific instructor for suggested readings or materials.
Grading Policies

Evaluation Criteria/Methods:
Three multiple-choice examinations of equal weight will be given, one at the end of section I, one at the end of section II and a final at the completion of the semester. Exams will contain 35-40 multiple-choice questions. The final will be comprehensive.

Attendance Policy:
The Orthodontic Department fully supports the College attendance policy. The following attendance policy is used in this course. “Attendance Required.” Role will be taken according to your assigned seat numbers at the beginning of each class. Class begins promptly on the hour. Students arriving after role has been taken must notify the instructor at the end of class. Attendance records will be maintained for the course and will be considered if a student requires remediation. https://student-rules.tamu.edu/rule07/

Remediation Policy:
A failing grade in the course implies inadequate understanding of this vital area of clinical practice and will require repeating the course in most cases. However, a course of independent study with examination will be considered on an individual basis.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</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>75-79</td>
</tr>
<tr>
<td>F</td>
<td>&lt;75</td>
</tr>
</tbody>
</table>

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Classification of Malocclusion</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>2</td>
<td>Development of the Primary Dentition</td>
<td>Dr. McWhorter</td>
</tr>
<tr>
<td>3</td>
<td>Development of the Mixed Dentition</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>4</td>
<td>Development of the Permanent Dentition</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>5</td>
<td>Dental Arch Development</td>
<td>Dr. Buschang</td>
</tr>
<tr>
<td>6</td>
<td>Class I Malocclusions</td>
<td>Dr. Buschang</td>
</tr>
<tr>
<td>7</td>
<td>Class II and Class III Malocclusions</td>
<td>Dr. Buschang</td>
</tr>
<tr>
<td>8</td>
<td><strong>Exam 1</strong></td>
<td>Faculty</td>
</tr>
<tr>
<td>9</td>
<td>Orthodontic Diagnosis I</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>10</td>
<td>Orthodontic Diagnosis II</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>11</td>
<td>Orthodontic Diagnosis III</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>12</td>
<td>Patient Examination</td>
<td>Dr. Crosby</td>
</tr>
<tr>
<td>13</td>
<td>Malocclusion: Description, Classification &amp; Incidence</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>14</td>
<td>The Etiology of Orthodontic Problems</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>15</td>
<td>Space Analysis in the Mixed Dentition</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>16</td>
<td><strong>EXAM 2</strong></td>
<td>Faculty</td>
</tr>
<tr>
<td>17</td>
<td>Orthodontic Treatment Planning I</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>18</td>
<td>Orthodontic Treatment Planning II</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>19</td>
<td>Orthodontic Treatment Planning III</td>
<td>Dr. Julien</td>
</tr>
<tr>
<td>20</td>
<td>Removable Appliance Design I</td>
<td>Mr. Richardson</td>
</tr>
<tr>
<td>21</td>
<td>Removable Appliance Design II</td>
<td>Mr. Richardson</td>
</tr>
<tr>
<td>22</td>
<td>Fixed Appliances I</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>23</td>
<td>Fixed Appliances II</td>
<td>Dr. Taylor</td>
</tr>
<tr>
<td>24</td>
<td><strong>FINAL EXAM (Comprehensive)</strong></td>
<td>Faculty</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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.”
Course Change Request

New Course Proposal

Date Submitted: 10/24/18 4:16 pm

Viewing: DDDS 771 : Pediatric Dentistry

Last edit: 10/24/18 4:16 pm
Changes proposed by: pcdechow

Programs referencing this course
DDDS-DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
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<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS
Course number: 771

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Effective term: 2019-2020 Professional

Complete Course Title: Pediatric Dentistry
Abbreviated Course Title: PEDIATRIC DENTISTRY

Catalog course description
Diagnostic, preventive and operative procedures and techniques specific to management of the pediatric patient; pediatric operative procedures; behavior guidance; local anesthesia; radiographic techniques for the child patient.

Prerequisites and Restrictions
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings
Crosslisted With: No

Stacked
Stacked with: No

Semester: 2.5 Contact Hour(s)
(per week):
Credit Hour(s): 2.5

Repeateable for credit? No

CIP/Fund Code: 5104010014

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/22/18 11:46 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 8:57 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:01 pm Paul Dechow (pcdechow): Rollback to Initiator
4. 10/24/18 4:36 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
5. 10/24/18 5:22 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
6. 10/24/18 6:06 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
7. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Default Grade Mode: Letter Grade (G)

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus:

Upload syllabus

771 Pediatric Dentistry.doc

Letters of support or other documentation: No

Additional information

Reviewer Comments:

Sandra Williams (sandra-williams) (10/23/18 8:57 pm): Rollback: Need lecture/lab contact hours completed on form.

Paul Dechow (pcdechow) (10/24/18 4:01 pm): Rollback: fix

Sandra Williams (sandra-williams) (10/24/18 5:22 pm): Update received.
Course title and number  DDDS 771 Pediatric Dentistry
Term  Spring 2020
Meeting times and location  TBD

Course Description and Prerequisites

Students are familiarized with the diagnostic, preventive, operative procedures and techniques specific to management of the pediatric patient. The placement of the course prior to the students’ entry into the pediatric clinic is optimal. Students receive detailed instruction on all pediatric operative procedures as well as behavior guidance, local anesthesia and radiographic techniques for the child patient.

Learning Outcomes or Course Objectives

The student will be introduced to 1) the basic behavior guidance skills necessary for treatment of the pediatric patient; 2) to modify previously acquired radiographic techniques for the pediatric patient; 3) to develop abilities in caries risk assessment, detection, diagnosis, removal and restoration; 4) to introduce information concerning administration of local anesthesia for the pediatric patient; 5) to modify previously acquired operative skills for restoration of the primary dentition; and 6) to introduce skills for placement of the rubber dam for operative procedures.

Related Competencies:

1.2  Provide humane and compassionate patient care for a diverse patient population.
2.1  Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and lifelong learning.
2.2  Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3  Communicate professional knowledge to colleagues and patients.
3.1  Assume a leadership role in educating the community concerning the etiology, prevention and control of oral diseases.
4.1  Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
4.2  Perform a physical intra-oral and extra-oral examination of the patient including, but not limited to assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.3  Recognize patient behavior that contributes to orofacial problems.
5.4  Identify the presence and extent of diseases of the teeth and supporting tissues.
6.1  Develop a comprehensive, properly sequenced treatment plan based on available diagnostic data with alternative treatment options sensitive to patient priorities.
6.3  Obtain an informed consent for dental treatment from the patient or responsible person.
7.2  Employ techniques to manage orofacial discomfort and anxious patients.
7.3  Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.4  Develop a plan for prevention and provide preventive services appropriate to the patient’s risk and desires.
7.6  Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.8  Evaluate, treat and manage caries.
7.10  Provide restorations and prostheses correct in form, function, and esthetics.
7.11  Evaluate, treat, and manage orofacial infections.
7.12  Assess treatment outcomes and modify subsequent treatment as may be required.
8.1  Maintain patient records.
8.3 Implement procedures for sterilization, disinfection, and universal precautions for the prevention or transmission of infectious diseases.

**Instructor Information**

Name: Dr. Alton McWhorter, DDS, MS  
Telephone number: 214-828-8131  
Email address: amcwhorter@tamhsc.edu  
Office hours: TBD  
Office location: 210

**Textbook and/or Resource Material**

Pediatric Dentistry laboratory manual.  
Pediatric Dentistry for the Child and Adolescent. Pinkham

**Grading Policies**

The student will be evaluated during the course with testing situations that cover material that has been presented. The final grade will be based on two components: 60% will come from the OSCE and written exams during the semester, and 40% will come from the final examination.

**Attendance Policy:**
Attendance is exceptionally important and roll will be taken at the beginning of each module. Unexcused absences in excess of one (1) during the semester will be considered excessive. Please contact Ms. Kimberly Morgan-Thompson to determine if your absence is excused. She will email the Pediatric Education Specialist to verify any excused absences. Any unexcused absence from the course should be discussed with the Education Specialist, Londa Wilder. Her email is lwilder@tamhsc.edu.  
[https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**Failure Policy:** If a student fails the course and has had excessive unexcused absences (more than one (1) unexcused), no summer course will be offered and the course will be repeated during the Spring Semester of the following year. Those students, who have attended the lectures and laboratory, will retake the course during the summer in an abbreviated form and will use the following format. A reading list will be provided and the student will meet each week with the faculty to discuss the assigned material. The student will be assessed weekly to determine if their preparation has been adequate enough to take a final examination which will be given by the faculty in an oral format.

**Grading Scale**

A = 90-100%  
B = 80-89%  
C = 75-79%  
F = <75%

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

Includes 23 hours of lecture and 34 hours of preclinical laboratory.

<table>
<thead>
<tr>
<th>Sessions</th>
<th>Title/Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>January Sessions</td>
<td>X-ray Technique 1&amp;2</td>
</tr>
<tr>
<td></td>
<td>OSCE preview</td>
</tr>
<tr>
<td></td>
<td>Local Anesthesia 1-</td>
</tr>
<tr>
<td></td>
<td>GENERAL INFO</td>
</tr>
<tr>
<td></td>
<td>Primary tooth</td>
</tr>
<tr>
<td></td>
<td>Morphology</td>
</tr>
</tbody>
</table>
Class II Primary 1st Molar
New Patient Exam and History Taking
Preventative Services for Pediatric Patients

February and First Half of March Sessions

- Diagnosis of caries
- Rubber Dam Isolation
- Sealants/Class I Composite
- Pulpotomy
- Class II Amalgam #1
- SSC #1
- Screening #1

- Examination of Infant & Toddler
- Diagnostic Uses of Different Radiographs
- Behavior Guidance #1
- Local Anesthesia 2-MAXILLARY
- Prenatal-Perinatal Antibiotics Part 1

Second Half of March, April, and First Half of May Sessions

- Treatment Planning

- Cotton Roll Isolation/pedo clinic

- Class II Composite
- SSC # 2
- Strip Crown
- Indirect Pulp Cap
- Class II Amalgam #2
- Patient Screening # 2
- X-Ray Taking
- Local Anesthesia 3-MANDIBULAR
- Risk Assessment and Dental Home
- Antibiotics Part 2
- Behavior Guidance # 2
- Clinic Protocol
Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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 Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please 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: 10/23/18 7:50 am

Viewing: DDDS 811: Ethical Practice

Last edit: 10/23/18 9:00 pm

Changes proposed by: pcdechow

Programs referencing this course

DDDS-DDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhs.edu">brwhite@tamhs.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix        DDDS  
Course number        811

Department       College of Dentistry  
College/School  Dentistry  
Academic Level  Professional Dentistry  
Academic Level (alternate) 
Effective term  2019-2020 Professional  

Complete Course Title  Ethical Practice  
Abbreviated Course Title  ETHICAL PRACTICE  

Catalog course description

Knowledge and skills to competently manage personal and business financial issues; leadership in the dental office and in the community as part of a health delivery team.

Prerequisites and Restrictions

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No  
Stacked No

Semester 2  
Credit  
Contact Hour(s)  
(per week): Lecture 2  
Lab: 0  
Other: 0  
Total 0

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/23/18 10:54 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:02 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:56 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 811 D3 Ethical Practice Syllabus 2019-20.docx

Letters of support or other documentation No
Additional information
Reviewer Comments
Reported to state? CS No

Key: 18891

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>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>
Course title and number  DDDS 811 D3 Ethical Practice  
Term  Fall 2019-Spring 2020  
Meeting times and location  TBD  

Course Description and Prerequisites
The purpose of the Practice Administration course of the pre-doctoral program is to provide dental students knowledge and skills to competently manage personal and business financial issues, function as effective leaders in the dental office and serve as effective members of a community health delivery team.

Learning Outcomes or Course Objectives
Objectives:
Provide dental students with general knowledge about how to:
1. Manage sound personal and business decisions that facilitate the delivery of quality health care.
2. Establish a professional practice by developing practice goals and plans.
3. Implement effective office management systems.
4. Make sound personal and business decisions.
5. Evaluate business and clinical outcomes.
6. Manage personnel legal ramifications, hiring, firing, delegating, and supervising.
7. Manage patient care, creating both personal and office policy and procedure systems.
8. Understand the legal ramifications of patient care.
9. Be aware of and understand the “Americans with Disabilities Act”
10. Write a personal/professional business plan for creating a predictably successful life model for practicing dentistry that could serve as a guide in creating a suitable document that would be presentable to a bank or other lending institution for a loan to create or buy a dental practice.

Related Competencies:
1.1 Apply ethical principles and legal requirements with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
8.1 Maintain patient records.
8.2 Use a clinic management system for patient scheduling and for record and financial management.
8.4 Develop a business/management plan to establish a dental practice.
8.5 Recognize and identify models of oral health care management (different types of practices) and delivery

Instructor Information
Name  Jennifer Barrington, DDS; Michael Lillard DDS and professional advisors  
Telephone number  214-828-8383  
Email address  jibarrington@tamhsc.edu  
Office hours  TBD  
Office location  TBD
Textbook and/or Resource Material

Reading assignments and materials are provided as needed.

Grading Policies

Attendance/Participation/Professionalism: Attendance and course participation is mandatory for all lectures, will be recorded and will factor into the grade for each module and the entire course. ALL absences, whether excused or unexcused, must be remediated to receive a course grade and to insure all course material is received. Assigned seating is required. Use of any electronic devices during class is not permitted unless specifically allowed by the faculty for each individual lecture. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments, the lowering of final course grade or failure of the course. Please refer to Rule 7 of TAMU’s Student Rules for further information on absences. https://student-rules.tamu.edu/rule07/

Remediation: All absences require informing the course director/faculty of the absence electronically, preferably prior to the absence, but at most within 24 hours of the absence. Absence remediation will include make up of any missed quizzes, review of the recorded lecture that was missed, completion of any related assignments and a written paper, two-page minimum, summarizing the entirety of the lecture and any assigned reading material. The paper should be typed and representative of a professional, fully engaged effort. Absence remediation assignments are due within 14 days of the missed lecture and should be submitted electronically to the course director/faculty. Missed quizzes must also be remediated within 14 days of the absence. ALL remediation MUST be completed satisfactorily and successfully prior to finals week each semester in order to receive a grade for the semester/course. Late assignments/remediation will result in a reduction of the overall segment grade.

Course remediation, if necessary, will be determined by the Student Promotions Committee and will minimally include all course material/assignments/evaluations/projects.

Evaluation and Assessment

Module I: Professional Practice: Personal Preparation 50% of course grade
Module II: Professional Practice: The Business Plan 50% of course grade

Module I:
Attendance and remediation: 25%
5 quizzes: 10 Points each; 50 points total; 50%
Self-Reflective Paper: 25%

Module II:
Attendance and remediation: 20%
5 quizzes: 10 points each; 50 points total; 40%
Business Plan Project: 25%
Cultural Issues in Patient Care Project: 15%

Each 811 course module including all remediation, all quizzes and all assignments MUST be successfully completed individually with a passing grade of 75-C or above in order to pass the course. A grade below 75 on any assignment or evaluation will require remediation as designed by the course director/faculty. Any absences not remediated will result in no final course grade given.

Grading Scale

A: 90 - 100 *75-C: Minimum necessary to pass the modules/course
B: 80 - 89
C: 75 - 79
F: 74 or less
Course Topics, Calendar of Activities, Major Assignment Dates

811 D3 Ethical Practice: Fall Semester 2019-2020

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro &amp; Personal Financial Planning: Cash Flow and Budgeting I</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>2</td>
<td>Personal Financial Planning: Cash Flow and Budgeting II</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>3</td>
<td>Personal Debt Management QUIZ</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td>4</td>
<td>Labor Day Holiday</td>
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<tr>
<td>5</td>
<td>School Debt Management QUIZ</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>6</td>
<td>Personal Taxation I</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>7</td>
<td>Personal Taxation II</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>8</td>
<td>Personal Credit Management QUIZ</td>
<td>TBD</td>
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<tr>
<td>9</td>
<td>NO CLASS: PEDO OSCE</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Personal Insurance Options: Disability and Survivorship Planning</td>
<td>Greg Reed</td>
</tr>
<tr>
<td>11</td>
<td>Basic Investment Strategies I</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td>12</td>
<td>Basic Investment Strategies II</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>13</td>
<td>Initial Career Decisions QUIZ</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td>14</td>
<td>Associateships &amp; Partnerships</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>15</td>
<td>Practice Numbers and Ratios/Financial Statement Analysis</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td>16</td>
<td>Thanksgiving Holiday</td>
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<tr>
<td>17</td>
<td>Corporate Contracts QUIZ</td>
<td>Joe Pluhar</td>
</tr>
<tr>
<td>18</td>
<td>Final Exam Week-PEDO OSCE</td>
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811 D3 Ethical Practice: Spring Semester 2019-2020

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Purchasing a Dental Practice</td>
<td>Dan &amp; Aaron Lewis</td>
</tr>
<tr>
<td>2</td>
<td>Practice Valuation</td>
<td>Dan &amp; Aaron Lewis</td>
</tr>
<tr>
<td>3</td>
<td>Martin Luther King Jr. Holiday</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Building the Team to Start a Practice/Cash Flow of Starting a Practice QUIZ</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td>5</td>
<td>Practice Financing I</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>6</td>
<td>Practice Financing II</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>7</td>
<td>Location Selection; Patient Demographics; Leasing a Space QUIZ</td>
<td>Evan Reynolds</td>
</tr>
<tr>
<td>8</td>
<td>BMS 1: Corporate Income Tax Responsibilities &amp; Opportunities</td>
<td>Moss, Luse, Womble</td>
</tr>
<tr>
<td>9</td>
<td>BMS 2: Payroll, Bookkeeping &amp; Records, Bill Pay</td>
<td>Moss, Luse, Womble</td>
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<tr>
<td></td>
<td>Cultural Issues in Patient Care- Reflection on Patient Care- ASSIGNMENT DUE</td>
<td>ASSIGNMENT DUE</td>
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<tr>
<td>10</td>
<td>Marketing the Practice QUIZ</td>
<td>Tim Kelley</td>
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<tr>
<td>11</td>
<td>Marketing the Practice II</td>
<td>Tim Kelley</td>
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<tr>
<td>13</td>
<td>Human Resource Issues &amp; Compliance QUIZ</td>
<td>Todd Keeter</td>
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<tr>
<td>14</td>
<td>Office Policy and Procedures Manual</td>
<td>Todd Keeter</td>
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<td>Practice start-Up Business Plan - ASSIGNMENT DUE</td>
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<td>15</td>
<td>Building &amp; Maintaining the Dental Team</td>
<td>Steve Anderson</td>
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<tr>
<td>16</td>
<td>employee motivation</td>
<td>Steve Anderson</td>
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<tr>
<td>17</td>
<td>Retirement Planning I QUIZ</td>
<td>Moss, Luse, Womble</td>
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<td>18</td>
<td>Retirement Planning II QUIZ</td>
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<td>19</td>
<td>Final Exam Week</td>
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</tr>
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</table>
Other Pertinent Course Information

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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.”
**Course Change Request**

**New Course Proposal**

Date Submitted: 10/23/18 9:42 am

Viewing: **DDDS 812: Integrated Practice of Dentistry**

Last edit: 10/23/18 9:05 pm

Changes proposed by: pcdechow

<table>
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<th>Programs referencing this course</th>
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<tr>
<td>DDS-DDDS: Doctor of Dental Surgery</td>
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| Faculty Senate Number |

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td></td>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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<table>
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<tr>
<td>Effective term</td>
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<td>Integrated Practice of Dentistry</td>
<td></td>
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<tr>
<td>Abbreviated Course Title</td>
<td>INTEGRATED PRACTICE DENTISTRY</td>
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**Catalog course description**

Critical thinking skills for application to patient treatment; patient management, preventive dentistry, treatment planning, case-based studies, evidence-based dentistry and critical thinking with inter-disciplinary care; includes sleep disorders, bruxism, pain management, specialties and general dentistry practice, advanced dental materials and veneers.

**Prerequisites and Restrictions**

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced: No
Crosslistings: No
Stacked: No

**In Workflow**

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

**Approval Path**

1. 10/23/18 10:54 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:08 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:57 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
DDDS 812: Integrated Practice of Dentistry

<table>
<thead>
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<th>6</th>
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<tbody>
<tr>
<td>Credit</td>
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<tr>
<td>Hour(s)</td>
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</table>

Contact Hour(s) (per week):

- Lecture: 6
- Lab: 0
- Other: 0
- Total: 0

Repeatable for credit? No

Three-peat? No

CIP/Fund Code: 5104010014

Default Grade Mode: Letter Grade (G)

Alternate Grade Mode: 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:

<table>
<thead>
<tr>
<th>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: [812 Integrated Practice of Dentistry Syllabus 2019-20.docx](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#)

Letters of support or other documentation: No

Additional information:

Reviewer Comments:

Reported to state:

CS

No

Key: 18892
Course title and number  DDDS 812 Integrated Practice of Dentistry
Term  Summer/Fall 2019, Spring 2020
Meeting times and location  Summer: Mondays and Wednesdays 8:00 am – 10:00 am
Fall and Spring: Wednesdays 10:00 am – 12:00 pm
Room TBD

Course Description and Prerequisites
This course integrates multiple facets of dentistry to develop student’s critical thinking skills for application to patient treatment. This course focuses on patient management, preventive dentistry, treatment planning, case-based studies, evidence-based dentistry, and reinforcing knowledge from all disciplines in order to develop the student’s critical thinking with inter-disciplinary care. Special topic blocs include sleep disorders, bruxism, pain management, specialties and the general dentistry practice, advanced dental materials, and veneers.

Learning Outcomes or Course Objectives
The student should be able to competently perform the following at the completion of the course:
1. Interpret patient information and medical data to assess and manage patients.
2. Identify the chief complaint and understand contributing factors.
3. Recognize the normal range of clinical findings and distinguish significant deviations that require monitoring, treatment, or management.
4. Predict the most likely diagnostic result given available patient information.
5. Interpret diagnostic results to inform understanding of the patient’s condition.
6. Recognize the manifestations of systemic disease and how its management may affect the delivery of dental care.
7. Recognize the interrelationship between oral health and systemic disease, and implement strategies for improving overall health.
8. Collect information from diverse sources (patient, guardian, patient records, allied staff, and other healthcare professionals) to make informed decisions.
9. Formulate a comprehensive diagnosis and treatment plan for patient management.
10. Discuss etiologies, treatment alternatives, and prognoses with patients so they are educated and can make informed decisions concerning the management of their care.
11. Recognize, manage and report patient abuse and neglect.
12. Recognize and manage substance abuse.
13. Select and administer or prescribe pharmacological agents in the treatment of dental patients.
15. Evaluate outcomes of comprehensive dental care.
16. Understand how patient attributes (e.g., gender, age, race, ethnicity, and special needs) social background and values influence the provision of oral health care at all stages of life.
17. Interact and communicate with patients using psychological, social, and behavioral principles.
19. Evaluate scientific literature and integrate new knowledge and best research outcomes with patient values and other sources of information to make decisions about treatment.
20. Use prevention, intervention, and patient education strategies to maximize oral health.
21. Collaborate with dental team members and other health care professionals to promote health and manage disease in communities.
22. Evaluate and implement systems of oral health care management and delivery that will address the needs of patient populations served.
Related Competencies:
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
4.1 Obtain a diagnostic database including the patient’s chief complaint and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and contemporary evidenced-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.
7.4 Develop a plan for health promotion that provides preventive services appropriate to the patient’s needs and desires.
7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.
7.8 Evaluate, treat and manage caries.
7.9 Recognize, treat and manage disorders of occlusion.
7.10 Provide restorations and prostheses correct in form, function and esthetics.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.

Instructor Information

Name To be selected from faculty listed below.
Telephone number TBD
Email address TBD
Office hours TBD
Office location TBD

Endodontics participating faculty: Robert Augsburger MS, DDS, MSD; Gerald Glickman DDS, MS; Jianing He DMD, MS, PhD; Poorya Jalali DDS; Hongjiao Ouyang, DDS; Jordan Schweitzer DDS, MS; Feng-Ming Wang DDS, PhD.
Orthodontics participating faculty: Peter Buschang PhD, Katie Julien DDS, Stan Richardson; MS; Larry Tadlock DDS, MS; Reginald Taylor DMD, DMSc.
Diagnostic Sciences participating faculty: John Wright DDS, MS; Oksana Budinskaya DDS; Yi0Shing Lisa Cheng DDS, MS, PhD; Bernard Hennessy DDS, FAGD; Kelly Kofford DDS, MAGD; Hui Liang BDS, MS, PhD; M.K. Nair BDS, DMD, MS; Paras Patel DDS; Raghunath Puttaiah BDS, MPH.
Restorative participating faculty: Sarah Allen DDS, MS; Jennifer Barrington DDS; Rob Beatty DDS; Christine Beninger DDS; Ali Bolouri DMD, DDS; Amanda Buie DDS, MS; Burt Bryan DDS; Vonica Chau DDS; Linda Cheng DDS, MS; Stan Cobb DDS; George Cramer DDS; Penelope Drayer DDS; Mark Gannaway DDS; Bob Hunsucker DDS; Brent Hutson, DDS, MS; Mehrnaz Iranmehr DDS; Steve Karbowski DDS; Elias Kontogiorgos, DDS, MS; Mike Lillard DDS; Kay Mash DDS; Sandra McCarthy DDS, MS; Danette McNew DDS; Mike McWatters DDS; Amp Miller DDS, MS; Loulou Moore DDS.
Textbook and/or Resource Material


**Occlusion** – Okeson (2012). *Management of Temporomandibular Disorders and Occlusion* (7th ed.)


**Orthodontics** – Course manual


 Discipline manuals and lecturer presentation slides

Articles from peer-reviewed journals as related to the topics

Handouts during class

Recorded lectures

Grading Policies

Overall average must be at least 75% for passing grade in 812 Integrated Practice of Dentistry. An integrated bloc exam will occur every 4-5 weeks on Wednesday morning that will assess the student on the topics presented in the disciplines during the bloc leading up to the exam. These disciplines include restorative dentistry, occlusion, orthodontics, periodontics, oral surgery, public health, and pharmacology.

The percentage of questions dedicated to each of the disciplines on an exam will be weighted according to the number of hours presented in the bloc and the relative importance of the subject topic as determined by the Course Director and Discipline Directors.

Discipline questions must be passed with a 75% for successful progress grade for that discipline on the bloc exam. If a score less than 75% is obtained on a discipline, the student will arrange to remediate that discipline in a separate exam before the next bloc exam. A minimum of 75% correct must be obtained for successful remediation, and a score of 75% will be recorded for that discipline’s progress grade after successful remediation, regardless of the remediation grade.

Only one remediation is allowed per discipline per semester. If more than one failing progress grade is received in any discipline, then it will be at the Course Director’s and Discipline Director’s discretion to allow a second remediation. If the student receives a failing grade in two or more disciplines on a given bloc exam, the Course Director may allow the student to remediate the failed sections or may refer the student to the Student Promotions Committee for repeat of the year after considering performance in other courses and disciplines. All sections must be remediated by end of the semester.

If a failing discipline grade is received on the final bloc exam of the semester, then a remediation of that section may be completed prior to the end of finals week.

Attendance is mandatory for all scheduled lectures. Please refer to Rule 7 of TAMU’s Student Rules for further information on absences. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)
### Grading Scale

**Letter Grading Scale:**
- **A** = 90-100
- **B** = 80-89.99
- **C** = 75-79.99
- **F** = <75

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

#### SUMMER

<table>
<thead>
<tr>
<th>Week</th>
<th>Hour</th>
<th>Mondays 8:00 am to 10:00 am</th>
<th>Wednesdays 8:00 am to 10:00 am</th>
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<tr>
<td>1</td>
<td>1</td>
<td>Intro to D3 groups</td>
<td>CompCare</td>
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<td>CompCare</td>
</tr>
<tr>
<td>3</td>
<td>1</td>
<td>CLINICAL AFFAIRS: Disinfection updates, sterilization, patient protocols</td>
<td>PUBLIC HEALTH: Oral health disease promotion</td>
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<tr>
<td></td>
<td>2</td>
<td>CLINICAL AFFAIRS: Update of clinic protocols</td>
<td>PUBLIC HEALTH: Oral Health literacy</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>PUBLIC HEALTH: Behavior &amp; Motivational Interviewing I</td>
<td>PUBLIC HEALTH: Public health policy and advocacy, Fluoride</td>
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<td></td>
<td>2</td>
<td>PUBLIC HEALTH: Motivational Interviewing II</td>
<td>PUBLIC HEALTH: Public health surveillance</td>
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<td>5</td>
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<td>PUBLIC HEALTH: Epidemiology</td>
<td>PUBLIC HEALTH: ODRA, axiUm progress notes</td>
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<td>2</td>
<td>PUBLIC HEALTH: Public Health Indices</td>
<td>PUBLIC HEALTH: Advanced OHI, diet modification</td>
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<td>PUBLIC HEALTH: Tobacco cessation</td>
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<td>PUBLIC HEALTH: Tobacco cessation</td>
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#### FALL

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<td>TX PLANNING Phase II: Acute, emergent care, chief complaint</td>
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<td>TX PLANNING Phase III: Disease Control</td>
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<td>TX PLANNING Phase IV: Definitive &amp; major restorative</td>
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<td>TX PLANNING Phase V: Maintenance</td>
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<td>TX PLANNING: Sequencing treatment</td>
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<td>1</td>
<td>PERIO: Periodontics in the General Practice I</td>
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<td>PERIO: Periodontics in the General Practice II</td>
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<td>Week 6</td>
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<td>OMS: Oral and maxillofacial practice scope</td>
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<td>ENDO: Endo in the general practice</td>
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<td>Tx planning scenario</td>
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<td>ORTHO: Orthodontics and the general practice</td>
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<td>PROS: Advanced treatment plans and the general practice</td>
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<tr>
<td>Week 11</td>
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<tr>
<td>Week 12</td>
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<td>BLOC EXAM – 3 hours</td>
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<tr>
<td>Week 13</td>
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<td>RESTORATIVE &amp; PUBLIC HEALTH: Geriatric dentistry</td>
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<td>RESTORATIVE &amp; PUBLIC HEALTH: Special care, mobile dentistry</td>
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<td>Week 14</td>
<td>1</td>
<td>RESTORATIVE &amp; PUBLIC HEALTH: Careers in public health, research, forensics</td>
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<tr>
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<td>2</td>
<td>OMS: Hospital Dentistry</td>
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<td>Week 15</td>
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<td>FALL RECESS – NO CLASSES</td>
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<tr>
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<td>Week 16</td>
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<td>Week 18</td>
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**SPRING**

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<tr>
<th>Week 1</th>
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<th>ESTHETICS: Anterior esthetics (Taleghani)</th>
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<td>ESTHETICS: Anterior esthetics (Taleghani)</td>
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<td>Week 2</td>
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<td>RESTORATIVE: Advanced composite technique (Taleghani)</td>
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<td>RESTORATIVE: Advanced composite technique (Taleghani)</td>
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<td>TMD: Intro to facial pain (Bender)</td>
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<td>TMD II (Bender)</td>
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<td>TMD III (Bender)</td>
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<td>TMD: Neuropathic pain (Bender)</td>
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<td>TMD &amp; PHARM: Opioid abuse and pain management (Bender and Reuben)</td>
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<td>TMD: Sleep Disordered Breathing (Bender)</td>
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<td>TMD: Non-surgical Management of Sleep Disorders (Bender)</td>
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<td>SPRING RECESS – NO CLASSES</td>
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<tr>
<td>Week 12</td>
<td>1</td>
<td>OCCLUSION: Bruxism, occlusal disorders and management</td>
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<tr>
<td></td>
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<td>OCCLUSION: Bruxism, occlusal disorders and management</td>
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<td>Week 13</td>
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<td>Tx planning scenario</td>
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2 | Tx planning scenario
---|---
**Week 14** 1 | BLOC EXAM – 3 hours
2 |  
2 | EBD
**Week 15** 1 | EBD
2 | EBD
**Week 16** 1 | MATERIALS: Veneers – case selection (Taleghani)
2 | MATERIALS: Veneers – Tx planning and technique (Taleghani)
**Week 17** 1 | MATERIALS: Veneers – Provisionalization (Taleghani)
2 | MATERIALS: Veneers – Cementation (Taleghani)
**Week 18** 1 | TECHNOLOGY: Microscope (Barrington)
2 | REVIEW
**Week 19** | BLOC EXAM – multiple courses

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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.”
New Course Proposal

Viewing: DDDS 814 : General Dentistry Clinic

Last edit: 10/24/18 3:37 pm
Changes proposed by: pcdechow

Programs referencing this course

DDDS-DDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix       DDDS
Course number       814
Department          College of Dentistry
College/School      Dentistry
Academic Level      Professional Dentistry
Effective term      2019-2020 Professional

Complete Course Title
General Dentistry Clinic

Abbreviated Course Title
GENERAL DENTISTRY CLINIC

Catalog course description
A system of clinical instruction and operation by learning to provide or be responsible for all aspects of a given patient's treatment needs in a manner that closely resembles the way care is provided in private practice after graduation; encompasses patient care and clinical rotations through the various disciplines.

Prerequisites and Restrictions
Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

Semester
15
Contact hour(s)
Lecture: 0
Lab: 0
Other: 15
Total: 0
Credit Hour(s)
Repeatable for credit?
No

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/23/18 10:54 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:40 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:01 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
4. 10/24/18 5:24 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 10/24/18 6:06 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
6. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
CIP/Fund Code: 5104010014
Default Grade Mode: Letter Grade (G)
Method of instruction: Clinic

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)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus
814 General Dentistry Clinic.docx

Letters of support or other documentation
No

Additional information
This course is all clinical.

Reviewer Comments
Sandra Williams (sandra-williams) (10/23/18 9:40 pm): Rollback: Need lab contact hours.
Sandra Williams (sandra-williams) (10/24/18 5:24 pm): Update received.
Course title and number  DDDS 814 General Dentistry Clinic
Term  Summer/Fall 2019 & Spring 2020
Meeting times and location  TBD

Course Description and Prerequisites

A system of clinical instruction and operation which allows the student to learn to provide or be responsible for all aspects of a given patient's treatment needs in a manner that closely resembles the way the student will provide care in private practice after graduation. This course encompasses patient care and clinical rotations through the various disciplines.

Learning Outcomes or Course Objectives

The objective of the Texas A&M College of Dentistry General Dentistry clinical training:
1. To provide comprehensive oral health services in a profession manner.
2. To provide a clinical experience that closely resembles a broadly-based general dental practice
3. To provide competent care in a timely manner while respecting the patient’s values and interests.

The most important feature of this program is the patient-centered philosophy and the emphasis on professionalism. Regardless of clinical competency, the student cannot progress in the clinical program without a satisfactory assessment of professionalism. This assessment includes availability to patients, punctuality, proper sequencing of care and attention to all the oral health needs of patients in active treatment.

Related Competencies:
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with emphasis on the dentally underserved subpopulations.
4.1 Obtain a diagnostic database including the patient’s chief complaint, and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.
8.1 Demonstrate maintenance of patient records utilizing clinical management software.
8.2 Use a clinic management system for patient scheduling and financial management.
8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention of infectious disease transmission.

Instructor Information

Name
To be named from faculty listed below.

Telephone number
TBD

Email address
TBD

Office hours
TBD

Office location
TBD

Endodontics participating faculty: Robert Augsburger MS, DDS, MSD; Gerald Glickman DDS, MS; Jianing He DMD, MS, PhD; Poorya Jalali DDS; Hongjiao Ouyang, DDS; Jordan Schweitzer DDS, MS; Feng-Ming Wang DDS, PhD.

Orthodontics participating faculty: Peter Buschang PhD, Katie Julien DDS, Stan Richardson; MS; Larry Tadlock DDS, MS; Reginald Taylor DMD, DMSc

Diagnostic Sciences participating faculty: John Wright DDS, MS; Oksana Budinskaya DDS; Yi0Shing Lisa Cheng DDS, MS, PhD; Bernard Hennessy DDS, FAGD; Kelly Kofford DDS, MAGD; Hui Liang BDS, MS, PhD; M.K. Nair BDS, DMD, MS; Paras Patel DMD; Raghu Nath PUTTAIAH BDS, MPH

Oral Surgery participating faculty: Steve Bender DDS; Michael Ellis DDS, MS; Andrew Read-Fuller DDS, MD; Marianela Gonzalez DDS, MS, MD; David Grogan DDS, MSD; Likith Reddy DDS, MD; Gilbert Trippett DDS, PhD

Periodontics participating faculty: Celeste Abraham DDS, MS; Jun Young Cho DDS; Thomas Diekwisch DMD, PhD; Deborah Foyle DDS, MS, MSc; Garth Griffiths DDS, SCM, MS; Sirisha Munimadugu BDS; Carlos Parra DDS, MS; Terry Rees DDS, MSD; Jeffrey Rossmann DDS, MS; William Stenberg DDS, MPH, MS

Public Health participating faculty: Dan Jones PhD, DDS; Elain Benton BS; Annetta Bitouni DDS, MS; Stephen Crane DDS; Dwayne Evans DDS; Marie Latortue DDS, MS; Josh Liescheski DDS; Shirley Miranda BDS, MSD; Amal Nouriel-din BDS, MS, Phd; Simmi Patel DDS; Peggy Timothys DDS, MPH, MA

Restorative participating faculty: Sarah Allen DDS, MS; Jennifer Barrington DDS; Rob Beatty DDS; Christine Benigeri DDS; Ali Bolouri DMD, DDS; Amanda Buie DDS, MS; Burt Bryan DDS; Veronica Chau DDS; Linda Cheng DDS, MS; Stan Cobb DDS; George Cramer DDS; Penelope Drayer DDS; Mark Gannaway DDS; Bob Hunsucker DDS; Brent Hutson, DDS, MS; Mehrnaz Iranmehr DDS; Steve Karbowski DDS; Elias Kontogiorgos, DDS, MS; Mike Lillard DDS; Kay Mash DDS; Sandra McCarthy DDS, MS; Danette McNew DDS; Mike McWatters DDS; Amp Miller DDS, MS; Loulou Moore DDS; Partha Mukherji DDS; Edward Palos DDS; Lorenzo Prats DDS; Joe Simmons DDS; Amerian Sones DDS, MS; John Stooksberry DDS; Mohsen Taleghani DMD; Mamoru Tanaka DDS; Helena Tapias DDS; Radhika Wadhwa DDS; Duane Wilson DDS; Beverly York, DDS; Amirali Zandinejad DDS, MS; Rosemarie Zartman DDS, MS; Hu Zhao DDS; Chen, Ken, DMD

Textbook and/or Resource Material

Comprehensive care manual

This is a clinical course. Materials are available as needed from faculty, online resources, and the college library.
Grading Policies

The Comprehensive Care grade will be based on the following:

1. Relative Value Points – 45%
2. Discipline Grades – 45%
3. Clinical Attendance – 10%

Satisfactory completion all scheduled rotations and a positive assessment in professionalism is also required for a passing grade in this course.

Attendance Policy:

Clinical Attendance:
1. Regular attendance is required. Attendance is monitored by the Patient Appointment Associate, the Group Leaders and the Director of Comprehensive Care. Attendance at less than 90% is unacceptable and may cause the student to receive a failing grade in Comprehensive Care.
2. If an absence from school is planned for GPR, AEGD or graduate program interviews, practice opportunities, etc.; discuss the absence with your group leader before making final plans. All excused absences for this purpose must be verified and made in writing to the Director of Comprehensive Care and the Office of Student Services.
3. There is no regulation which permits “cuts.” For unusual circumstances, special consideration may be given; i.e., when you are on official duty for the school, participating in other administratively approved programs or activities, or present other acceptable justification to the Director of Comprehensive Care. No other party can grant an excused absence.

Treatment Planning Seminar Attendance:
During the fall and spring semesters, treatment-planning seminars will be scheduled by the Comp Care director. These seminar type sessions will be led by group leaders or other faculty members. Patient charts, radiographs and study casts will be utilized to review proposed treatment as it relates to restorative options and sequencing (perio, endo, surgery, etc.). Students will interact with faculty on an ongoing basis to answer questions regarding their individual patient’s needs. Proposed treatment will be the main thrust of these seminars.

Attendance is mandatory. It is the student’s responsibility to immediately provide proof of excused absences to the Comp Care Director through the Office of Student Services. Failure to attend these seminars is unacceptable and could cause the student to receive a failing grade. Please refer to Rule 7 of TAMU's Student Rules for further information on absences. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/).

Grading Scale

Letter Grading Scale:
- A = 90-100
- B = 80-89.99
- C = 75-79.99
- F = <75

Course Topics, Calendar of Activities, Major Assignment Dates

Activities of D3 students in the college clinics include treatment of patients according to the college Clinic Manual and other course documents. D3 students are scheduled to be in clinic up to 28 hours per week on Tuesday, Thursday and Friday mornings, and Tuesday through Friday afternoons.

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science
Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

Americans with Disabilities Act (ADA)
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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: 10/23/18 9:45 am

Viewing: **DDDS 815 : Clinical Dentistry**

Last edit: 10/23/18 9:20 pm

Changes proposed by: pcdechow

Programs referencing this course

| DDS-DDDS: Doctor of Dental Surgery |

Faculty Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Britanny Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
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Course prefix  DDDS  
Course number  815
Department  College of Dentistry
College/School  Dentistry
Academic Level  Professional Dentistry
Academic Level (alternate)  
Effective term  2019-2020 Professional
Complete Course Title  Clinical Dentistry
Abbreviated Course Title  CLINICAL DENTISTRY

Catalog course description

Integrated didactic instruction regarding general restorative dentistry, including operative dentistry, fixed and removable prosthodontics and endodontics; includes the prevention, diagnosis and management of pulpal diseases, caries and tooth structure loss; focus on the materials, techniques and procedures the competent practitioner should know for the practice of general restorative dentistry.

Prerequisites and Restrictions

Concurrent Enrollment  No
Should catalog prerequisites / concurrent enrollment be enforced?  No
Crosslistings  No  Crosslisted With  
Stacked  No  Stacked with  

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services

Approval Path

1. 10/23/18 10:54 am  
Paul Dechow  
(pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:23 pm  
Sandra Williams  
(sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:57 am  
Lawrence Wolinsky  
(wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:48 am  
LaRhesa Johnson  
(lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm  
LaRhesa Johnson  
(lrjohnson): Approved for GC Chair
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<th>Contact Hour(s) (per week):</th>
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<td>Credit Hour(s)</td>
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<td>Lecture: 5</td>
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<tr>
<td>Lab: 0</td>
<td>Other: 0</td>
<td>Total 0</td>
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Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5104010014
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture

Will sections of this course be taught as non-tradional? (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>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
<td></td>
</tr>
</tbody>
</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus 815 Clinical Dentistry.docx

Letters of support or other documentation No
Additional information
Reviewer Comments
Reported to state? CS No

Key: 18895
Course title and number: DDDS 815 Clinical Dentistry

Term: Summer/Fall 2019

Meeting times and location:
- Summer: Monday and Wednesday 10:00 am – 12:00 pm
- Fall: Mondays 10:00 am – 12:00 pm and 1:00 pm – 2:00 pm
- Room TBD

Course Description and Prerequisites

Integrated didactic clinical course that will discuss aspects of general restorative dentistry, including operative dentistry, fixed and removable prosthodontics, and endodontics. Topics presented include the prevention, diagnosis, and management of pulpal diseases, caries, and tooth structure loss. This course will also focus on the materials, techniques, and procedures the competent practitioner should know for the practice of general restorative dentistry.

Learning Outcomes or Course Objectives

The student should be able to competently perform the following at the completion of the course:

1. Formulate a comprehensive diagnosis and treatment plan for patient management.
2. Discuss etiologies, treatment alternatives, and prognoses with patients.
3. Recognize, diagnose and manage caries.
4. Recognize, diagnose and manage pulpal diseases.
5. Diagnose endodontic conditions and perform endodontic procedures.
6. Prevent, recognize, and manage dental emergencies.
7. Diagnose and manage the restorative needs of the partially or completely edentulous patient.
8. Know how to restore tooth function, structure, and esthetics by replacing missing and defective tooth structure while promoting soft and hard tissue health.
9. Prevent, diagnose and manage developmental or acquired occlusal problems.
10. Diagnose and manage patients requiring modification of oral tissues to optimize form, function, and esthetics.
11. Evaluate outcomes of comprehensive dental care.
12. Manage the oral esthetic needs of patients.
13. Communicate case design to laboratory technicians and evaluate the resultant restoration or prosthesis.
14. Practice within the general dentist’s scope of competence and consult or refer to professional colleagues when indicated.
15. Assess one’s personal level of skills and knowledge relative to dental practice.
16. Apply quality assurance, assessment and improvement concepts to improve outcomes.

Related competencies from the Texas A&M University College of Dentistry document

1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
4.1 Obtain a diagnostic database including the patient’s chief complaint and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and contemporary evidenced-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.3 Develop a plan for health promotion that provides preventive services appropriate to the patient’s needs and desires.
7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.
7.8 Evaluate, treat and manage caries.
7.9 Recognize, treat and manage disorders of occlusion.
7.10 Provide restorations and prostheses correct in form, function and esthetics.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.

Instructor Information

Name Sarah Allen DDS, MS
Telephone number 214-828-8187
Email address sallen@tasmhsc.edu
Office hours TBD
Office location 250A

Restorative participating faculty: Todd Baumann, DDS, MS; Christine Beninger DDS; Ali Bolouri DMD, DDS; Amanda Buie DDS, MS; George Cramer DDS; Mark Gannaway DDS; Brent Hutson, DDS, MS; Steve Karowski DDS; Elias Kontogiorgos, DDS, MS; Mike McWatters DDS; Edward Palos DDS; Lorenzo Prats DDS; Joe Simmons DDS; Beverly York, DDS
Endodontics participating faculty: Robert Augsburger MS, DDS, MSD; Gerald Glickman DDS, MS; Jianing He DMD, MS, PhD; Poorya Jalali DDS; Jordan Schweitzer DDS, MS; Ryan Walsh DDS, MS; Feng-Ming Wang DDS, PhD.

Textbook and/or Resource Material

**Operative**

**Fixed Prosth**

**Removable Prosth**

**Endodontics**

Discipline manuals and lecturer presentation slides
Articles from peer-reviewed journals as related to the topics
Handouts during class
Recorded lectures

Grading Policies

Overall average must be at least 75% for passing grade in 815 Clinical Dentistry. An integrated bloc exam will occur every 4-5 weeks on Wednesday morning that will assess the student on the topics presented in the disciplines during the bloc leading up to the exam. These disciplines include operative dentistry, removable and fixed prosthodontics, endodontics, oral surgery, periodontics, and pharmacology.

The percentage of questions dedicated to each of the disciplines on an exam will be weighted according to the number of hours presented in the bloc and the relative importance of the subject topic as determined by the Course Director and Discipline Directors. For more information on the bloc exam, please see the 812 Integrated Practice of Dentistry syllabus.

Discipline questions must be passed with a 75% for successful progress grade for that discipline on the bloc exam. If a score less than 75% is obtained on a discipline, the student will arrange to remediate that discipline in a separate exam before the next bloc exam. A minimum of 75% correct must be obtained for successful remediation, and a score of 75% will be recorded for that discipline’s progress grade after successful remediation, regardless of the remediation grade.

Only one remediation is allowed per discipline per semester. If more than one failing progress grade is received in any discipline, then it will be at the Course Director’s and Discipline Director’s discretion to allow a second remediation. If the student receives a failing grade in two or more disciplines on a given bloc exam, the Course Director may allow the student to remediate the failed sections or may refer the student to the Student Promotions Committee for repeat of the year after considering performance in other courses and disciplines. All sections must be remediated by end of the semester.

If a failing discipline grade is received on the final bloc exam of the semester, then a remediation of that section may be completed prior to the end of finals week.

Attendance is mandatory for all scheduled lectures. Please refer to Rule 7 of TAMU’s Student Rules for further information on absences. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Grading Scale

*Letter Grading Scale:*
- A = 90-100
- B = 80-89.99
- C = 75-79.99
- F = <75

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>SUMMER</th>
<th>Hour</th>
<th>Mondays 10:00 am to 12:00 pm</th>
<th>Wednesdays 10:00 am to 12:00 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>RESTORATIVE: Intro, general assessment</td>
<td>OPERATIVE: Biological response to caries, pulp considerations</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>REMOVABLE: Patient eval (edent, partially edent)</td>
<td>OPERATIVE: Biological response to caries, pulp considerations</td>
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<tr>
<td>Week 2</td>
<td>1</td>
<td>REMOVABLE: Anatomy review – dentate, partially and completely edentulous</td>
<td>FIXED &amp; OPERATIVE: Assessment of existing restorations, indirect and direct</td>
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<tr>
<td></td>
<td>2</td>
<td>REMOVABLE: Assessment of existing prosthetics, patient disposition</td>
<td>FIXED &amp; OPERATIVE: Diagnosis and tx planning fixed and operative</td>
</tr>
<tr>
<td>Week 3</td>
<td>1</td>
<td>RESTORATIVE: Removable v. Implant v. Fixed and modifying factors</td>
<td>FIXED &amp; OPERATIVE: Decay excavation &amp; tx planning</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>RESTORATIVE: Modifying factors for tx – endo, perio, occlusion, bone, height of contour</td>
<td>FIXED: Foundation restorations for fixed</td>
</tr>
<tr>
<td>Week 4</td>
<td>1</td>
<td>RESTORATIVE: Diagnostic tools – impressions, casts, documentation</td>
<td>RESTORATIVE: Photography</td>
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<td>2</td>
<td>REMOVABLE: Restorative space eval, occlusion, RPD design</td>
<td>FIXED &amp; OPERATIVE: Bleaching vital teeth, esthetics</td>
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<tr>
<td>Week 5</td>
<td>1</td>
<td>REMOVABLE: Materials – alginate, VPS, prel and final impressions for dentures and partials</td>
<td>OPERATIVE: Composite materials, safety</td>
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<td>2</td>
<td>REMOVABLE: Final impressions and master casts, surveying for partials</td>
<td>OPERATIVE: Prep design for operative, techniques, modifiers</td>
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<tr>
<td>Week 6</td>
<td>1</td>
<td>REMOVABLE: Acrylic materials, safety, MSDS, processing, gypsum, metals, tooth materials</td>
<td>FIXED &amp; OPERATIVE: Alloy materials and safety, pins, prep design</td>
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<tr>
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<td>2</td>
<td>REMOVABLE: CAD/CAM impressions and prosthetics</td>
<td>FIXED: Prep design for fixed, impression choice (VPS v. digital)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>FALL</th>
<th>Hour</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>1</td>
<td>REMOVABLE: Interim prosthetics, Intro to immediate dentures</td>
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<td>2</td>
<td>FIXED: Provisionalization for fixed prosthetics</td>
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<td>3</td>
<td>ENDO: Intro to Endodontics</td>
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<tr>
<td>Week 2</td>
<td>1</td>
<td>REMOVABLE: Jaw relation records – conventional and immediate dentures, partials</td>
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<td>FIXED &amp; OPERATIVE: Tissue management and moisture control – fixed and operative</td>
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<td>3</td>
<td>FIXED: Technologic advances in endo</td>
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<td>Week 3</td>
<td>1</td>
<td>FIXED &amp; REMOVABLE: Tooth arrangement and occlusion – fixed v. removable</td>
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<td>2</td>
<td>REMOVABLE: RPD framework try-ins, fitting, altered cast</td>
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<td>3</td>
<td>FIXED: Case selection and referral process</td>
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<tr>
<td>Week 4</td>
<td>1</td>
<td>LABOR DAY – NO CLASSES</td>
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<tr>
<td>Week 5</td>
<td>1</td>
<td>REMOVABLE: Try-ins – esthetics, changes, CR verification</td>
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<td>FIXED: Pontics, contours, esthetic try-ins</td>
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<td>FIXED: Success, failure, and prognosis</td>
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<td>Week 6</td>
<td>1</td>
<td>FIXED &amp; REMOVABLE: Lab communication and prescriptions: processing, RPDs, Fixed,</td>
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<td>FIXED &amp; OPERATIVE: Color science and shade selection – porcelain, composite</td>
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<td>FIXED: Problem-based learning, Dx, SOAP</td>
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<td>Week 7</td>
<td>1</td>
<td>REMOVABLE: Finishing of prosthetics – Cr-Co, acrylic, interims, finish lines, lab remounts</td>
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<td>2</td>
<td>FIXED &amp; OPERATIVE: Material finishing – composite, alloy, porcelain, zirconia</td>
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<td>3</td>
<td>FIXED: Traumatic injuries to the dentition</td>
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<td>Week 8</td>
<td>1</td>
<td>REMOVABLE: Delivery of removable prosthetics – dentures, partials, interims, immediates</td>
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<td>2</td>
<td>FIXED: Crown delivery – luting agents, retention,</td>
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<td>3</td>
<td>FIXED: Root resorption</td>
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<td>Week 9</td>
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<td>OPERATIVE: Advanced anterior and posterior composites</td>
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<td>OPERATIVE: Class V lesions and root caries – management with direct, indirect, or surgery</td>
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<td>3</td>
<td>FIXED: Endo re-treatment</td>
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<td>Week 10</td>
<td>1</td>
<td>OPERATIVE: Composite bonding</td>
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<td>2</td>
<td>OPERATIVE: Composite bonding</td>
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</tbody>
</table>
**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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."
# Course Change Request

## New Course Proposal

Date Submitted: 10/24/18 3:49 pm  

**Viewing:** DDDS 816 : Advanced Clinical Dentistry  

**Last edit:** 10/24/18 3:49 pm  

Changes proposed by: pcdechow

Programs referencing this course:

<table>
<thead>
<tr>
<th>Program Prefix</th>
<th>Program Name</th>
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</thead>
<tbody>
<tr>
<td>DDDS</td>
<td>Doctor of Dental Surgery</td>
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</tbody>
</table>

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:bwhite@tamhs.edu">bwhite@tamhs.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

### Course Information

- **Course prefix:** DDDS  
- **Course number:** 816  
- **Department:** College of Dentistry  
- **College/School:** Dentistry  
- **Academic Level:** Professional Dentistry  
- **Effective term:** 2019-2020 Professional  
- **Complete Course Title:** Advanced Clinical Dentistry  
- **Abbreviated Course Title:** ADV CLINICAL DENTISTRY

### Catalog Course Description

Integrated didactic, laboratory and clinicals focusing on advanced restorative dentistry, including fixed implant restorative, implant removable prosthodontics, occlusion and orthodontics; includes diagnosis and management of malocclusion, sequelae of occlusal issues, management of patients with TMD and more advanced topics in restorative dentistry including diagnosis and management of full-mouth rehabilitation; focus on materials, techniques and procedures the competent practitioner should know for advanced restorative techniques.

### Prerequisites and Restrictions

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

### Crosslistings

- **Crosslisted With** No

### Stacked

- **Stacked with** No

### Credit Hours

<table>
<thead>
<tr>
<th>Semester</th>
<th>Contact Hour(s)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
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<td>5</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Repeatable for credit? No
CIP/Fund Code S104010014
Default Grade Mode Letter Grade (G)
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:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus 816 Advanced Clinical Dentistry.docx
Letters of support or other documentation No

**Reviewer Comments**
Sandra Williams (sandra-williams) (10/23/18 9:41 pm): Rollback: Need lecture/lab contact hours.
Sandra Williams (sandra-williams) (10/24/18 5:24 pm): Update received.
Course title and number  DDDS 816 Advanced Clinical Dentistry
Term  Spring 2020
Meeting times and location  Mondays 10:00 am – 12:00 pm and 1:00 pm – 5:00 pm
Room TBD

Course Description and Prerequisites

Integrated didactic, laboratory, and clinical course that will discuss aspects of more advanced restorative dentistry, including fixed implant restorative, implant removable prosthodontics, occlusion, and orthodontics. Topics presented include the diagnosis and management of malocclusion, sequelae of occlusal issues, management of patients with TMD, and more advanced topics in restorative dentistry including diagnosis and management of full-mouth rehabilitation. This course will also focus on the materials, techniques, and procedures the competent practitioner should know for advanced restorative techniques.

Learning Outcomes or Course Objectives

The student should be able to competently perform the following at the completion of the course:
1. Perform head and neck and intraoral examinations, interpreting and evaluating the clinical findings.
2. Formulate a comprehensive diagnosis and treatment plan for patient management.
3. Discuss etiologies, treatment alternatives, and prognoses with patients.
4. Recognize, diagnose and manage caries.
5. Diagnose and manage the restorative needs of the partially or completely edentulous patient.
6. Know how to restore tooth function, structure, and esthetics by replacing missing and defective tooth structure while promoting soft and hard tissue health.
7. Perform prosthetics restorations (fixed or removable) and implant procedures for the edentulous and partially edentulous patient.
8. Prevent, diagnose and manage developmental or acquired occlusal problems.
10. Diagnose and manage patients requiring modification of oral tissues to optimize form, function, and esthetics.
11. Evaluate outcomes of comprehensive dental care.
12. Manage the oral esthetic needs of patients.
13. Understand how patient attributes (e.g., gender, age, race, ethnicity, and special needs) social background and values influence the provision of oral health care at all stages of life.
14. Communicate case design to laboratory technicians and evaluate the resultant restoration or prosthesis.
15. Practice within the general dentist’s scope of competence and consult or refer to professional colleagues when indicated.
16. Assess one’s personal level of skills and knowledge relative to dental practice.
17. Apply quality assurance, assessment and improvement concepts to improve outcomes.

Related competencies:
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional Integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.

2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

4.1 Obtain a diagnostic database including the patient’s chief complaint and the dental, medical and psychosocial histories.

4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.

5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.

5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.

6.1 Use collected diagnostic data and contemporary evidenced-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.

7.4 Develop a plan for health promotion that provides preventive services appropriate to the patient’s needs and desires.

7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

7.8 Evaluate, treat and manage caries.

7.9 Recognize, treat and manage disorders of occlusion.

7.10 Provide restorations and prostheses correct in form, function and esthetics.

7.12 Assess treatment outcomes and modify subsequent treatment as may be required.

Instructor Information

Name
Sarah Allen DDS, MS

Telephone number
214-828-8187

Email address
sallen@tamhsc.edu

Office hours
TBD

Office location
250A

Restorative participating faculty: Todd Baumann, DDS, MS; Christine Beninger DDS; Ali Bolouri DMD, DDS; Amanda Buie DDS, MS; George Cramer DDS; Mark Gannaway DDS; Brent Hutson, DDS, MS; Steve Karbowski DDS; Elias Kontogiorgos, DDS, MS; Mike McWatters DDS; Edward Palos DDS; Lorenzo Prats DDS; Joe Simmons DDS; Beverly York, DDS

Orthodontics participating faculty: Peter Buschang PhD, Katie Julien DDS, Stand Richardson; MS; Larry Tadlock DDS, MS; Reginald Taylor DMD, DMSc

Textbook and/or Resource Material

Implants

Removable Prosth

Orthodontics
Course manual
Occlusion
Okeson (2012). Management of Temporomandibular Disorders and Occlusion (7th ed.)

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Overall average of all disciplines must be at least 75% for passing grade in 816 Advanced Clinical Dentistry. An integrated bloc exam will occur every 4-5 weeks on Wednesday morning that will assess the student on the disciplines presented during the bloc leading up to the exam. These disciplines include implant dentistry, removable and fixed prosthodontics, occlusion, orthodontics, periodontics, and pharmacology.

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Course Topics, Calendar of Activities, Major Assignment Dates

Spring

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<thead>
<tr>
<th>Hour</th>
<th>Mondays 10:00 am to 12:00 pm and 1:00 pm to 3:00, 4:00 or 5:00 pm</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>10-11 IMPLANTS: Trends in implant dentistry</td>
</tr>
<tr>
<td></td>
<td>11-12 IMPLANTS: Fixed, removable, full mouth (continuation of Trends)</td>
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<tr>
<td></td>
<td>1-2 ORTHO: Growth and development (Buschang, Taylor)</td>
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<tr>
<td></td>
<td>2-3 OCCLUSION: Intro to occlusion, TMJ anatomy, terminology (Prats)</td>
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<td>3-4 OCCLUSION: TMJ imaging</td>
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<tr>
<td>Week 2</td>
<td>10-11 IMPLANTS: Surgical implants concepts l</td>
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<tr>
<td></td>
<td>11-12 REMOVABLE: Implant removable patient selection</td>
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<tr>
<td></td>
<td>1-2 ORTHO: Pt exam, Skeletal and dental diagnosis, dx workup form (Crosby)</td>
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<tr>
<td>Week</td>
<td>Date Range</td>
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<td>ORTHO:</td>
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<td>2-5</td>
<td>OCCLUSION LAB: 3 HOURS (Prats)</td>
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<td>ORTHO LAB: 3 HOURS (Julien, Taylor)</td>
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<td>ORTHO:</td>
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<td>2-5</td>
<td>ORTHO LAB: 3 HOURS (Julien, Taylor)</td>
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<td>Week 16</td>
<td>10-11</td>
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<tr>
<td>11-12</td>
<td>ORTHO: Habit control, open bites (Tadlock)</td>
</tr>
<tr>
<td>2-5</td>
<td>ORTHO LAB: 3 HOURS (Julien, Taylor)</td>
</tr>
<tr>
<td></td>
<td>1/5 of class does assessment in ortho or pedo clinic</td>
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<table>
<thead>
<tr>
<th>Week 17</th>
<th>10-11</th>
<th>REMOVABLE: Maxillofacial – obturators</th>
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<tbody>
<tr>
<td>11-12</td>
<td>REMOVABLE OS: Craniofacial prosthodontics</td>
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<tr>
<td>1-2</td>
<td>ORTHO: Relapse and retention (Julien)</td>
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</tr>
<tr>
<td>2-5</td>
<td>OCCLUSION LAB: 3 HOURS (Prats)</td>
<td></td>
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<tr>
<td></td>
<td>Adjust splint on cast in articulator, prepare for delivery</td>
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</table>

<table>
<thead>
<tr>
<th>Week 18</th>
<th>1</th>
<th>IMPLANTS OR REMOVABLE</th>
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<tbody>
<tr>
<td>2</td>
<td>IMPLANTS OR REMOVABLE</td>
<td></td>
</tr>
<tr>
<td>1-2</td>
<td>OCCLUSION: Splint therapy follow-up and maintenance (Prats)</td>
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</tr>
<tr>
<td>2-3</td>
<td>OCCLUSION: Alternative splint design, anterior positioning splint (Prats)</td>
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</tr>
<tr>
<td>3-5</td>
<td>OCCLUSION LAB: Adjust splints as necessary</td>
<td></td>
</tr>
</tbody>
</table>

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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.”
# Course Change Request

## New Course Proposal

**Viewing:** DDDS 817: Surgical Interventions, Anesthesia and Pharmacology  
**Last edit:** 10/23/18 9:29 pm  
Changes proposed by: pcdechow

### Programs referencing this course

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
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<tbody>
<tr>
<td>DDS-DDDS: Doctor of Dental Surgery</td>
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### Faculty Senate Number

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

**Course prefix:** DDDS  
**Course number:** 817  
**Department:** College of Dentistry  
**College/School:** Dentistry  
**Academic Level:** Professional Dentistry  
**Effective term:** 2019-2020 Professional  
**Complete Course Title:** Surgical Interventions, Anesthesia and Pharmacology  
**Abbreviated Course Title:** SURG INTERV ANESTH & PHARM

**Catalog course description:** Advanced basic surgical procedures, concepts and periodontics; odontogenic infections (recognition and initial management); maxillary sinus conditions and disease; salivary gland disease and conditions; cleft lip and palate; principles of biopsy and tenets of biopsy referral; surgical placement of osseointegrated implants; maxillofacial trauma; surgical management of TMJ disorders; sleep-disordered breathing; includes indications, contraindications, risks and techniques of enteral, parenteral and general anesthesia; medical pharmacology; drug mechanisms of action, pharmacokinetics, pharmacodynamics, pharmacovigilance (adverse effects) and drug interactions; substance abuse.

**Prerequisites and Restrictions**

**Concurrent Enrollment:** No  
**Should catalog prerequisites / concurrent enrollment be enforced?** No

**Crosslistings:** No  
**Crosslisted With:**

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**In Workflow**

1. CLDN Department  
   Head PD  
2. Curricular Services Review  
3. DN College Dean PD  
4. GC Preparer  
5. GC Chair  
6. Faculty Senate Preparer  
7. Faculty Senate  
8. Provost II  
9. President  
10. Curricular Services  
11. Banner

---

**Approval Path**

1. 10/23/18 10:54 am  
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD  
2. 10/23/18 9:31 pm  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review  
3. 10/24/18 8:57 am  
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD  
4. 10/29/18 8:48 am  
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer  
5. 11/01/18 3:44 pm  
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

---

**Date Submitted:** 10/23/18 10:01 am  
**Viewing:** DDDS 817: Surgical Interventions, Anesthesia and Pharmacology  
**Last edit:** 10/23/18 9:29 pm  
**Changes proposed by:** pcdechow
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: 817 Surgical Interventions, Anesthesia and Pharmacology.docx

Letters of support or other documentation: No
Additional information
Reviewer Comments
Reported to state?
CS: No
**Course title and number**  
DDDS 817 Surgical Interventions, Anesthesia, and Pharmacology

**Term**  
Summer/Fall 2019 and Spring 2020

**Meeting times and location**  
Fall and Spring Wednesdays 8:00 am – 10:00 am  
Spring Mondays 9:00 am – 10:00 am Weeks 10-18

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### Course Description and Prerequisites

This course is a continuation of the material introduced in the Oral Surgery D2 course- Introduction to the Basic Principles and Techniques of Dentoalveolar Surgery- with emphasis on more advanced, basic surgical procedures and concepts. Lectures will embrace odontogenic infections (recognition and initial management); maxillary sinus conditions and disease; salivary gland disease and conditions; cleft lip and palate; principles of biopsy and tenets of biopsy referral; surgical placement of osseointegrated implants; maxillofacial trauma as well as surgical management of TMJ disorders and sleep-disordered breathing. All of these topics provide the basic foundation of knowledge essential in the management of elective (Comprehensive Care) patients with surgical needs in clinic and subsequently in private practice following graduation, and in preparation for national examination. This course also includes the indications, contraindications, risks and techniques of enteral, parenteral and general anesthesia as applicable to dentistry. Additionally, medical pharmacology lectures provide foundational information on commonly prescribed medications taken by patients that may impact the practice of dentistry. This discipline focuses on drug mechanisms of action, pharmacokinetics, pharmacodynamics, pharmacovigilance (adverse effects) and drug interactions. In addition, students are given pertinent information regarding the recognition and treatment of substance abuse. For the discipline of periodontics, this course is designed to provide the student with required knowledge in advanced topics that will influence her/his daily practice. It will also include an overview of topics covered in previous periodontal courses directed at preparing the student for the National Boards.

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### Learning Outcomes or Course Objectives

At the completion of this course, the student should:

1. Be able to differentiate between conscious and unconscious techniques.
2. Know indications for general anesthesia
3. Understand the general pharmacology of inhalational and intravenous agents used in general anesthesia.
4. Understand adjunctive agents used in general anesthesia.
5. Know the advantages and disadvantages of outpatient general anesthesia.
6. Understand preoperative considerations for general anesthesia.
7. Know differences in pediatric versus adult anatomy pertinent to the anesthesiologist
8. Be familiar with the pharmacology of parenterally administered agents
9. Understand the advantages and disadvantages of intramuscular sedation
10. Understand the requirements of the Texas State Board of Dental Examiners for the use and administration of intravenous conscious sedation.
11. Be familiar with the training requirements to administer intravenous conscious sedation.
12. Know the advantages and disadvantages for the use of intravenous conscious sedation.
13. Be familiar with intravenous conscious sedation techniques
14. Be familiar with complications associated with intravenous conscious sedation.
15. Understand office utilization and liability issues associated with sedation.
16. Be able to recognize the signs and symptoms of incipient or actual odontogenic infections, and be able to institute appropriate initial medical and/or surgical therapy.
17. Be able to know when and how to refer an infected patient for specialty management.
18. Understand the anatomy of fascial spaces and how they influence the spread of infections from the dentition.
19. Understand how antibiotics interface with surgery and why antibiotics alone may fail.
20. Understand the principles of surgical biopsy and be able to manage patients with undiagnosed lesions, including neoplasms.
21. Understand the appropriate way to follow lesions with a low index of suspicion, and how to properly manage patient follow-up and referral for maximum protection of the patient and doctor.
22. Have a basic understanding of the advantages, disadvantages, costs, complications, and system differences in the surgical placement of osseointegrated dental implants.
23. Understand the options available in implant placement, including transmandibular implants, sinus floor elevation, zygomatic implants, and local bone grafting options.
24. Understand the signs and symptoms of and diagnostic aids for recognizing sinus and salivary gland diseases, conditions, and tumors and how they are managed by referral specialists.
25. Understand etiology, diagnosis and treatment of cleft lip and palate.
26. Be able to discuss the diagnostic steps, pathophysiology, signs, and symptoms of nerve injuries, chronic facial pain, and temporomandibular dysfunction patients.
27. Understand and discuss the basic principles of the initial management of a patient sustaining maxillofacial injuries, and the role of the general dentist in diagnosing such injuries.
28. Understand the basic plastic surgery principles of wound closures and be able to discuss the management of patients who present to the dental office with traumatic injuries to the lips, tongue, and soft tissues of the oral cavity.
29. Understand the presenting signs and symptoms of various maxillomandibular fractures and know which diagnostic tests to order to supplement history and clinical examination.
30. Know how the oral and maxillofacial surgeon manages maxillofacial traumatic injuries.
31. Understand the documentation required on patients, including the elements of a history & physical examination.
32. Present clinically relevant periodontal topics that will be of value in general practice.
33. Present new information.
34. Introduce the student to problem-based learning.
35. Where possible, utilize a multidisciplinary approach to problem solving.
36. Stimulate group work and interaction.
37. Identify periodontal areas for review for the National Boards.
38. Assess the student’s integration of dental knowledge with emphasis on periodontics, utilizing case evaluation and case treatment planning.

**Related competencies**
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse patient population.
2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3 Communicate professional knowledge to colleagues and patients.
3.1 Assume a leadership role in educating the community concerning the etiology, prevention and control of oral diseases.
3.2 Advocate, plan and participate in institutional and community-based programs for improving, promoting and protecting oral health and expanding access to oral health services.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behavior that contributes to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Develop a comprehensive, properly sequenced treatment plan based on diagnostic data with alternative treatment options sensitive to patient priorities.

6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

7.2 Employ techniques to manage orofacial discomfort and anxious patients.

7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.

7.4 Develop a plan for prevention and provide preventive services appropriate to the patient's needs and desires.

7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.

7.7 Evaluate, treat and manage periodontal diseases.

7.11 Evaluate, treat and manage orofacial infections.

7.12 Assess treatment outcomes and modify subsequent treatment as may be required.

8.1 Maintain patient records.

8.3 Implement procedures for sterilization or transmission of infectious diseases.

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**Instructor Information**

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<thead>
<tr>
<th>Name</th>
<th>Telephone number</th>
<th>Email address</th>
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<tbody>
<tr>
<td>Deborah Foyle, DDS, MS, MSc</td>
<td>214-828 8913</td>
<td><a href="mailto:dfoyle@tamhsc.edu">dfoyle@tamhsc.edu</a></td>
</tr>
<tr>
<td>Marianela Gonzalez DDS, MS</td>
<td>214-828-8103</td>
<td><a href="mailto:gonzalezm@tamhsc.edu">gonzalezm@tamhsc.edu</a></td>
</tr>
<tr>
<td>David M. Grogan, DDS, MSD</td>
<td>214-828-8451</td>
<td><a href="mailto:dgrogan@tamhsc.edu">dgrogan@tamhsc.edu</a></td>
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</table>

**Oral Surgery participating faculty:** Michael Ellis DDS, MS; Likith Reddy DDS, MD; Gilbert Triplett DDS, PhD

**Periodontics participating faculty:** Celeste Abraham DDS, MS; Jun Young Cho DDS; Carlos Parra DDS, MS; Jeffrey Rossmann DDS, MS; William Stenberg DDS, MPH, MS

**Pharmacology participating faculty:** Jayne Reuben PhD; Hua Zhang MD, PhD

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**Textbook and/or Resource Material**

**Anesthesia**

**Oral surgery**
Okeson (2012). *Management of Temporomandibular Disorders and Occlusion* (7th ed.)

**Periodontics**

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Module reading materials, if required, will be posted on Blackboard prior to the first scheduled date. Students are required to read the material and will be graded on how well they prepared for the session and how much they participated in the discussion.

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**Pharmacology**
The periodontal small group sessions will be graded on attendance and participation. All other
disciplines in the course (OS, Perio, Pharm, Anesthesia) will have progress grades for each bloc exam.
The final course average for course 817 will be based on the performance of the student on the
disciplines included in under this course number.

An integrated bloc exam will occur every 4-5 weeks on Wednesday morning that will assess the student
on the disciplines presented during the bloc leading up to the exam. These disciplines include topics
presented in 812 Integrated Practice of Dentistry, 815 Clinical Dentistry, 816 Advanced Clinical Dentistry
and 817 Surgical Interventions and Anesthesia.

The percentage of questions dedicated to each of the disciplines on an exam will be weighted according
to the number of hours presented in the bloc and the relative importance of the subject topic as
determined by the Course Director and Discipline Directors. For more information on the bloc exam,
please see the 812 Integrated Practice of Dentistry syllabus.

Discipline questions must be passed with a 75% for successful progress grade for that discipline on the
bloc exam. If a score less than 75% is obtained on a discipline, the student will arrange to remediate
that discipline in a separate exam before the next bloc exam. A minimum of 75% correct must be
obtained for successful remediation, and a score of 75% will be recorded for that discipline’s progress
grade after successful remediation, regardless of the remediation grade.

Only one remediation is allowed per discipline per semester. If more than one failing progress grade is
received in any discipline, then it will be at the Course Director’s and Discipline Director’s discretion to
allow a second remediation. If the student receives a failing grade in two or more disciplines on a given
bloc exam, the Course Director may allow the student to remediate the failed sections or may refer the
student to the Student Promotions Committee for repeat of the year after considering performance in
other courses and disciplines. All sections must be remediated by end of the semester.

If a failing discipline grade is received on the final bloc exam of the semester, then a remediation of that
section may be completed prior to the end of finals week.

Attendance is mandatory for all scheduled lectures. Please refer to Rule 7 of TAMU’s Student Rules for
further information on absences. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/).

**Grading Scale**

*Letter Grading Scale:*
### FALL

<table>
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<th>Wednesday Topics</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1</td>
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<td>OMS: Informed consent and risk management</td>
<td>Dr. Grogan</td>
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<tr>
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<td>2</td>
<td>PHARM: Mood and anxiety disorders</td>
<td>Dr. Reuben</td>
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<tr>
<td>2</td>
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<td>OMS: Odontogenic infections part I: fascial space, general principles of management</td>
<td>Dr. Grogan</td>
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<tr>
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<td>PHARM: Dissociative and psychotic disorders</td>
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<td>OMS: Odontogenic infections part II: surgical approaches, systemic response</td>
<td>Dr. Grogan</td>
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<td>OMS: Pre-prosthetic surgery</td>
<td>Dr. Grogan</td>
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<td>PHARM: Epilepsy</td>
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<td>6</td>
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<td>Dr. Grogan</td>
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<td>PHARM: Substance Abuse</td>
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<td>Dr. Grogan</td>
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<td>OMS: Peripheral nerve injuries</td>
<td>Dr. Triplett</td>
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<td>PHARM: Hypothalamic and pituitary disorders</td>
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<td>10</td>
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<td>OMS: Maxillary sinus disease and conditions</td>
<td>Dr. Ellis</td>
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<td>PHARM: Thyroid, parathyroid, and bone disorders</td>
<td>Dr. Reuben</td>
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<tr>
<td>11</td>
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<td>OMS: Recognition of salivary gland disease</td>
<td>Dr. Ellis</td>
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<td>PHARM: Adrenal disorders</td>
<td>Dr. Reuben</td>
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<td>OMS: Principles of surgical biopsy</td>
<td>Dr. Gonzalez</td>
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<td>PHARM: Endocrine, pancreas, glucose homeostasis</td>
<td>Dr. Reuben</td>
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<td>14</td>
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<td>OMS: Facial fractures I &amp; II</td>
<td>Dr. Gonzalez</td>
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<td>PHARM: Reproductive disorders</td>
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<td>FALL RECESS – NO CLASSES</td>
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<tr>
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<td>OMS: Initial management of trauma victims</td>
<td>Dr. Cho</td>
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<td>PHARM: Inflammatory disease</td>
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<td>17</td>
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<td>OMS: Cleft lip and palate</td>
<td>Dr. Gonzalez</td>
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<td>PHARM: GI pharmacology, peptic ulcer, IBS, IBD</td>
<td>Dr. Reuben</td>
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<tr>
<td>18</td>
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### SPRING

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<tr>
<td>1</td>
<td>1</td>
<td>PERIO: Principles of mucogingival surgery</td>
<td>Dr. Foyle</td>
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<td>2</td>
<td>PHARM: Hypertension</td>
<td>Dr. Reuben</td>
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<tr>
<td>2</td>
<td>1</td>
<td>PERIO: Periodontal plastic surgery</td>
<td>Dr. Foyle</td>
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<tr>
<td></td>
<td>2</td>
<td>PHARM: Vasodilation, Angina, heart failure</td>
<td>Dr. Reuben</td>
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<tr>
<td>3</td>
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<td>PERIO: Esthetic crown lengthening</td>
<td>Dr. Foyle</td>
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<tr>
<td></td>
<td>2</td>
<td>PHARM: Cardiac arrhythmias</td>
<td>Dr. Reuben</td>
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<td>4</td>
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<tr>
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<td>PERIO: Regeneration</td>
<td>Dr. Stenberg</td>
</tr>
<tr>
<td>Week</td>
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<td>PHARM: Coagulation disorders and dyslipidemia</td>
<td>Dr. Reuben</td>
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<td>2</td>
<td>OMS: Osseo-integrated Implants surgical diagnosis and tx plan</td>
<td>Dr. Triplett</td>
</tr>
<tr>
<td>Week 7</td>
<td>1</td>
<td>PERIO: Periodontics and dental implants</td>
<td>Dr. Rossmann</td>
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<tr>
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<td>2</td>
<td>PERIO: Endodontic surgery</td>
<td>Dr. Foyle</td>
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<tr>
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<td>1</td>
<td>OMS: Surgical management of TMJ disorders</td>
<td>Dr. Reddy</td>
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<tr>
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<td>2</td>
<td>OMS: Surgical management of sleep-disordered breathing</td>
<td>Dr. Reddy</td>
</tr>
<tr>
<td>Week 10</td>
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<td>PERIO: Advanced small group modules – Perio</td>
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<tr>
<td>Week 11</td>
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<td>SPRING RECESS – NO CLASS</td>
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<tr>
<td>Week 12</td>
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<td>PERIO: Advanced small group modules</td>
<td>Perio faculty</td>
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<td>Week 14</td>
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<td>No class – bloc exam</td>
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<td>Week 19</td>
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**SPRING**

**Mondays 9:00 am to 10:00 am**

<table>
<thead>
<tr>
<th>Week 10</th>
<th>ANESTHESIA: Objectives, state board permit, pt eval</th>
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<tr>
<td>Week 11</td>
<td><strong>SPRING RECESS – NO CLASSES</strong></td>
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<tr>
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<td>ANESTHESIA: Pharm principles, parenteral anesthetic agents</td>
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<tr>
<td>Week 13</td>
<td>ANESTHESIA: Patient monitoring and airway management</td>
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<tr>
<td>Week 14</td>
<td>ANESTHESIA: Enteral sedation</td>
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<tr>
<td>Week 15</td>
<td>ANESTHESIA: Intramuscular techniques</td>
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<tr>
<td>Week 16</td>
<td>ANESTHESIA: IV techniques and agents, Film &quot;IV Sedation: Signs and Symptoms&quot;</td>
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<tr>
<td>Week 17</td>
<td>ANESTHESIA: Pharmacology of inhalation agents and techniques</td>
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<tr>
<td>Week 18</td>
<td>ANESTHESIA: Pediatric anesthesia considerations</td>
</tr>
<tr>
<td>Week 19</td>
<td>Final exam</td>
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</table>

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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: 10/23/18 10:48 am

Viewing: **DDDS 821 : Clinical Principles of Patient Evaluation**

Last edit: 10/23/18 9:32 pm

Changes proposed by: pcdechow

**Programs referencing this course**

<table>
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<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-898-8978</td>
</tr>
</tbody>
</table>

Course prefix          | DDDS                   |
Department             | College of Dentistry  |
College/School         | Dentistry             |
Academic Level         | Professional Dentistry|
Effective term         | 2019-2020 Professional|
Complete Course Title  | Clinical Principles of Patient Evaluation|
Abbreviated Course Title | CLINICAL PRIN PATIENT EVAL |

Catalog course description

Problem based study of case histories and descriptions of a variety of head and neck diseases and conditions encountered in the practice of dentistry with integration of basic biomedical science knowledge; patient evaluation in cases to determine a diagnosis; techniques of differential diagnosis; diagnostic tests; patient management and referral.

Prerequisites and Restrictions

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced?: Yes
Crosslistings: No
Stacked: No

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/23/18 10:54 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:33 pm Sandra Williams(sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:57 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: 821 Clinical Principles of Patient Evaluation.docx

Letters of support or other documentation: No
Additional information
Reviewer Comments
Reported to state?

CS
No
Course title and number  DDDS 821 Clinical Principles of Patient Evaluation
Term  Fall 2019
Meeting times and location  Mondays 2:00 pm to 4:00 pm

Course Description and Prerequisites

The course is designed as an interactive, problem-based learning seminar. The seminar manual contains case histories and descriptions of a variety of head and neck diseases and conditions encountered in the practice of dentistry. Case histories are short and some clinical information is intentionally omitted because proper patient evaluation requires knowing what information is required in order to determine a diagnosis. Cases will be illustrated in class and students will be called upon to discuss each individual case. A differential diagnosis will be developed and what additional tests are needed to determine a definitive diagnosis. Students should be cognizant of management and whether referral is appropriate. This course will utilize the foundational knowledge mastered in Course 702, Oral Pathology, in a problem-based learning model which should simulate private practice as closely as possible. The case based approach will allow an opportunity to apply principles learned in the biomedical sciences in a problem solving format. Illustrations for the various cases are available on Blackboard.

Learning Outcomes or Course Objectives

Achieving competency in the area of pathology/oral pathology is designed by successfully completing both Oral Pathology 7160 and Clinical Principles of Patient Evaluation 821. At the completion of both courses, students will be able to:
1. Know and understand basic concepts of disease at the tissue and cellular level.
2. Develop an understanding of the clinical manifestations that result from cellular alterations.
3. Demonstrate correct usage of the terminology used in pathology.
4. Develop a comprehensive knowledge of the diseases of the oral regions, including etiology, pathogenesis, diagnosis and treatment.
5. Know the oral manifestations of systemic disease.
6. Recognize clinical pathologic changes in tissues.
7. Interpret clinical signs and symptoms and develop appropriate differential diagnoses.
8. Apply the basic concepts of pathology in evaluating unknown clinical diseases.

Related Competencies

2.1 Use oral, written and electronic information resources in contemporary practice as an aid for self-assessment and life long learning.
2.3 Communicate professional knowledge to colleagues and patients.
4.1 Obtain a diagnostic database including the patient’s chief complaint, the dental, medical and psychosocial histories.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behavior that contributes to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.6 Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.7 Evaluate, treat and manage periodontal diseases.
7.11 Evaluate, treat and manage orofacial infections.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.

Instructor Information

Name
Dr. John Wright
Dr. Lisa Cheng
Dr. Paras Patel

Telephone number
214-8288118
214 828 8912
214 828 8116

Email address
jwright@tamhsc.edu
ycheng@tamhsc.edu
ppatel10@tamhsc.edu

Office hours
TBD
TBD
TBD

Office location
Room 212A
212B
213A

Textbook and/or Resource Material

Grading Policies
Two examinations are given. Each exam is worth 50% of the final grade. The examinations will consist of case histories with illustrations projected in class. These exams will be fill-in-the-blank and will ask for descriptions, differential diagnoses, provisional diagnoses, final diagnoses, or short answers. Students must achieve a 75 or better to successfully complete the course.

Grading Scale

*Letter Grade Grading Scale:*

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
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<td>C</td>
<td>75-79.99</td>
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<tr>
<td>F</td>
<td>&lt;75</td>
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</table>

Remediation Policy
Students who earn an F final grade in Clinical Principles 821 may remediate the deficiency, if given the opportunity by the Student Promotions Committee. The remediation course is self-paced, self-study with faculty consultation. There will be periodic written testing.

Attendance/Participation/Professionalism

Attendance and course participation is required for all class sessions. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments, the lowering of final course grade or failure of the course. Please refer to Rule 7 of TAMU's Student Rules for further information on absences. [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Instructor</th>
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<tbody>
<tr>
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<tbody>
<tr>
<td>1</td>
<td>Principles of Radiographic interpretation of bone disease I</td>
</tr>
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<td>Principles of Radiographic interpretation of bone disease II</td>
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<tr>
<td>Week</td>
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<td>Week 18</td>
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</tbody>
</table>

**Other Pertinent Course Information**

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**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.”
Course Change Request

New Course Proposal

Date Submitted: 10/23/18 10:11 am

Viewing: DDDS 871: Pediatric Dentistry

Last edit: 10/23/18 9:34 pm

Changes proposed by: pcdechow

Programs referencing this course

DDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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Course prefix: DDDS
Course number: 871
Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Academic Level (alternate): 
Effective term: 2019-2020 Professional
Complete Course Title: Pediatric Dentistry
Abbreviated Course Title: PEDIATRIC DENTISTRY

Catalog course description:
Overview of pediatric dentistry covering topics essential to the management of and treatment planning for the child patient; topics related to evaluation and comprehensive dental rehabilitation.

Prerequisites and Restrictions
Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings: No
Crosslisted With: 
Stacked: No
Stacked with: 

Semester Credit 2 Contact Hour(s)
(per week):
Lecture: 2 Lab: 0 Other: 0 Total: 0

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/23/18 10:55 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 9:35 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:57 am Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: [871 Pediatric Dentistry.docx]

Letters of support or other documentation: No
Additional information:
Reviewer Comments:
Reported to state:
CS: No

Key: 18899
Course title and number: DDDS 871 Pediatric Dentistry
Term: Fall 2019 and Spring 2020
Meeting times and location: Mondays 9:00 am to 10:00 am, Various meeting rooms for small group seminars

Course Description and Prerequisites

An overview of pediatric dentistry covering topics essential to the management of and treatment planning for the child patient. The course will be divided into three sessions that will cover topics related to evaluation and comprehensive dental rehabilitation.

Learning Outcomes or Course Objectives

1. To refine and advance behavior management skills necessary for treatment of pediatric patients.
2. To reinforce radiographic techniques for the pediatric patient.
3. To continue to develop abilities in caries identification, removal and restoration.
4. To introduce information concerning the use of pharmacologic agents in pediatric patients.
5. To introduce space management concepts and the various types of appliances.
6. To develop strategies in diagnosis and management of pulpal issues.
7. To develop strategies in diagnosis and management of dental trauma.

Related Competencies:

1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
3.1 Assume a leadership role in educating the community concerning the basic biological principles affecting the etiology, prevention and control of oral diseases.
3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with an emphasis on the dentally underserved subpopulations.
4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.
6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to
develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

7.2 Employ techniques to manage orofacial discomfort and anxious patients.

7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.

7.4 Develop a plan for health promotion that provides preventive services appropriate to the patient’s needs and desires.

7.5 Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.

7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

7.7 Evaluate, treat and non-surgically manage periodontal diseases.

7.8 Evaluate, treat and manage caries.

7.9 Recognize and conservatively manage disorders involving occlusion.

7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.

7.11 Evaluate and manage orofacial infections.

7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.

7.13 Support patient care by communicating and managing dental laboratory procedures.

8.1 Demonstrate maintenance of patient records utilizing clinical management software.

8.2 Use a clinic management system for patient scheduling and financial management.

8.3 Implement procedures for sterilization, disinfection and universal, precautions for the prevention of infectious disease transmission.

8.4 Develop a Business/Management plan to establish a dental practice.

8.5 Recognize and identify models of oral health care management and delivery of different models of practices.

---

**Instructor Information**

Name: Alton McWhorter DDS, MS  
Telephone number: 214-828-8131  
Email address: amcwhorter@tamhsc.edu  
Office hours: TBD  
Office location: 210

Please see Ms. Londa Wilder, Education Specialist for all course needs, appointments, etc. lwilder@tamhsc.edu 214-828-8447 Room 203B (inside Pediatric clinic)

**Other Participating Faculty:**

Lecture – Alton McWhorter, DDS, MS, Dr. Lolo Wong, DDS, Dan Burch, DDS, Cassie Hale, DDS, Kathy Pace, DDS, Steve Layton, DDS, MSD, Ashley Brewington, DDS, Alina Garcia-Mendez, DDS, Kami Groten, DDS, Sorcha Harding, DDS, Anthony Ngo, DDS, Kathryn Norbo, DDS, Colleen Segall, DDS, Kourtney Simpson, DDS, Stephanie Sotile, DDS, Julia Wiegand, DDS, and Joe Yun, DDS

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**Textbook and/or Resource Material**

Pediatric Dentistry Department Course Manual for 831  
Grading Policies

The final grade will be based on three examinations that will be given during the course (80%) as well as quizzes after each class (20%). All quizzes must be turned in on an 8½ X 11 sheet of paper in order to receive credit. The student must pass two of the three examinations to receive a passing grade for the course. If a student fails, remediation will be dependent upon their attendance and the discretion of the Student Promotion Committee. If remediation is recommended, it will take place during the summer following the course.

Attendance Policy:
Attendance is required and will be taken at 5 minutes after the hour. Please contact Ms. Kimberly Morgan-Thompson if your absence should be excused. She will email the Education Specialist to confirm an excused absence. Excused absences will mean the student is excused from the class quiz and will not suffer penalty. Any unexcused absence will mean a zero on the class quiz the day of the unexcused absence. Any unexcused absence from the course should be discussed with the Education Specialist, Londa Wilder.  https://student-rules.tamu.edu/rule07/

Failure Policy:
If a student fails this course, the matter will go to the Student Promotion Committee (SPC) for review. If the SPC decides that the student may repeat the course, the Department of Pediatric Dentistry will offer a special course, in the summer only for those students who attended the seminars. The following format will be used. A reading list will be provided and the student will meet each week with the faculty to discuss the assigned material. The student will be assessed weekly to determine if his/her preparation has been adequate to take a final examination. An oral final examination will be given by the faculty. If a student fails the course and has had excessive absences or is counted absent by arriving later than 8:05 (more than two (2) unexcused for the course), no summer course will be offered and the student will repeat the course the next time it is offered the following year.

Grading Scale

Letter Grading Scale:
A = 90-100
B = 80-89.99
C = 75-79.99
F = <75

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Date - TBD</th>
<th>Session Title/Topic</th>
<th>Instructor(s) Name</th>
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<tbody>
<tr>
<td></td>
<td><strong>Part 1</strong></td>
<td></td>
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<tr>
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<td>History Taking for the Pediatric Dental Patient</td>
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<tr>
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<td>Traumatic Injuries to the Primary Dentition II</td>
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<td></td>
<td>Behavior Guidance</td>
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<tr>
<td></td>
<td>Primary Tooth Pulp Therapy</td>
<td>TBD</td>
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<tr>
<td>Part 2</td>
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<td>Traumatic Injuries to the Primary Dentition III</td>
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<tr>
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<td>Traumatic Injuries to the Permanent Dentition I</td>
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<td>OSCE – exam given week 18 due to Fall Recess</td>
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<td>Part 3</td>
<td>Oral Habits</td>
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<td>Tooth Development and Associated Anomalies</td>
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<td>OSCE – exam given week 9 (spring) due to MLK holiday</td>
<td>2 hours 8-10 am</td>
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</table>

**Other Pertinent Course Information**

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

New Course Proposal

Date Submitted: 10/24/18 3:58 pm

Viewing: DDDS 901: Board Review

Last edit: 10/24/18 3:57 pm
Changes proposed by: pcdechow

Programs referencing this course

DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix  DDDS  Course number  901

Department  College of Dentistry
College/School  Dentistry
Academic Level  Professional Dentistry
Effective term  2019-2020 Professional

Complete Course Title  Board Review
Abbreviated Course Title  BOARD REVIEW

Catalog course description

Structured review of dental and craniofacial knowledge and clinical skills in preparation for the Integrated National Dental Board Examination (INDBE) and the Western Regional Board (WREB) Comprehensive Treatment Planning (CTP) Examination and WREB Clinical Examination.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

Semester  4  Contact Hour(s) (per week):
Credit Hour(s)  4  Lecture:  4  Lab:  0  Other:  0  Total  0

Repeatable for credit?  No

In Workflow

1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path

1. 10/23/18 10:55 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 10:19 pm Sandra Williams (sandra-williams): Rollback to Initiator
3. 10/24/18 4:01 pm Paul Dechow (pcdechow): Approved for CLDN Department Head PD
4. 10/24/18 5:25 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
5. 10/24/18 6:06 pm Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
6. 10/29/18 8:48 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair
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<td>Letter Grade (G)</td>
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<td>Method of instruction</td>
<td>Lecture</td>
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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>Required (select program)</th>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
<td></td>
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</table>

Elective (select program)

**Course Syllabus**

- Syllabus: Upload syllabus
  - [901 D4 Board Review.docx](901%20D4%20Board%20Review.docx)

- Letters of support or other documentation: No

- Additional information

- Reviewer Comments
  - Sandra Williams (sandra-williams) (10/23/18 10:19 pm): Rollback: What do the abbreviations stand for in the catalog course description?
  - Sandra Williams (sandra-williams) (10/24/18 5:25 pm): Update received.
Course title and number  DDDS 901 D4 Board Review
Term  Summer/Fall 2019 and Spring 2020
Meeting times and location  Thursday 9:00am-12:00pm

Course Description and Prerequisites
This course is designed to facilitate structured and mandatory reviews of the content in the NBDE II and INDBE and the WREB CTP and WREB clinical exam. Content experts will design power point reviews that will be delivered in the D4 summer, fall and spring semester, both in this course and other fall semester courses, including Orthodontics (961) and Pediatric Dentistry (971).

Learning Outcomes or Course Objectives

- Facilitate NBDE II review protocols
- Place emphasis on NBDE II and WREB CTP preparation
- Increase the pass rates and scores both on NBDE II and WREB CTP exam.

Related Competencies

Applicable competencies (1-8) will be addressed in the process of NBDE II content review.

1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.0 Acquire, analyze and integrate information deemed valuable for the practice of dentistry and utilize self-assessment, self-directed learning, and critical thinking in maintaining competency.
2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.
3.0 Recognize and address the oral health problems of a multi-dimensionally diverse society at the community.
3.1 Assume a leadership role in educating the community concerning the basic biological principles affecting the etiology, prevention and control of oral diseases.
3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with an emphasis on the dentally underserved subpopulations.
4.0 Perform a complete patient examination, history and assessment that is necessary for the diagnosis of oral conditions and clinical management of the patient.
4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.0 Incorporate evidence from contemporary scientific sources and applications of modern biology in evaluating findings from the patient history, the clinical examination and other diagnostic imaging aids to make proper diagnosis.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.
Develop and formulate a properly sequenced, evidence-based comprehensive treatment plan that is within the scope of general dentistry and addresses the care of the patient, including referral, pre-existing medical conditions or patient priorities that may influence the treatment plan and alternative treatment options.

Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

Obtain an informed consent for dental treatment from the patient or responsible person.

Provide evidence-based comprehensive and patient-centered care for patients of all ages that emphasizes prevention of oral diseases, restoration of form, function and esthetics and supports the maintenance of existing systemic and oral health.

Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

Employ techniques to manage orofacial discomfort and anxious patients.

Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.

Develop a plan for health promotion that provides preventive services appropriate to the patient’s needs and desires.

Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.

Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

Evaluate, treat and non-surgically manage periodontal diseases.

Evaluate, treat and manage caries.

Recognize and conservatively manage disorders involving occlusion.

Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.

Evaluate and manage orofacial infections.

Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.

Support patient care by communicating and managing dental laboratory procedures.

Manage a dental practice using contemporary office management procedures.

Use a clinic management system for patient scheduling and financial management.

Implement procedures for sterilization, disinfection and universal precautions for the prevention of infectious disease transmission.

Instructor Information

Course Director: To be named from faculty below.

Involved Faculty
Sarah Allen DDS, MS, Mehrnaz T. Arashlow, DDS, Jennifer Barrington, DDS, George Cramer, DDS, Paul Dechow, PhD, Deborah Foyle, DDS, MS, David Grogan, DDS, MS, MSD, Dan Jones, DDS, PhD, Elias Kontogiorgos, DDS, PhD, Alton McWhorter, DDS, MS, Amp Miller, DDS, Jayne Reuben, PhD, Jordan Schweitzer, DDS, MS, Mohsen Taleghani, DMD, Reginald Taylor, DMD, DMS, Paras Patel, DDS, John Wright, DDS, MS

Telephone number: TBD
Email address: TBD
Office hours: TBD
Office location: TBD
Textbook and/or Resource Material

All material will be reviewed during lectures. Camtasia recordings of lectures will be available.

Grading Policies

**Attendance/Participation/Professionalism:** Attendance and course participation is mandatory for all sessions/modules and will factor into the final course grade. ALL absences whether excused or unexcused, must be remediated to insure all course material is received. Assigned seating is required. Use of any electronic devices during class is not permitted unless specifically allowed by the faculty for each individual lecture. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments and/or the lowering of final course grades. **Attendance is also mandatory for ALL board review lectures given separately in 961 (Orthodontics) and 971 (Pediatric Dentistry).** [https://student-rules.tamu.edu/rule07/](https://student-rules.tamu.edu/rule07/)

**Remediation:** All absences require informing the course director of the absence electronically, preferably prior to the absence, but at most within 24 hours of the absence. Absence remediation will include make up of any missed quizzes, review of the recorded lecture that was missed, completion of any related assignments and writing a paper, two-page minimum, summarizing the entirety of the lecture and any assigned reading material. The paper should be representative of a professional, fully engaged effort. Absence remediation assignments are due within two weeks of the missed lecture and should be submitted electronically to the course director. Missed quizzes must also be remediated within two weeks of the absence. ALL remediation MUST be completed satisfactorily and successfully prior to the end of each semester in order to receive a grade for the semester/course. Late assignments/remediation will result in a reduction of the overall grade.

Course remediation, if necessary, will be determined by the Student Promotions Committee and will include all course material/assignments/evaluations/projects.

**Assessment and Evaluation:**

**Summer Semester:**
- Attendance: 50% of semester grade
- Completion of sample case treatment plans: 50% of semester grade

Mock Board CTP Exam grade is part of the overall mock board grade. However, a passing grade of 75 must be achieved or remediation will be required.

**Fall Semester:**
- Attendance: 10%
- Quizzes(4): 40%
- Exams(2): 60%

**Spring Semester:**
- Attendance: 100%

**Final Course Grade:** Determined as follows:
- 30% Summer Semester grade
- 60% Fall Semester grade
- 10% Spring Semester grade
- 100% Final Course Grade

Each 901 course semester including all remediation, all assignments, and all assessments MUST be successfully completed with a passing grade of 75-C or above in order to pass the overall course. A grade below 75 on any assignment or evaluation will require remediation as designed by the course director/faculty. Absences, assignments or assessments not remediated will result in no final course grade given.
There will be no curving or rounding of grades on assignments, quizzes, exams or final course grade.

Grading Scale

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<td>B</td>
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<td>C</td>
<td>75-79</td>
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Course Topics, Calendar of Activities, Major Assignment Dates

### 901 Board Review
2019-2020

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Content</th>
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<tr>
<td></td>
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<td><strong>Summer</strong></td>
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<tr>
<td>06/06/19</td>
<td>9am-12pm</td>
<td>Overview/Review-Diagnosis &amp; Treatment Planning/WREB CTP Prep/Prescription Writing</td>
<td>Barrington/Miller</td>
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<tr>
<td>06/13/19</td>
<td>9am-12pm</td>
<td>Pediatric Dentistry / Removable and <strong>Case I Rvw</strong></td>
<td>McWhorter/Allen/Barrington</td>
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<td>06/20/19</td>
<td>9am-12pm</td>
<td>Periodontics / Implants and <strong>Case II Rvw</strong></td>
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<td>OMS and WREB CTP Review / <strong>Case III Rvw</strong></td>
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<td>07/04/19</td>
<td>9am-12pm</td>
<td>Independence Day Holiday</td>
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<td>9am-12pm</td>
<td><strong>Mock Board CTP Exam</strong></td>
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<td>9am-11am</td>
<td>NBDE/INBDE Review: Introduction &amp; Pharmacology</td>
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<td>08/22/19</td>
<td>9am-11am</td>
<td>Removable: Partial and Complete Dentures</td>
<td>Allen</td>
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<td>9am-11am</td>
<td>Periodontics I &amp; II <strong>QUIZ</strong></td>
<td>Foyle</td>
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<td>Periodontics III &amp; IV</td>
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<td>Fixed Prosthodontics &amp; Implants <strong>QUIZ</strong></td>
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<td>Operative Materials &amp; Pediatric Dentistry</td>
<td>G. Cramer/McWhorter</td>
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<td>OMS, Pain Control, Lab Tests/Pharmacology</td>
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<td>10am-12pm</td>
<td>Mock Board Review</td>
<td>Taleghani</td>
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<td>01/29/20</td>
<td>10am-12pm</td>
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<td>Taleghani</td>
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<tr>
<td>04/01/20</td>
<td>10am-12pm</td>
<td>WREB Review</td>
<td>Taleghani</td>
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<td>04/08/20</td>
<td>10am-12pm</td>
<td>WREB Review</td>
<td>Taleghani</td>
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**New Course Proposal**

**Viewing:** DDDS 911: Ethical Practice

**Faculty Senate Number**

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

**Course prefix**  DDDS  **Course number**  911

**Department**  College of Dentistry  **College/School**  Dentistry

**Academic Level**  Professional Dentistry  **Effective term**  2019-2020 Professional

**Catalog course description**  Obligations of the health professionals; responsibility to future practitioners; examine, define and analyze ethical problems pertinent to dental practice; common ethical problems in practice; the ADA Code and the Dental Practice Act.

**Prerequisites and Restrictions**

**Concurrent Enrollment**  No  **Should catalog prerequisites / concurrent enrollment be enforced?**  No

**Crosslistings**  No  **Crosslisted With**

**Stacked**  No  **Stacked with**

**Semester**  1  **Contact Hour(s) (per week):**  Lecture: 1  **Lab:** 0  **Other:** 0  **Total:** 0

---

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
DDDS 911: Ethical Practice

Hour(s) Repeatable for credit? No
Three-peat? No
CIP/Fund Code 5104010014
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:

<table>
<thead>
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<th>Required (select program)</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
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Elective (select program)

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus 911 D4 Ethical Practice.docx
Letters of support or other documentation No
Additional information
Reviewer Comments
Reported to state? CS No

Key: 18901
Course title and number  DDDS 911 D4 Ethical Practice
Term  Spring 2020
Meeting times and location  TBD

Course Description and Prerequisites
The purpose for studying dental ethics is based on two premises:
1. Because Patients are involved, the obligations of the Health Professional vary from the obligations of most vocations; and
2. Because of this obligation variance, health professional programs have a responsibility to Future Practitioners to provide a setting that allows them to examine, define, and analyze ethical problems pertinent to their future practice.

The course is a continuation of 711 D2 Ethical Practice and Professional Ethics and is intended to use the course information and your clinical experience to analyze common ethical problems in practice. The fourth year ethics curriculum will integrate the information you received in the D2 year, along with the text by David Ozar and the ADA Code, and Dental Practice Act.

Learning Outcomes or Course Objectives
The fourth year dental student at the end of the course will be able to by applying concepts from professional ethics:
1. Analyze a variety of ethical problems in dental practice.
2. Systematically approach ethical problems.
3. Experience the importance of tolerating other person’s point of view on these issues.
4. Identify and define his or her individual values as a doctor when confronted by these problems.
5. Use Ozar’s five step model to assist in decision-making

The fourth year dental student at the end of the course will be able to apply concepts from dental jurisprudence:
6. Review concepts and issues in risk management (8.1, 8.2, 8.3)
7. Discuss legal considerations for business insurance (8.0)
8. Review the role of attorney (8.0)
9. Discuss ways to reduce legal risks (8.0)
10. Review legal aspect of contracts (8.0). Discuss why it is important to refer appropriately (8.0).

In addition, this course will provide general knowledge about how to:
11. Manage sound personal and business decisions that facilitate the delivery of quality health care.
12. Establish a professional practice by developing practice goals and plans.
13. Implement effective office systems.
14. Make sound personal and business decisions.
15. Evaluate outcomes.
16. Manage personnel legal ramifications, hiring, firing, delegating, and supervising.
17. Manage patient care, creating both personal and office policy and procedure systems.
18. Understand the legal ramification of patient care.

Related Competencies:
1.1 Apply ethical principles and legal requirements with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse patient population.
8.0 The new dentist must be able to manage a dental practice using contemporary office management procedures.
8.1 Maintain patient records.
Instructor Information

Name: Stanton W. Cobb, MABS, DDS; Jennifer Barrington, DDS; Michael Lillard, DDS
Telephone number: TBD
Email address: TBD
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material

Text: Dental Ethics at Chairside by Ozar and Sokol; ADA Code of Ethics; and Texas State Board of Dental Examiners Dental Practice Act and Rules and Regulations; Learning materials from “Ethical Dilemma” column, Texas Dental Journal

Grading Policies

Attendance/Participation/Professionalism: Attendance and course participation is mandatory for all lectures, will be recorded and will factor into the grade for each module and the entire course. ALL absences, whether excused or unexcused, must be remediated to receive a course grade and to insure all course material is received. Assigned seating is required. Use of any electronic devices during class is not permitted unless specifically allowed by the faculty for each individual lecture. Students are expected to conduct themselves in a professional manner at all times. Unprofessional conduct of any kind, including excessive absences or not completing assignments or remediation by posted deadlines will be reported to the Office of Student Affairs. Infractions may result in additional assignments, the lowering of final course grade or failure of the course. [https://student-rules.tamu.edu/rule07/]

Remediation: All absences require informing the course director/faculty of the absence electronically, preferably prior to the absence, but at most within 24 hours of the absence. Absence remediation will include make up of any missed quiz or exam, review of the recorded lecture that was missed, completion of any related assignments and a written paper, two-page minimum, summarizing the entirety of the lecture and any assigned reading material. The paper should be typed and representative of a professional, fully engaged effort. Absence remediation assignments are due within 14 days of the missed lecture and should be submitted electronically to the course director/faculty. Missed quizzes or exams must also be remediated within 14 days of the absence. ALL remediation MUST be completed satisfactorily and successfully prior to the last lecture date in order to receive a grade for the semester/course. Late assignments/remediation will result in a reduction of the overall segment grade. Course remediation, if necessary, will be determined by the Student Promotions Committee and will minimally include all course material/assignments/evaluations/projects.

Exam: 50% of final grade
Case Study: 25% of final grade
Attendance and timely remediation: 25% of final grade

A grade of 75 or above is required to pass this course.

There will be no curving or rounding of grades on assignments, quizzes, exams or final course grade.

Grading Scale

*Standard Letter Grading Scale:
  A = 90-100
  B = 80-89
Course Topics, Calendar of Activities, Major Assignment Dates

911 D4 Ethical Practice
Spring 2020

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Presenter</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro, Academic Integrity, Ethics Review</td>
<td>Cobb</td>
</tr>
<tr>
<td>2</td>
<td>Ethics Review</td>
<td>Cobb</td>
</tr>
<tr>
<td>3</td>
<td>Tort Law and the Practice of Dentistry</td>
<td>Lindsey C Cummings JD</td>
</tr>
<tr>
<td>4</td>
<td>Tort Law and the Practice of Dentistry</td>
<td>Lindsey C Cummings JD</td>
</tr>
<tr>
<td>5</td>
<td>Ethics EXAM and Case Study</td>
<td>Cobb</td>
</tr>
<tr>
<td>6</td>
<td>Corporate Contract Negotiation Review</td>
<td>Joe Pluhar</td>
</tr>
<tr>
<td>7</td>
<td>Embezzlement and Practice Auditing I</td>
<td>Susan Gunn</td>
</tr>
<tr>
<td>8</td>
<td>Embezzlement and Practice Auditing II</td>
<td>Susan Gunn</td>
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<tr>
<td>9</td>
<td>Dental Insurance and Provider Options</td>
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</tr>
<tr>
<td>10</td>
<td>Dental Insurance and Procedure Coding</td>
<td>TBD</td>
</tr>
<tr>
<td>11</td>
<td><strong>Spring Recess</strong></td>
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<tr>
<td>12</td>
<td>UPDATE: OSHA/Infection Control in the Dental Office</td>
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<tr>
<td>13</td>
<td>HIPAA Update and Patient Privacy/Record Management</td>
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<td>14</td>
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<td></td>
</tr>
<tr>
<td>15</td>
<td>Mentorship</td>
<td>Steve Anderson</td>
</tr>
<tr>
<td>16</td>
<td>Final Exam</td>
<td></td>
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</table>

Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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.”
New Course Proposal

DDDS 914: General Dentistry Clinic

Date Submitted: 10/24/18 3:51 pm

Last edit: 10/24/18 3:51 pm

Changes proposed by: pcdechow

Programs referencing this course

DDDS: Doctor of Dental Surgery

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS

Course number: 914

Department: College of Dentistry

College/School: Dentistry

Academic Level: Professional Dentistry

Effective term: 2019-2020 Professional

Complete Course Title: General Dentistry Clinic

Abbreviated Course Title: GENERAL DENTISTRY CLINIC

Catalog course description:

Diagnose and provide comprehensive oral health service in a professional manner; clinical experience that resembles a broadly-based general dental practice including personnel and patient management; professionalism demonstrated by word and action, the commitment to providing competent care in a timely patient-centered manner respecting the patient's values and interests; complete treatment of a group of assigned patients in a professional manner involving all dental disciplines; may include assigning patients in requested disciplines; participation in preceptorships, internships or mentoring programs provided in the Comprehensive Care Program as needed; opportunity for self-directed learning experience and the development of skills beyond competency in certain areas of clinical care; encompasses clinical rotations through various disciplines and venues.

Prerequisites and Restrictions:

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Crosslisted With

Stacked: No

Stacked with

Approval Path:

1. 10/23/18 10:55 am
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD

2. 10/23/18 10:19 pm
   Sandra Williams (sandra-williams): Rollback to Initiator

3. 10/24/18 4:01 pm
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD

4. 10/24/18 5:25 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review

5. 10/24/18 6:06 pm
   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD

6. 10/29/18 8:48 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer

7. 11/01/18 3:44 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
<table>
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<tr>
<th>Semester Credit Hour(s)</th>
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<td>Repeatable for credit?</td>
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<td>Letter Grade (G)</td>
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<td>Clinic</td>
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<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
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<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
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<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
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</table>

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

**Required (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
</tr>
</tbody>
</table>

**Syllabus:**

- Upload syllabus
  - [914 General Dentistry Clinic Syllabus 2019-20.docx](#)

**Letters of support or other documentation:**

- No

**Additional information**

- Reviewer Comments
  - Sandra Williams (sandra-williams) [10/23/18 10:19 pm]: Rollback: Need lab contact hours on form.
  - Sandra Williams (sandra-williams) [10/24/18 5:25 pm]: Update received.
Course title and number: DDDS 914 General Dentistry Clinic
Term: Summer and Fall 2019 & Spring 2020
Meeting times and location: TBD

Course Description and Prerequisites

Course Emphasis/Mission Statement: Prepare students to diagnose and provide a comprehensive oral health service in a professional manner. Provide students a clinical experience that resembles a broadly-based general dental practice including personnel and patient management. Demonstrate in word and action the commitment by the profession of dentistry to providing competent care in a timely manner while respecting the patient’s values and interests. The Comprehensive Care Program (CCP) is a patient-centered, competency-based clinical experience for dental students. The program is consistent with the Educational Philosophy of Texas A&M College of Dentistry: “to educate and train a biologically oriented, technically competent, socially sensitive practitioner of dental medicine who adheres to the highest standards of professional conduct and ethics and who can function effectively as a member of the nation’s health care delivery system.” The patient centered focus of the program has the interest and well-being of the patient as a central element in providing skilled care. Commitment to comprehensive patient care is of primary importance to the education of future dentists. The competency-based focus of the program acknowledges that developing clinical skills requires practicing these skills together with a criterion – based clinical examination program that measures the student’s competence over time. The complete treatment of assigned patients in a professional manner is the primary requirement of the program. Students are required to complete the treatment for a group of patients. This includes all disciplines of dentistry as determined by the CCP group leader and the Office of Patient Services (OPS). The number of patients in each practice will vary depending on the character of the student’s roster, the complexity of existing patient treatment plans and student accomplishments during the junior year. After completion of assigned patient treatment and other program requirements, the CCP Group Leader may design a flexible clinical program for the remainder of the senior year. This program is based on each student’s interests, which may include assigning patients in requested disciplines. Also, the student may participate in preceptorships, internships or mentor programs provided in the Comprehensive Care Program. The program allows for a self-directed learning experience for the student and may also provide the opportunity to move beyond competency in certain areas of clinical care. The CCP Group Leaders will be responsible for coordinating the experience and seeking resources toward providing a meaningful clinical experience. This course also encompasses clinical rotations through various disciplines and venues.

Learning Outcomes or Course Objectives

By the end of the General Dentistry program the student should be able to:
1. Examine and evaluate patient’s general health status.
2. Diagnose conditions, identify and list patients’ dental needs.
3. Prescribe treatment plans, effectively communicate them, and perform the patient care competently.
4. Recognize the need to refer patients to a specialist when the scope of the required treatment is beyond the student practitioner’s competence.
5. Manage and delegate to appropriate others, duties such as patient scheduling and other patient services that do not require the skill and judgment of a dentist.
6. Demonstrate concern and understanding for patient.
7. Model the intellectual, ethical and behavioral aspects of professionalism.
The most important feature of this program is the patient-centered philosophy and the emphasis on professionalism. Regardless of clinical competency, the student cannot progress in the clinical program without a satisfactory assessment of professionalism. This assessment includes availability to patients, punctuality, proper sequencing of care and attention to all the oral health needs of patients in active treatment.

**Related Competencies:**

1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.

1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.

2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.

2.2 Integrate new techniques, materials and emerging trends into practice that are based on the best available research evidence.

2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

3.1 Assume a leadership role in educating the community concerning the basic biological principles affecting the etiology, prevention and control of oral diseases.

3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with an emphasis on the dentally underserved subpopulations.

4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.

4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.

5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.

5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.

5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.

5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.

5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.

6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.

6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.

7.2 Employ techniques to manage orofacial discomfort and anxious patients.

7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.

7.4 Develop a plan for health promotion that provides preventive services appropriate to the patient's needs and desires.

7.5 Evaluate and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.

7.6 Evaluate, treat and non-surgically manage diseases of the pulp and peradicular tissues.

7.7 Evaluate, treat and non-surgically manage periodontal diseases.

7.8 Evaluate, treat and manage caries.

7.9 Recognize and conservatively manage disorders involving occlusion.

7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.

7.11 Evaluate and manage orofacial infections.

7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.
7.13 Support patient care by communicating and managing dental laboratory procedures.
8.1 Demonstrate maintenance of patient records utilizing clinical management software.
8.2 Use a clinic management system for patient scheduling and financial management.
8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention of infectious disease transmission.
8.4 Develop a Business/Management plan to establish a dental practice.
8.5 Recognize and identify models of oral health care management and delivery of different models of practices.

Instructor Information

Name: To be named from faculty listed below.
Telephone number: TBD
Email address: TBD
Office hours: TBD
Office location: TBD

Endodontics participating faculty: Robert Augsburger MS, DDS, MSD; Gerald Glickman DDS, MS; Jianing He DMD, MS, PhD; Poorya Jalali DDS; Hongjiao Ouyang, DDS; Jordan Schweitzer DDS, MS; Feng-Ming Wang DDS, PhD.
Orthodontics participating faculty: Peter Buschang PhD, Katie Julien DDS, Stan Richardson; MS; Larry Tadlock DDS, MS; Reginald Taylor DMD, DMSc.
Diagnostic Sciences participating faculty: John Wright DDS, MS; Oksana Budinskaya DDS; YoShing Lisa Cheng DDS, MS, PhD; Bernard Hennessy DDS, FAGD; Kelly Kofford DDS, MAGD; Hui Liang BDS, MS, PhD; M.K. Nair BDS, DMD, MS; Paras Patel DDS; Raghunath Puttaiah BDS, MPH.
Oral Surgery participating faculty: Steve Bender DDS; Michael Ellis DDS, MS; Andrew Read-Fuller DDS, MD; Marianela Gonzalez DDS, MS, MD; David Grogan DDS, MSD; Likith Reddy DDS, MD; Gilbert Triplett DDS, PhD.
Periodontics participating faculty: Celeste Abraham DDS, MS; Jun Young Cho DDS; Thomas Diekwisch DMD, PhD; Deborah Foyle DDS, MS, MSc; Garth Griffiths DDS, SCM, MS; Srieha Munimadugu BDS; Carlos Parra DDS, MS; Terry Rees DDS, MSD; Jeffrey Rossmann DDS, MS; William Stenberg DDS, MPH, MS.
Public Health participating faculty: Dan Jones PhD, DDS; Elain Benton BS; Annetta Bitouni DDS, MS; Stephen Crane DDS; Dwayne Evans DDS; Marie Latortue DDS, MS; Josh Liescheski DDS; Shirley Miranda BDS, MSD; Amal Nouriel-din BDS, MS, PhD; Simmi Patel DDS; Peggy Timothe DDS, MPH, MA.
General Dentistry/Restorative participating faculty: Sarah Allen DDS, MS; Jennifer Barrington DDS; Rob Beatty DDS; Christine Beninger DDS; Ali Bolouri DMD, DDS; Amanda Buie DDS, MS; Burt Bryan DDS; Veronica Chau DDS; Linda Cheng DDS, MS; Stan Cobb DDS; George Cramer DDS; Penelope Drayer DDS; Mark Gannaway DDS; Bob Hunsucker DDS; Brent Hutson, DDS, MS; Mehrnaz Iranmehr DDS; Steve Karbowski DDS; Elias Kontogiorgos, DDS, MS; Mike Lillard DDS; Kay Mash DDS; Sandra McCarthy DDS, MS; Danette McNew DDS; Mike McWatters DDS; Amp Miller DDS, MS; Loulou Moore DDS; Partha Mukherji DDS; Edward Palos DDS; Lorenzo Prats DDS; Joe Simmons DDS; Amerian Soes DDS, MS; John Stooksberry DDS; MhoSen Taleghani DDS; Mamoru Tanaka DDS; Helena Tapias DDS; Radhika Wadhwa DDS; Duane Wilson DDS; Beverly York, DDS; Amirali Zandinejad DDS, MS; Rosemarie Zartman DDS, MS; Hu Zhao DDS.

Textbook and/or Resource Material

This is a clinical course. General Dentistry Comprehensive Care Program Manual plus any additional reading materials faculty may deem necessary. Additional materials are available as needed from online resources, and the college library.
Grading Policies

Evaluation Criteria/Methods:
Clinical procedural evaluations: are noted on Quality Assessment (QA) Forms. These are used for the purpose of teaching the student and identifying the potential need for additional instruction, practice exercises or remediation. Evaluations will not contribute to the student’s final grade. The CCP Group Leaders will use the information during the student conferences and semester evaluations to highlight clinical performance, professionalism and student progress towards competency.

Summer Session, Fall and Spring Evaluation/Progress Reports: Student receive a copy of their progress reports at the end of the summer session, fall and spring/final semesters. The reports do not become a permanent part of the students’ academic record except for the final spring report.

Satisfactory progress (S) is assigned to students:
1. Who demonstrate acceptable competency in clinical dentistry;
2. Who demonstrate acceptable professional behavior;
3. Who have an acceptable attendance record;
4. Who are appropriately managing their roster of patients;
5. Who are making suitable progress toward meeting the CCP goals;
6. Who are meeting the minimum overhead factor of 18 points per hour;
7. Who have actively participated in the non-clinical activities of the CCP (program orientation, group meetings, etc.);
8. Who have satisfactorily completed all progress and competency (Mock Board) examinations and remediation.

Unsatisfactory progress (U) is assigned to students: who fail to meet any of the above criteria. At the discretion of the Group Leader the student may be given additional patients, exercises, or remediation. Penalties can range from temporary suspension of clinical privileges to recommendation to the Student Promotions Committee for dismissal from the General Dentistry CCP program. The Department of General Dentistry reserves the right to recommend dismissal of a student whose progress does not justify continuance in the CCP. This action can be taken regardless of grades, but only after written notice has been given to the student indicating the deficiency and sufficient time for remediation as described in the remediation plan developed for the student.

Final Grades: Final grades are calculated by elements of quality of care (progress and competency examinations) and quantity (RV point production).
1. Progress Examinations – 30% of final grade. Throughout the year there will be progress examinations across all disciplines. Each part of the clinical and or laboratory examinations must be passed on first attempt or successfully remediated by set deadlines as instructed by each progress examination manual. If a student does not complete remediation by the given deadline clinic privileges can be suspended. To be recommended for graduation, all progress examinations must be successfully completed including any needed remediation.
2. Competency Examination (Mock Board) – 20% of final grade. To be recommended for graduation, all parts of the Mock Board examination must be successfully completed, including any needed remediation. Definitive grading criteria will be described in the competency examination (Mock Board) manual.
3. Relative Value Point Production Average – 50% of final grade. This component of clinical performance is computed by dividing relative value point production by the number of clinical hours available to the student. To receive a passing component grade, the overhead factor of eighteen (18) points per hour must be earned. Below 18 points per hour a student will not be recommended for graduation regardless of values assigned to clinical performance.
4. Final Report-Professionalism - A summative evaluation of professionalism will be made by the CCP Group Leaders and full time faculty, from information derived from CCP faculty, other departmental CCP faculty, OPS, PAC, etc. The Group Leader will indicate a Y(yes) or N(no) regarding fulfillment of behavioral objectives of the program. A student receiving an unsatisfactory professionalism evaluation will not be recommended for graduation, regardless of the values assigned to clinic performance and attendance.

Attendance Policy:
Regular attendance is required. The CCP Group Leaders and PACs monitor attendance. Students with attendance less than 90% may not be recommended for graduation. https://student-rules.tamu.edu/rule07/.
**Remediation Policy:** Remedial exercises may be assigned at any time. If, in the opinion of the CCP faculty, a student's technical and/or non-technical performance requires corrective exercise, the student may be assigned to a remedial program tailored to overcome the identified deficiencies. If the student's technical and/or non-technical performance precludes continued clinical activity, the student may be denied clinic privileges (clinic hours count) and be assigned to a remedial program. The CCP Group Leader will recommend to the Department Head the student should be suspended from the clinic. If appropriate, the Department Head will forward a recommendation to the Associate Dean of Clinical Affairs supporting the suspension. When the student has demonstrated the ability to treat patients in an organized professional manner, clinical activity may be resumed.

**Grading Scale**

*Letter Grading Scale:*
- A = 90-100
- B = 80-89.99
- C = 75-79.99
- F = <75

**Course Topics, Calendar of Activities, Major Assignment Dates**
Activities of D4 students in the college clinics include treatment of patients according to the college Clinic Manual and other course documents.

**Other Pertinent Course Information**

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**Americans with Disabilities Act (ADA)**
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**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.”
Course Change Request

New Course Proposal

Date Submitted: 10/23/18 10:37 am

Viewing: DDDS 915: Comprehensive Care for Medically Compromised and Special Needs Patients

Last edit: 10/23/18 10:06 pm
Changes proposed by: pcdechow

Programs referencing this course
DDDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:bwhite@tamhsc.edu">bwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
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</tbody>
</table>

Course prefix: DDDS  
Course number: 915

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Academic Level (alternate): 
Effective term: 2019-2020 Professional

Complete Course Title: Comprehensive Care for Medically Compromised and Special Needs Patients
Abbreviated Course Title: COMP CARE MED COMPROM PATIENTS

Catalog course description: Advanced principles of patient evaluation, diagnostic processes and available treatment modalities.

Prerequisites and Restrictions
Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? Yes

Crosslistings: No
Stacked: No

Semester: 1  
Contact Hour(s) (per week):
Lecture: 1
Lab: 0
Other: 0
Total: 0

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/23/18 10:55 am Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 10:06 pm Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 10/24/18 8:57 am Lawrence Wolinsky (lwolinsky): Approved for DN College Dean PD
4. 10/29/18 8:49 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm LaRhesa Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus 915 Comp Care for the Medically Compromised and Special Needs Patient.docx

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

CS

No
Course title and number  DDDS 915 Comprehensive Care for Medically Compromised and Special Needs Patients

Term  Summer/Fall 2019

Meeting Times and Location  Lecture, Thursdays, 8-9 AM, Summer Session, Room 211 (6 weeks)
Lecture, Thursdays, 10-11 AM, Fall Semester, Room 211 (6 weeks)

Course Description and Prerequisites  
Comprehensive Care of Medically Compromised and Special Needs Patients is a one semester hour course. The course will concentrate on providing the fourth year dental student with advanced principles of patient evaluation, better understanding of the diagnostic process, and available treatment modalities. The student will also be required to read and study online review modules. A final exam will be given during the fall semester.

Learning Outcomes or Course Objectives  
Familiarize students with the evaluation, diagnosis of comprehensive treatment of patients with developmental disabilities including neuromuscular disorders, immunocompromised conditions, cognitive impairment, mental disorders and complex health histories. In addition, students will be presented with information on how to treat aging patients and age related disabilities. The course will also include discussion of the following specific topics:

1. Evaluation of the dental patient in the case presentation format.

Related Competencies

1.2 Provide humane and compassionate patient care for a diverse patient population.
2.2 Assess and integrate into practice new techniques, materials and other findings applicable to dental practice.
2.3 Communicate professional knowledge to colleagues and patients.
3.1 Assume a leadership role in educating the community concerning the etiology, prevention and control of oral diseases.
3.2 Advocate, plan and participate in institutional and community-based programs for improving, promoting and protecting oral health and expending access to oral health services.
4.1 Obtain a diagnostic database including the patient's chief complaint, the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behavior that contributes to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Develop a comprehensive, properly sequenced treatment plan based on diagnostic data with alternative treatment options sensitive to patient priorities.
6.2 Communicate with other health care professionals to obtain additional information for evaluation and treatment.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.2 Employ techniques to manage orofacial discomfort and anxious patients.
7.3 Perform treatment procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.4 Develop a plan for prevention and provide preventive services appropriate to the patient’s needs and desires.
7.5 Evaluate, treat and manage conditions requiring surgical procedures of the hard and soft tissues.
7.6 Evaluate, treat and manage diseases of the pulp and periradicular tissues.
7.7 Evaluate, treat and manage periodontal diseases.
7.8 Evaluate, treat and manage caries.
7.9 Recognize, treat and manage disorders of occlusion.
7.10 Provide restorations and prostheses correct in form, function and esthetics.
7.11 Evaluate, treat and manage orofacial infections.
7.12 Assess treatment outcomes and modify subsequent treatment as may be required.
8.1 Maintain patient records.

Course Co-Directors
Paras B. Patel, DDS
Michael J. Lillard, DDS

Other Participating Faculty
Radhika Wadhwa, DDA
Jonathan Clemetson, DDS, MS
Alton McWhorter, DDS, MS

Textbook and/or Resource Material
Class Notes (Handouts)
Online review modules will be available in eCampus Blackboard and will be required reading.

Grading Policies
Evaluation Criteria/Methods:
Lecture attendance is mandatory. The student must complete online review materials. All absences must be remediated, and the student must successfully pass a final exam (given during the fall semester) with a score of 75 or higher. The final exam will be comprehensive. Questions may rely on visual examples. Final scores will be converted to a letter grade according to the policy of Texas A&M College of Dentistry.

A = 90-100%
B = 80-89%
C = 75-79%
F = <75%

Attendance Policy:
Regular attendance is required and is recorded. Students must be sitting in their assigned seat or will be counted absent. no exceptions. Coming to class late will be considered an absence and require remediation. All absences must be remediated within two weeks of the absence in order to pass the course. Difficulties with multiple absences must be discussed with the course director as soon as they arise. https://student-rules.tamu.edu/rule07/

Laboratory/Clinic Policies and Procedures:
Once in the classroom you will be expected to be respectful at all times. This includes turning off and putting away all cell phones and electronic devices. Additionally, it is disrespectful to talk to others.
during the lecture. Should any of these be witnessed, all involved parties will be requested to leave the class. Remediation of the class will be required.

**Remediation Policy:**
Remediation – In Course: Camtasia and/or audio tapes on Blackboard of each lecture will be available. All absences or late arrivals must be remediated by submitting a paper (minimum two typed pages) on the missed lecture. Handwritten papers will not be accepted. This should be a summary of the entire lecture. All papers should be submitted electronically to Dr. Patel (ppatel10@tamhsc.edu) or Dr. Lillard (millard@tamhsc.edu) via email within fourteen (14) days of the absence. Submission by any other means or to another individual will not be accepted or forwarded on your behalf. After two weeks have passed, the **student is still required to turn in the report but additional remediation may be required.** Students who fail to complete these remediation procedures will not receive a passing grade.

Remediation – After Course: Any student who fails the course will be required to retake the course in a self-study format. The student will be required to listen to all recorded lectures, provide an outline of each lecture, and retake and pass a written examination.

**Special Accommodation for Persons 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 Dr. Paul Dechow, Associate Dean for Academic Affairs, Room 514, or call 214 828 8978. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

### Course Outline

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>06/06/19</td>
<td>Treatment Planning the Special Needs Patient</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>06/13/19</td>
<td>Managing the Medically Compromised Patient I</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>06/20/19</td>
<td>Managing the Medically Compromised Patient II</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>06/27/19</td>
<td>Managing the Medically Compromised Patient III</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>07/04/19</td>
<td>Holiday-No Class</td>
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</tr>
<tr>
<td>07/11/19</td>
<td>Mock CTP Exam-No Class</td>
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</tr>
<tr>
<td>08/15/19</td>
<td>Case Studies</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>08/22/19</td>
<td>Treating Special Needs Patients – Special Populations</td>
<td>Drs. Patel and Lillard</td>
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<td>08/29/19</td>
<td>Restorative Treatment of Special Needs Patients</td>
<td>Drs. Patel and Lillard</td>
</tr>
<tr>
<td>09/05/19</td>
<td>Special Concerns for the Geriatric Patient</td>
<td>Dr. Radhika Wadhwa</td>
</tr>
<tr>
<td>09/12/19</td>
<td>Pediatric Special Needs</td>
<td>Dr. Alton McWhorter</td>
</tr>
<tr>
<td>09/19/19</td>
<td>Being a Special Care Dentist</td>
<td>Dr. Jonathan Clemetson</td>
</tr>
</tbody>
</table>

**Modules:**
1. Clinical Assessment of the Special Needs Dental Patient
2. Anxiety and Pain Control for the Patient with a Disability
3. Dental Management of the Geriatric Patient
4. Dental Treatment of Patients with Developmental Disabilities
5. Dental Prevention for Disabled Patients

<table>
<thead>
<tr>
<th>Date</th>
<th>Other Pertinent Course Information</th>
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</thead>
<tbody>
<tr>
<td>09/26/19</td>
<td><strong>FAMILY EDUCATION RIGHTS &amp; PRIVACY ACT (FERPA):</strong> The Family Education Rights &amp; Privacy Act requires that we advise students that by registering for this course, their Texas A&amp;M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.</td>
</tr>
</tbody>
</table>

---

*other pertinent course information*
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Academic Integrity

All students are expected and required to uphold the Honor Code, to accept responsibility for learning and to diligently follow the rules of the Honor System 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

Viewing: DDDS 961: Orthodontics IV Interdisciplinary and Clinical Topics in Orthodontics

Last edit: 10/23/18 10:11 pm
Changes proposed by: pcdechow

In Workflow
1. CLDN Department Head PD
2. Curricular Services Review
3. DN College Dean PD
4. GC Preparer
5. GC Chair
6. Faculty Senate Preparer
7. Faculty Senate
8. Provost II
9. President
10. Curricular Services
11. Banner

Approval Path
1. 10/23/18 10:55 am
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD
2. 10/23/18 10:11 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
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   Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD
4. 10/29/18 8:49 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 11/01/18 3:44 pm
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

Programs referencing this course

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brittany Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix: DDDS  
Course number: 961

Department: College of Dentistry
College/School: Dentistry
Academic Level: Professional Dentistry
Academic Level (alternate): 
Effective term: 2019-2020 Professional

Complete Course Title: Orthodontics IV Interdisciplinary and Clinical Topics in Orthodontics
Abbreviated Course Title: ORTHO IV IND & CLINICAL TOPICS

Catalog course description: Orthodontics and interaction with other dental and medical specialists.

Prerequisites and Restrictions
Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With: 
Stacked: No  
Stacked with: 

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<th>Semester Credit</th>
<th>Contact Hour(s) (per week):</th>
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<th>Lab:</th>
<th>Other:</th>
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https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
<table>
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<th>Hour(s)</th>
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<td>Repeatable for credit?</td>
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<td>5104010014</td>
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<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
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<tr>
<td>Method of instruction</td>
<td>Lecture</td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
</tr>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
</tr>
<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
</tr>
<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
</tr>
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</table>

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(DDS-DDDS) Doctor of Dental Surgery</td>
<td></td>
</tr>
</tbody>
</table>

| Elective (select program) | |

## Course Syllabus

- Syllabus: [Upload syllabus](961 Orthodontics.docx)
- Letters of support or other documentation: No
- Additional information: 
- Reviewer Comments: 
- Reported to state? | CS | No |

Key: 18904
Course title and number: DDDS 961 Orthodontics IV. Interdisciplinary and Clinical Topics in Orthodontics
Term: Fall 2019
Meeting times and location: Friday, 8:00-8:50am. Room 202

Course Description and Prerequisites
Orthodontics 961 is a one semester-hour lecture course designed for fourth year dental students. Topics discussed will involve other dental and medical specialists, and it is our intention to provide a forum for students to become involved in a productive dialogue with the faculty.

Learning Outcomes or Course Objectives
1. To demonstrate proper treatment planning and sequencing of treatment through interdisciplinary patient care.
2. To provide information on successful working relationship between the generalist and the specialist.
3. To discuss the appropriate use of dental extractions in orthodontic treatment.
4. To discuss adjunctive orthodontic techniques appropriate in the generalist practice.
5. To discuss the proper diagnosis and treatment of TMD patient.
6. To discuss iatrogenic orthodontic problems.
7. To discuss the clinical spectrum of care for cleft lip/palate patient.

Learning Outcomes/Competencies:
4.1 Obtain a diagnostic database including the patient’s chief complaint, and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.5 Recognize and identify conditions that adversely affect the patient’s masticatory functions.
6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative treatment options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic agents to restore and protect teeth and supporting oral structures.
7.4 Develop a plan for prevention and provide preventive services appropriate to the patient’s needs and desires.
7.9 Recognize and conservatively manage disorders involving occlusion.

Instructor Information
Name: Dr. Katie Julien DDS, MS and Dr. Reginald Taylor DMD, DMSc,
(Other participating faculty: Terry Adams, DDS, MS, Douglas Crosby, DDS, MS, Jeffrey Genevoc, DDS, MS, Brody Hildebrand, DDS, MS, Richard Polson, DDS, MS
Telephone number: (214) 828-8179, (214) 828-8122
Email address: julien@tamhsc.edu, rwtaylor@tamhsc.edu
Office hours: 8-5 M, F
Office location: 205. 722
Textbook and/or Resource Material

Grading Policies

Evaluation Criteria/Methods:
Evaluation will consist of final examination. Eighty percent (80%) of this examination will be given on material covered in the lectures. Twenty percent (20%) of this examination will be from required readings and handouts.

Attendance Policy
Attendance is required. Course content relies heavily on visual examples and the problem-solving discussions that spontaneously develop in class. Students are expected at the assigned hour. https://student-rules.tamu.edu/rule07/

Remediation Policy
A failing grade in the course implies inadequate understanding of this vital area of clinical practice and will require repeating the course in most cases. However, a course of independent study with examination will be considered on an individual basis.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>75-79</td>
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<tr>
<td>F</td>
<td>&lt;75</td>
</tr>
</tbody>
</table>

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Interdisciplinary Care -Intro</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>2</td>
<td>Advanced Adjunctive Interdisciplinary Treatment</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>3</td>
<td>The Role of Extractions in Orthodontic Treatment</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>4</td>
<td>Implants in Orthodontics</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>5</td>
<td>Adjunctive Orthodontics for the Generalist-Minor Tooth Movement</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>6</td>
<td>Early Orthodontic Diagnosis and Treatment</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>7</td>
<td>TMD</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>8</td>
<td>Invisalign Part 1</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>9</td>
<td>Invisalign Part 2</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>10</td>
<td>Adjunctive Orthodontics for the Generalist - Molar Uprighting</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>11</td>
<td>White Spot Lesions</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>12</td>
<td>Cleft Lip and Palate</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>13</td>
<td>EXAM</td>
<td>In-Class Handouts</td>
</tr>
<tr>
<td>14</td>
<td>INBDE Review in Orthodontics</td>
<td>In-Class Handouts</td>
</tr>
</tbody>
</table>

The exam will be held during the 13th class period. If you need schedule an alternative time to take your exam (for health or other reasons), you must make arrangements with the course director(s) at least one month in advance.
Other Pertinent Course Information

FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA): The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

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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

Viewing: DDDS 971: Pediatric Dentistry

Last edit: 10/23/18 10:13 pm
Changes proposed by: pcdechow

Programs referencing this course
DDS-DDDS: Doctor of Dental Surgery

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britanny Ramsey</td>
<td><a href="mailto:brwhite@tamhsc.edu">brwhite@tamhsc.edu</a></td>
<td>214-828-8978</td>
</tr>
</tbody>
</table>

Course prefix      DDDS
Course number      971
Department         College of Dentistry
College/School     Dentistry
Academic Level     Professional Dentistry
Academic Level (alternate) None
Effective term     2019-2020 Professional

Complete Course Title
Pediatric Dentistry

Abbreviated Course Title
PEDIATRIC DENTISTRY

Catalog course description
Integrative topics essential to the management of and treatment planning for the pediatric patient; complete dental rehabilitation of the patient; current topics most pertinent to pediatric dentistry.

Prerequisites and Restrictions
Concurrent Enrollment
No
Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

Semester 1
Credit
Contact Hour(s)
(per week):
Lecture: 1
Lab: 0
Other: 0
Total 0

Approval Path

1. 10/23/18 10:55 am
Paul Dechow (pcdechow): Approved for CLDN Department Head PD

2. 10/23/18 10:14 pm
Sandra Williams (sandra-williams): Approved for Curricular Services Review

3. 10/24/18 8:57 am
Lawrence Wolinsky (wolinsky): Approved for DN College Dean PD

4. 10/29/18 8:49 am
LaRhesa Johnson (lrjohnson): Approved for GC Preparer

5. 11/01/18 3:44 pm
LaRhesa Johnson (lrjohnson): Approved for GC Chair
11/15/2018

DDDS 971: Pediatric Dentistry

Hour(s)
- Repeatable for credit? No
- Three-peat? No

CIP/Fund Code
- 5104010014

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:

<table>
<thead>
<tr>
<th>Required (select program)</th>
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Elective (select program)

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**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
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<td><a href="#">971 Pediatric Dentistry .doc</a></td>
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</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
</table>

Additional information

Reviewer Comments

Reported to state?
- CS
- No

Key: 18905
Course title and number  DDDS 971 D4 Pediatric Dentistry
Term                  Fall 2019
Meeting times and location  TBD

Course Description and Prerequisites
This course is an overview of pediatric dentistry designed to help students assimilate all the information that they have received over the previous two years. This course covers topics essential to the management of and treatment planning for the pediatric patient. The bulk of the course is taught in small group seminars with emphasis on the complete dental rehabilitation of the patient. There will also be a number of lectures covering topics most pertinent to Pediatric Dentistry.

Learning Outcomes or Course Objectives

Course Objectives:
1. To continue to develop abilities in caries identification, removal and restoration.
2. To reinforce radiographic techniques for the pediatric patient.
3. To refine strategies in diagnosis and management of pulpally involved teeth.
4. To develop treatment planning strategies for the pediatric patient.

Related Competencies:
1.1 Apply ethical principles, professional rules and regulatory law with personal and professional integrity.
1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.
2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
3.1 Assume a leadership role in educating the community concerning the basic biological principles affecting the etiology, prevention and control of oral diseases.
3.2 Advocate, plan and participate in institutional and community-based learning experiences for improving, promoting and protecting oral health and expanding access to oral health services for the public with an emphasis on the dentally underserved subpopulations.
4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.
4.2 Perform a physical intra-oral and extra-oral examination of the patient including assessment of vital signs, radiological examination and supporting diagnostic aids and laboratory tests.
5.1 Recognize the clinical features of inflammatory, immunologic, metabolic and neoplastic diseases of the oral cavity and adjacent tissues. This includes screening and risk assessment for head and neck cancer.
5.2 Recognize the presence and oral manifestations of systemic disease and how the disease and its treatment affect the delivery of dental care.
5.3 Recognize patient behaviors including substance abuse that may contribute to orofacial problems.
5.4 Identify the presence and extent of diseases of the teeth and supporting tissues.
5.5 Recognize and identify conditions that adversely affect the patient's masticatory functions.
6.1 Use collected diagnostic data and contemporary evidence-based techniques and materials to develop comprehensive, properly sequenced treatment plans with alternative options sensitive to patient priorities.
6.2 Communicate accurately with other health care professionals to obtain additional information for evaluation and treatment and recognize when the complexity of treatment necessitates referral.
6.3 Obtain an informed consent for dental treatment from the patient or responsible person.
7.1 Prevent, recognize, and manage dental and medical emergencies encountered in the practice of general dentistry.
7.2 Employ techniques to manage orofacial discomfort and anxious patients.
7.3 Determine the appropriate treatment sequence and perform procedures requiring the use of therapeutic pharmaceutical agents and materials to restore and protect teeth and supporting oral structures.
7.4 Develop a plan for health promotion that provides preventive services appropriate to the patient's needs and desires.
7.5 Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.
7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.
7.7 Evaluate, treat and non-surgically manage periodontal diseases.
7.8 Evaluate, treat and manage caries.
7.9 Recognize and conservatively manage disorders involving occlusion.
7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.
7.11 Evaluate and manage orofacial infections.
7.12 Assess treatment outcomes and modify subsequent treatment and recall strategies as may be required.
7.13 Support patient care by communicating and managing dental laboratory procedures.
8.1 Demonstrate maintenance of patient records utilizing clinical management software.
8.2 Use a clinic management system for patient scheduling and financial management.
8.3 Implement procedures for sterilization, disinfection and universal precautions for the prevention of infectious disease transmission.
8.4 Develop a Business/Management plan to establish a dental practice.
8.5 Recognize and identify models of oral health care management and delivery of different models of practices.

Instructor Information
Name: Dr. Alton McWhorter, DDS, MS
Telephone number: 214-828-8131
Email address: amcwhorter@tamhsc.edu
Office hours: TBD
Office location: 210

Textbook and/or Resource Material
Pediatric Dentistry: Infancy through Adolescence - Cassimassimo

Grading Policies
The final grade will be based on the final examination which will be given during the Exam Week at the end of the Fall Quarter, as well as, class quizzes. The weight of each aspect will be: 80% from the Final Exam and 20% from class quizzes.

Attendance Policy:
Attendance is required and will be taken at 8:05 for both seminars and lectures. Hospital Dentistry rotations and interviews for graduate programs will be considered excused, but the education specialist must be informed in advance via email and provided a digital or hard copy of the interview letter showing the date.

For all other absences, please email Londa Wilder (Education Specialist) no later than the day of the absence and state the reason for the absence in the email. Excused absences will mean the student is excused from the class quiz and will not suffer penalty. Any unexcused absence will mean a zero on the class quiz the day of the unexcused absence. Any unexcused absence from the course should be discussed with the Education Specialist, Londa Wilder. https://student-rules.tamu.edu/rule07/
Remediation Policy:
If a student fails, repetition of the course will be dependent upon their attendance and the discretion of the Student Promotion Committee. If repetition is recommended, it will take place during the summer following the course.

If a student fails this course, the matter will go to the Student Promotion Committee (SPC) for review. If the SPC decides that the student may repeat the course, the Department of Pediatric Dentistry will offer a special course, in the summer only for those students who attended the seminars. The following format will be used. A reading list will be provided and the student will meet each week with the faculty to discuss the assigned material. The student will be assessed weekly to determine if his/her preparation has been adequate to take a final examination. An oral final examination will be given by the faculty. If a student fails the course and has had excessive absences or is counted absent by arriving later than 8:05 (more than two (2) unexcused for the course), no summer course will be offered and the student will repeat the course the next time it is offered the following year.

Grading Scale

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90-100</td>
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<td>80-89</td>
<td>B</td>
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<td>75-79</td>
<td>C</td>
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<td>&lt;75</td>
<td>F</td>
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Course Topics, Calendar of Activities, Major Assignment Dates

COURSE OUTLINE 2019

<table>
<thead>
<tr>
<th>Dates TBD</th>
<th>Lecture</th>
<th>Orientation &amp; Case Preview</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>Seminar (WREB practice)</td>
<td>Small Groups</td>
<td>McWhorter</td>
</tr>
<tr>
<td>Aug</td>
<td>Seminar 1</td>
<td>Small Groups</td>
<td>Faculty</td>
</tr>
<tr>
<td>Sept</td>
<td>Lecture</td>
<td>Practice Mgmt.</td>
<td>Morgan</td>
</tr>
<tr>
<td>Sept</td>
<td>Seminar 2</td>
<td>Small Groups</td>
<td>Faculty</td>
</tr>
<tr>
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<td>Seminar 3</td>
<td>Small Groups</td>
<td>Faculty</td>
</tr>
<tr>
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<td>Seminar 4</td>
<td>Small Groups</td>
<td>Faculty</td>
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<tr>
<td>Oct</td>
<td>Seminar 5</td>
<td>Small Groups</td>
<td>Faculty</td>
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<td>Oct</td>
<td>Lecture</td>
<td>Pharmacology</td>
<td>McWhorter</td>
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<tr>
<td>Oct</td>
<td>Seminar 6</td>
<td>Small Groups</td>
<td>Faculty</td>
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<tr>
<td>Oct</td>
<td>Seminar 7</td>
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<td>Seminar 8</td>
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<td>Seminar 9</td>
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<tr>
<td>Nov</td>
<td>Lecture</td>
<td>Practice Mgmt.</td>
<td>Roberts</td>
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<tr>
<td>Nov</td>
<td>No class</td>
<td>Fall Break</td>
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<td>Nov.</td>
<td>Seminar 10</td>
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<td>Faculty</td>
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<td>Dec.</td>
<td>Lecture</td>
<td>Handling the Unexpected</td>
<td>McWhorter</td>
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<tr>
<td>Dec.</td>
<td>Exam</td>
<td>Finals Week</td>
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</table>
Other Pertinent Course Information

**FAMILY EDUCATION RIGHTS & PRIVACY ACT (FERPA):** The Family Education Rights & Privacy Act requires that we advise students that by registering for this course, their Texas A&M Health Science Center assigned email address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy.

**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.”
Course Change Request

New Course Proposal

Date Submitted: 09/18/18 2:09 pm

Viewing: ECMT 638 : Applied Time Series Econometrics

Last edit: 09/19/18 10:16 am

Changes proposed by: kfelpel

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kurt Felpel</td>
<td><a href="mailto:kfelpel@tamu.edu">kfelpel@tamu.edu</a></td>
<td>979-845-9953</td>
</tr>
</tbody>
</table>

Course prefix  ECMT  Course number  638

Department  Economics

College/School  Liberal Arts

Academic Level  Graduate

Academic Level (alternate)  Undergraduate

Effective term  2019-2020

Complete Course Title  Applied Time Series Econometrics

Abbreviated Course Title  APPL TIME SERIES ECONOMETRICS

Catalog course description

Examines econometric models and methods used to study time series data; emphasis on applications in macroeconomics; principles of estimation techniques and inference in the context of serially correlated and potentially large datasets as well as on the identification challenges in macroeconomic models.

Prerequisites and Restrictions

Graduate classification.

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

Semester  3  Contact Hour(s)  Lecture: 3  Lab: 0  Other: 0

Credit Hour(s)  3  (per week):  Total  3

Repeatable for credit?  No

Three-peat?  No

CIP/Fund Code  4506010001

Default Grade Mode  Letter Grade (G)

In Workflow

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

Approval Path

1. 09/04/18 1:59 pm  Silvana Krasteva (ssk8): Approved for ECON Reviewer GR
2. 09/13/18 12:43 pm  Timothy Gronberg (tgronberg): Approved for ECON Department Head
3. 09/13/18 1:24 pm  Terra Bissett (t.bissett): Rollback to Initiator
4. 09/14/18 9:08 am  Silvana Krasteva (ssk8): Approved for ECON Reviewer GR
5. 09/15/18 10:06 am  Timothy Gronberg (tgronberg): Approved for ECON Department Head
6. 09/17/18 1:41 pm  Terra Bissett (t.bissett): Rollback to Initiator
7. 09/18/18 2:14 pm  Silvana Krasteva (ssk8): Approved for ECON Reviewer GR
8. 09/18/18 6:13 pm  Timothy Gronberg (tgronberg): Approved for ECON Department Head
9. 09/19/18 10:21 am  Terra Bissett (t.bissett):
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-ECON) Master of Science in Economics</td>
</tr>
<tr>
<td>(PHD-ECON) Doctor of Philosophy in Economics</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: ECMT638 Fall2018 Sekhposyan v1.pdf

Letters of support or other documentation
No

Additional information
This course has been taught as a ECON 689 Special Topics Class twice over the past two years.

Reviewer Comments
Terra Bissett (t.bissett) (09/13/18 1:24 pm): Rollback: Abbreviated course title is not descriptive. Please update to something like "APPL TIME SERIES ECONOMETRICS"; Please reference our website to update catalog course description to comply with the catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions); Syllabus: please include weekly course topics, calendar of activities, major assignments, etc.
Terra Bissett (t.bissett) (09/17/18 1:41 pm): Rollback: Previous comments not addressed: please update catalog course description to comply with the catalog style guide; Syllabus: include weekly course topics, calendar of activities, major assignments, etc.
Terra Bissett (t.bissett) (09/19/18 10:19 am): Updates received.
Terra Bissett (t.bissett) (09/19/18 10:20 am): Edits made to catalog course description to comply with catalog style guide.

Reported to state?
Add
CS
ECMT 638: Applied Time Series Econometrics  
Texas A&M University, Fall 2018  
Prof. Tatevik Sekhposyan  

Meeting time: Mondays and Wednesdays, 1:05pm-2:20pm  
Meeting location: ALLN 3033  
Instructor contacts: 979-862-8857, tsekhposyan@tamu.edu  
Office hours and location: Mondays and Wednesdays, 3:00pm-4:00pm & by appointment in ALLN 3060  
Course materials: provided and updated at http://ecampus.tamu.edu/  

Course Description and Objectives  
This course examines econometric models and methods used to study time series data, with emphasis on applications in macroeconomics. The focus will be on estimation techniques and inference in the context of serially correlated and potentially large datasets as well as on the identification challenges in macroeconomic models. The course is designed to:  
• Introduce the students to the state-of-the-art statistical techniques used in current empirical macroeconomic studies;  
• Enhance the ability of the students to read and critically evaluate scientific contributions of manuscripts published in leading economics journals;  
• Promote programming skills such that by the end of the course the students have developed a toolkit that could be easily applied to study macroeconomic problems of empirical nature;  
• Prepare the students for independent research.  

Course Material  
The course will rely on textbooks as well as journal articles. Below are textbook references that are in general useful for empirical research in macroeconomics. Among the textbooks in the list, Hamilton (1994) and Kilian and Lütkepohl (2017) are the main references for the course.  
• DeJong, D.N. and D. Chetan (2011), Structural Macroeconometrics, Princeton University Press.  

The detailed list of journal articles that will be considered throughout the course is provided under the tentative course outline. If necessary, I reserve the right to somewhat deviate from the provided list to align better with the research interests of the students.  

In addition, there are a few comprehensive references for the state of the empirical research in macroeconomics that I strongly advise everyone to review. The first is a series of lectures titled “What’s
New in Econometrics – Time Series” delivered by James H. Stock and Mark W. Watson during the NBER Summer Institute in 2008. The slides and the videos of the lectures are available at http://www.nber.org/minicourse_2008.html. There is a similar set of lectures delivered by the same professors as part of the 2015 AEA continuing education program. The series of lecture notes and webcasts are available at https://www.aeaweb.org/webcasts/2015/continuing-education.php. There is also a fantastic review of all that is new in time series econometrics in Stock, J.H. and M.W. Watson (2017), “Twenty years of time series econometrics in ten pictures,” Journal of Economic Perspectives 31, 58-86. You might also find useful the various handbooks, such as the Handbook of Econometrics, the Handbook of Forecasting and the Handbook of Macroeconomics.

Grading

The final grade for the course is based on homework assignments, in-class presentation, referee report and research paper.

- **Homework assignments (20%)**: There will be at least four assignments throughout the course. The assignments will be primarily empirical in nature and will require coding in MATLAB, Python or R. You are free to choose among these languages as well as use parts of codes you find on the Internet. However, I ask you to document the codes properly and acknowledge the original sources. The problem sets should be completed and turned in independently, though you can collaborate with other students (in fact, collaboration is encouraged). All collaborations should be properly acknowledged.

- **Presentation (15%)**: You will be assigned a research paper related to the topics of the course. You are expected to present the paper to the class, highlighting the importance of the research question, the appropriateness of the methodology used for the proposed question, as well as the relevance of the findings. The in-class presentation should be 30-40 minutes long. We will coordinate the sequence of the presentations in class, in the beginning of the semester.

- **Referee Report (15%)**: You will pick an unpublished paper from a provided list and write a referee report on that paper. The referee reports are due on the last day of the class, by the end of the business day on **December 5th, 2018**. I will provide examples of referee reports and talk more about how to structure a referee report in class.

- **Research paper (50%)**: The paper should be related to the topics covered in class. The research paper does not have to propose an original idea. It can be a replication of an existing empirical study, an evaluation of various estimation and testing procedures via a Monte Carlo study or a reassessment of an empirical study for a different dataset. A two-page research proposal is due on **November 19th, 2018** (before class time). A complete paper is due before **January 14, 2019**.

Final grades are assigned according to the scale: 90-100=A, 80-89=B, 70-79=C, 50-69=D and <50=F.

Tentative Outline of Topics

I. **Introduction: Stationary Time Series (Weeks 1 & 2)**

   **Detrending the Data**

**Inference**

**II. Multivariate Stationary Analysis (Weeks 3, 4 & 5)**

**Estimation and Inference – VARs**

**Causal Analysis – SVARs**

*a. General Overview*

*b. Specifics of Identification*

**Identification with short run restrictions**

**Identification with long run restrictions**
Identification through heteroskedasticity


High frequency identification


Identification through external instruments


Identification through heterogeneity


Identification through sign restrictions


III. Multivariate Stationary Analysis – Large Datasets (Weeks 6, 7, 8 & 9)

Bayesian VARs

Factor Model and FAVAR


IV. Time Series Models with Latent Variables (Weeks 10,11,12,13 &14)

Supplemental University-Wide Policy and Resources

**Academic integrity:** “Students are expected to adhere to the Aggie Honor Code throughout the course: “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 and other academic work. Ignorance of these rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information, you may visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).”

**Attendance:** According to the Academic Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)), if you are unable to turn in the assignments by the due dates, you should notify me beforehand to make alternative arrangements. If not pre-arranged, late assignments will earn zero points unless you can explain why you could not notify me prior to the deadline. If such situation occurs, you should alert me not later than two business days after the missed deadline.

**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 the Disabilities Services, currently located in the Disabilities 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)”

**Title IX and Statement on Limits to Confidentiality:** Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Students and faculty can report non-emergency behavior that causes them to be concerned at [http://tellsomebody.tamu.edu](http://tellsomebody.tamu.edu).
Course Change Request

New Course Proposal

Date Submitted: 10/11/18 3:20 pm

Viewing: GEOS 676 : Capstone Experience

Last edit: 10/12/18 10:12 am

Changes proposed by: klein

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Andrew Klein</td>
<td><a href="mailto:klein@tamu.edu">klein@tamu.edu</a></td>
<td>979 845 5219</td>
</tr>
</tbody>
</table>

Course prefix: GEOS  
Course number: 676

Department: College of Geosciences
College/School: Geosciences

Academic Level: Graduate
Academic Level (alternate): Undergraduate

Effective term: 2019-2020

Complete Course Title: Capstone Experience
Abbreviated Course Title: CAPSTONE EXPERIENCE

Catalog course description
Integration of knowledge and skills gained through other courses and experiences in the Master of Geoscience program, application of conceptual geoscience knowledge to solve applied problems in the discipline; development of teamwork, communication and professional skills through interactions with industry professionals.

Prerequisites and Restrictions
Enrollment in Master of Geoscience.

Concurrent Enrollment: No
Should catalog prerequisites / concurrent enrollment be enforced: No

Crosslistings: No  
Crosslisted With: 

Stacked: No 
Stacked with: 

Semester: 6
Credit Hour(s): 6
Contact Hour(s): 6 (per week):
Lecture: 0  
Lab: 0  
Other: 6

Repeatable for credit: No
Three-peat: No

CIP/Fund Code: 4006010002
Default Grade Mode: Letter Grade (G)

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

Approval Path
1. 10/01/18 2:22 pm Christian Brannstrom (cbrannst): Approved for CLGE Department Head GR
2. 10/02/18 11:46 am Terra Bissett (t.bisse): Rollback to Initiator
3. 10/08/18 8:24 am Christian Brannstrom (cbrannst): Approved for CLGE Department Head GR
4. 10/08/18 1:21 pm Terra Bissett (t.bisse): Rollback to Initiator
5. 10/11/18 3:08 pm Christian Brannstrom (cbrannst): Rollback to Initiator
6. 10/11/18 3:50 pm Christian Brannstrom (cbrannst): Approved for CLGE Department Head GR
7. 10/12/18 10:14 am Sandra Williams (sandra-williams): Approved for Curricular Services Review
8. 10/12/18 1:49 pm Roxanna Russell (rrussell): Approved for GE Committee Preparer GR
9. 10/15/18 8:22 am Christian Brannstrom
Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Practicum

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

Learning Outcomes
Does not meet traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.
This course does not have a traditional equivalent. However, all learning outcomes are met in this course as it requires students to develop and undertake an independent or group research project of sufficient quality to meet the requirements of the non-thesis Masters of Geoscience degree as has been the case of students traditionally enrolled in the program. Students are also expected to communicate the results of their analysis in writing and through oral communication in a manner and quality commensurate to a Masters of Geoscience degree regardless of mode of delivery. Students also participate in professionalization and ethics. The hope is that the results of the work will be presented in a professional meeting, though this may not be possible for all distance students which meets the communication and professionalization outcomes for the course.

Hours
Does not meet traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
This 6-hour course is intended to provide a structured opportunity for non-thesis students to undertake an independent or group research project of sufficient scope and quality to meet the requirements of a non-thesis Master of Geoscience degree. Much of the course (75% of the grade) requires students independently (or a group) undertaking research. The quality and the scope of a final research product is independent of whether instruction was done in a traditional or non-traditional manner. This can be accomplished equally-well through either synchronous one-on-one web meetings as it can in a traditionally class setting. As with any research project, much of this effort is out of the classroom. Given the expectations for the research projects they should easily meet the expected total effort for a 6-hour research project as traditionally measured.

To oversee progress on the research, weekly meetings with the faculty instructor are required. In lieu of traditional hour long lectures on various aspects of research methods, Students will be exposed to this content via short lecture videos and utilize campus resources such the writing center. Structured activities at each stage of the research project will assess student mastery of the research process. As with traditional research projects, this will be augmented by faculty interaction on an individual student basis. It is presumed this will be done synchronously using web-conferencing software, but there may be individual cases where large time zone differences require more asynchronous interaction.

The remaining 25% of the class grade consists of professionalization and ethics. Static content will be delivered via a series of videos presenting interviews with a range of professionals in the field followed up by class discussion within the course's LMS on each interview. It is anticipated that these activities and required reflection paper will require a minimum of 10 hours of engagement. Students will also partake in case-based professional ethics activities and create an oral presentation justifying their position. These activities will require a minimum of five hours of engagement.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes

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

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

<table>
<thead>
<tr>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(MGS-GEOS) Master of Geoscience in Geoscience</td>
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</table>

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus GEOS676-CapstoneExperience.pdf

Letters of support or other documentation No

Additional information Changed 689 to 676 in the PDF syllabus.

Reviewer Comments
- Terra Bissett (t.bissett) (10/02/18 11:46 am): Rollback: Syllabus: under grading policies, “Research Project, Project Description, & Project Plan” appears to be duplicate of what is listed under Grading Criteria; please include correct link to Aggie Honor Code under Academic Integrity.
- Andrew Klein (klein) (10/02/18 1:07 pm): Aggiehonor link has been updated and redundant information in grading polices removed.
- Terra Bissett (t.bissett) (10/08/18 1:19 pm): Updates received.
- Terra Bissett (t.bissett) (10/08/18 1:21 pm): Rollback: Syllabus: please update course number on syllabus.
- Christian Brannstrom (cbrannst) (10/11/18 3:08 pm): Rollback: please make small edit to syllabus

Reported to state? Add
CS

Key: 18576
Course title and number: GEOS 676 – Capstone Experience
Term (e.g., Fall 200X): Fall 2018
Meeting times and location: WEB

Course Description and Prerequisites

Description

Catalog
Integration of knowledge and skills gained through other courses and experiences in the Masters of Geoscience program, application of conceptual geoscience knowledge to solve applied spatial problems in the energy field; development of teamwork, communication and professional skills through interactions with industry professionals.

Detailed
This course serves as the capstone experience for Masters of Geoscience students in the College of Geoscience. It provides an integrative learning experience with students drawing on the knowledge and skills in other courses in the program and apply the content and skill acquired in these classes to complete an applied research project relevant to the Energy industry either individually or as a team.

The capstone is designed to sharpen professional skills, including communication, leadership, group dynamics, and problem solving and requires that students prepare a written report and oral presentation to professional standards. Ideally, students will present the results of their project to an appropriate professional industry audience.

The primary role of the faculty in this capstone is to mentor students in planning and conducting their research and communicating its results to professional audiences. Professionals from the Energy industry will engage students in formulating research projects, informing students of current industry trends and discuss the culture, norms and diversity of the industry to prepare students to become professionals and leaders in the industry.

Prerequisites
Enrollment in the Masters of Geosciences Degree

Mode of Instruction and Course Access

This course is a 100% online course and utilizes the Canvas Learning Management System (geosciencestamu.instructure.com).
You will use your NetID and password to logon to the system.
Instructor Information

Name: Dr. Andrew G. Klein
Telephone number: 979.845.5219
Email address: klein@tamu.edu
Office hours: TBD in consultation with students
Office location: https://tamu-cs.webex.com/meet/klein

Student-Instructor Interaction

Virtual office hours will typically be hosted using WebEx or CANVAS, the program’s learning management system. At the start of each semester, in consultation with students several weekly office hour sessions will be held. These sessions typically use WebEx as it provides the ability for screen sharing and group interactions. In addition, as this is a capstone learning experience, it is expected that students will have frequent individual and small group interactions with the instructor.

You can also reach me via email or using the CANVAS’s messaging system. I will endeavor to respond to emails by Close of Business the day they are received and you should expect a response to an email within 24 hours with the exceptions of times I am physically unable to such as during travel periods.

Textbook and/or Resource Material

Resources required for the course will be made available through CANVAS. Students will have access to the requisite software and industry databases required to complete their projects through the MGSc program’s computer infrastructure.
Learning Outcomes

Upon completion of this course, students will be able to:

- Formulate a research question or plan to address an applied geoscience problem relevant to the energy industry
- Develop a project schedule for successful completion of research project
- Apply the content knowledge and skills gained throughout the program to solve the research problem
- Communicate research results orally, graphically and through writing to a professional industry audience
- Assess ethical situations and propose options to address them
- Discuss the culture and norms of the Oil & Gas industry and their relevance to future career plans

Relevant Program Learning Outcomes

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate a mastery of the learning outcomes necessary to complete the project</td>
<td>Mastery</td>
</tr>
<tr>
<td>Demonstrate integration of course material across all courses</td>
<td>Mastery</td>
</tr>
<tr>
<td>Demonstrate cross disciplinary thinking</td>
<td>Mastery</td>
</tr>
<tr>
<td>Conceptualize, plan, and execute a professional project</td>
<td>Mastery</td>
</tr>
<tr>
<td>Demonstrate effective project management</td>
<td>Mastery</td>
</tr>
<tr>
<td>Demonstrate the attitudes, values, and behaviors of a professional</td>
<td>Mastery</td>
</tr>
<tr>
<td>Explain current ethical and legal issues impacting geoscience professionals</td>
<td>Reinforced</td>
</tr>
<tr>
<td>Describe the culture, norms, and diversity of the oil industry</td>
<td>Reinforced</td>
</tr>
</tbody>
</table>
Course Structure

This capstone experience has three main components with evaluation of student performance embedded in each.

1. Research Project
The main component of this capstone course is a semester long research project on a relevant topic that will be undertaken either individually or as a team. As teamwork in an important aspect of the working in the petroleum industry, group projects are preferred to help develop this skill.

Projects will be designed in consultation with the instructor. Students are encouraged to identify and work with industry partners to develop a project of specific interest to a company or professional organization. The instructor will work to support these collaborations.

The main products of the capstone project will be a professional quality written report and oral presentation describing the project and its results. The written report and oral presentation will be of sufficient quality to present to a professional audience. Our intent is to host a session at the Esri Petroleum Conference held in the spring as a venue for student's to present these capstone projects.

To facilitate student success, the capstone project has a set of deliverables with fixed deadlines throughout the course of the semester.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>Description of proposed research question or applied problem (250 words)</td>
<td>Sep 5th, 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 2 – Wed</td>
</tr>
<tr>
<td>Project Plan</td>
<td>A Gantt Chart illustrating project timeline</td>
<td>Sep 10th, 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 3 – Mon</td>
</tr>
<tr>
<td>Literature Review</td>
<td>Review of literature relevant to research topic or problem (1000 words)</td>
<td>Oct 1st, 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Week 6 – Mon</td>
</tr>
<tr>
<td>Proposed Methods</td>
<td>Description of the proposed methods used to address research question or</td>
<td>Oct 15th, 2018</td>
</tr>
<tr>
<td></td>
<td>applied problem (500 words)</td>
<td>Week 8 – Mon</td>
</tr>
<tr>
<td>First Draft</td>
<td>Initial draft of paper. To be returned to students within a week (5000</td>
<td>Nov 26th, 2018</td>
</tr>
<tr>
<td></td>
<td>words)</td>
<td>Week 14 – Mon</td>
</tr>
<tr>
<td>Final Draft</td>
<td>Final draft of paper</td>
<td>Dec 10th, 2018</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Finals Week - Mon</td>
</tr>
</tbody>
</table>

A number of course elements will facilitate the capstone project. Instruction will be provided on project planning and students will be expected to produce an appropriate timetable for successful completion of their project. Instruction will be provided on conducting a literature search and writing a literature review as well as more general instruction on professional writing and oral presentation. All deliverables with the exception of the final draft are designed to provide formative feedback to assist in producing a professional quality final product.

2. Industry Voices
A number of industry professionals are interviewed to their opinions on the current status and future trends in various segments of the industry. These interviews will be spur class discussion. There will also be a presentation and group discussion concerning the culture, norms and diversity within the Petroleum Industry. The intent is to help individuals new to the industry acculturate and become
successful professionals and industry leaders. Students will also be exposed to relevant professional organizations and certifications.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reflective Essay</td>
<td>An essay describing your perception of how industry trends affect your aspirational career goals</td>
<td>October 22nd, 2018</td>
</tr>
</tbody>
</table>

3. **Professional Ethics in Geoscience**

The Ethics Education for Geospatial Professionals Project ([https://www.e-education.psu.edu/research/projects/gisethicsproducts](https://www.e-education.psu.edu/research/projects/gisethicsproducts)) will be used to help students develop ethical awareness and reasoning skills through discussion and group participation in ethics case studies.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Description</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Ethics</td>
<td>Oral presentation of ethics case study (max length 10 minutes)</td>
<td>Oct 29th, 2018</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>Week 10 - Mon</td>
</tr>
</tbody>
</table>
Grading Policies

Your grade in this class will be based on the assignments and associated points listed below. All due dates will be posted in Canvas.

Grading Criteria

<table>
<thead>
<tr>
<th>Research Project</th>
<th>750 pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project Description</td>
<td>15 pts</td>
</tr>
<tr>
<td>Project Plan</td>
<td>10 pts</td>
</tr>
<tr>
<td>Literature Review</td>
<td>50 pts</td>
</tr>
<tr>
<td>Proposed Methods</td>
<td>25 pts</td>
</tr>
<tr>
<td>First Draft</td>
<td>50 pts</td>
</tr>
<tr>
<td>Final Draft</td>
<td>500 pts</td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>100 pts</td>
</tr>
</tbody>
</table>

**Industry Voices Reflective Essay**  
50 pts

**Ethics Oral Presentation**  
100 pts

**Contributions to class discussions**  
(10 @ 10 pts each)  
100 pts

Assignment due dates will be posted in Canvas

It the past my grading scheme has approximately followed these cutoffs.  
≥90% A, 80-89% B, 70-79% C, 60-69% D, <60% F

An average performance in the class will earn a satisfactory grade

Makeups for exams will be allowed only for University excused absences and will be administered in compliance with university rules. Excused absences are covered in the Texas A&M University Student Rules (http://student-rules.tamu.edu)

Attendance and Make-up Policies

(Include website link to student rule 7 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.

Must include attendance and make-up policy, especially if attendance/class participation will count as a grade. Policies should detail excused absences, unexcused absences, and make-up policies.

Attendance and make-up policies should not contradict student rules.
Course Topics and Calendar of Activities

As this is an asynchronous web course with a focus on a capstone research project, it will only loosely adhere to a weekly schedule. Students are expected to work on their capstone project throughout the course of the semester. The instructor will available for individual support and consultation on request to assist with projects. The expectation is that students will interact on at least a weekly basis with the instructor concerning their research project. Students are also expected to provide weekly status updates to their peers.

Static course content will be available to students throughout the entire semester. Assignment and ten class discussions deadlines will structure the timing of activity throughout the course to ensure weekly student engagement. Assignment due dates will be provided in Canvas.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Associated Activities</th>
<th>Week(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Course</td>
<td>Group discussion of possible research topics</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Research Methods</td>
<td>Project Proposal, Gantt Chart &amp; Methods, Literature Review</td>
<td>2-5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Project Planning, Literature review</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Communication</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Industry Voices</td>
<td></td>
<td>6-8</td>
</tr>
<tr>
<td>4</td>
<td>Professional Ethics</td>
<td>Group Ethics Presentation</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>Directed Research</td>
<td>Students work individually with instructor and produce First &amp; Final drafts of research paper</td>
<td>10-14</td>
</tr>
<tr>
<td>6</td>
<td>Presentation</td>
<td>Oral Presentations</td>
<td>15</td>
</tr>
</tbody>
</table>
Technology Requirements

Students will have access to the requisite software and industry databases required to complete their projects through MGSc computer infrastructure provided by the College of Geosciences. Information on accessing these resources is available in CANVAS (geosciencestamu.instructure.com).

Technology Support

For technological or computer issues, students should Geosciences Support @ online-support@geos.tamu.edu. Additional information for support with CANVAS and the Masters of Geoscience program is available from the information (?) icon on the CANVAS navigation ribbon.

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

It is my hope that academic dishonesty will not be a problem in this class. Texas A&M does, however, have a Scholastic Dishonesty policy to which both students and faculty must comply. If you have any questions about the University's Scholastic Dishonesty policy please review the Student Rules or see me. The Aggie Honor program is the new program that will handle all cases of academic dishonesty. http://aggiehonor.tamu.edu

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

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, 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 any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty.

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

For additional information please visit: http://aggiehonor.tamu.edu
## Course Change Request

### New Course Proposal

**Date Submitted:** 09/26/18 10:15 am

**Viewing:** HIST 684: Professional Internship

**Last edit:** 09/27/18 10:37 am

Changes proposed by: lfoote

<table>
<thead>
<tr>
<th>Faculty Senate Number</th>
</tr>
</thead>
</table>

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorien Foote</td>
<td><a href="mailto:lfoote@tamu.edu">lfoote@tamu.edu</a></td>
<td>501-733-1357</td>
</tr>
</tbody>
</table>

- **Course prefix:** HIST
- **Course number:** 684
- **Department:** History
- **College/School:** Liberal Arts
- **Academic Level:** Graduate
- **Effective term:** 2019-2020

### Catalog course description

Practical experience in an institution or organization that employs professional historians; application of historical knowledge, research and skills outside the classroom, in public, private and non-profit institutions.

### Prerequisites and Restrictions

Graduate classification; approval of instructor and director of graduate studies.

### Concurrent Enrollment

No

### Should catalog prerequisites / concurrent enrollment be enforced?

No

### Crosslistings

No

### Stacked

No

### Semester Credit Hour(s)

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>Lecture (per week)</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

### Repeatable for credit?

Yes

- **Number of times repeated for credit:** - OR -
- **Maximum number of hours:** 9
- **When will this course be repeated?** Within a student’s career
- **Three-peat?** Yes

### Approval Path

1. 09/26/18 10:19 am
   - Lorien Foote (lfoote): Approved for HIST Reviewer GR
2. 09/26/18 11:14 am
   - David Vaught (d-vaught): Approved for HIST Department Head
3. 09/27/18 10:54 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 09/27/18 10:57 am
   - Tiffany Green (t.green): Approved for LA Committee Preparer GR
5. 10/09/18 8:27 am
   - Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
6. 10/09/18 8:29 am
   - Leroy Dorsey (l-dorsey): Approved for LA College Dean GR
7. 10/29/18 8:49 am
   - LaRhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:45 pm
   - LaRhesa Johnson (lrjohnson): Approved for GC Chair
**CIP/Fund Code** | 5401050000  
**Default Grade Mode** | Satisfactory/Unsatisfactory (S)  
**Alternate Grade Modes** |  
**Method of instruction** | Practicum  
**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)** |
| (PHD-HIST) Doctor of Philosophy in History  
| (MA-HIST) Master of Arts in History  

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**Course Syllabus**

**Syllabus:** Upload syllabus  
**Upload syllabus** | History 684 Proposed Syllabus.docx  
**Letters of support or other documentation** | No  
**Additional information** |  
**Reviewer Comments** | Terra Bissett (t.bissett) (09/27/18 10:43 am): Updates made to course title to be consistent with standard 684 courses; minor edits made to catalog course description to comply with catalog style guide.  
**Reported to state?** | Add  
| CS

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Key: 18778
Course Description:
Practical experience for graduate students in an institution/organization that employs professional historians; Apply historical knowledge, research, and skills outside the classroom—in public, private, and non-profit institutions.

Prerequisites: Approval of instructor and director of graduate studies; graduate classification.

Course Objectives:
1. Understand how academic training can be applied to institutions and organizations beyond the academy.
2. Apply historical research methods to a final project to be completed at the location of the internship.
3. Satisfy individualized educational objectives as decided by the faculty supervisor in conjunction with the student’s educational interests and/or professional career goals.

Required Readings:

Course Components:
The student intern will receive a satisfactory or unsatisfactory evaluation for this course. Each student must complete all components of the course in order to receive a satisfactory status from their faculty adviser.

- Successful On-Site Evaluation Completed by the Off-Campus Supervisor
- Internship Site Evaluation Completed by the Student Intern
- Final Written Paper
- Exploratory Assignments
- Participation in Two Graduate Intern Workshops
- Presentation at Graduate Intern Workshop

Successful On-Site Evaluation: Student interns must demonstrate professionalism and competency in their chosen internship. The on-site supervisor of the intern will complete an
evaluation to determine whether the student has been successful in taking initiative, taking and using helpful feedback from on-site supervisors and collaborating with others at the site, in addition to other markers of professionalism including punctuality and consistent attendance.

**Internship Site Evaluation:** Students will complete an evaluation of their internship to be submitted with their final paper. The intern will detail why they recommend or why they do not recommend this organization for future internships and the challenges they faced in their internship with the given organization.

**Final Written Paper:** The student will complete a final paper which describes the research completed during the internship and evaluates how academic training as a historian aided their experience in the location of the internship.

**Exploratory Assignments:** Students will complete bi-weekly exploratory assignments designed to introduce the location of the internship and to allow the student to gain a clear understanding of the professional site that is hosting them. Each short assignment will explore a different facet of their internship including professional expectations of the site, organizational history, leadership and governance, and organizational mission and programs.

**Participation in Two Graduate Intern Workshops:** Students will participate in an initial workshop orienting students to the expectations of the internship and a final workshop in which interns reflect on their experiences and present their final research to their fellow interns and faculty adviser.

**Presentation at Graduate Intern Workshop:** Each intern will present their final project which describes research done and reflects on historical methods used throughout the internship.

**Grading Scale:**
Satisfactory/Unsatisfactory

**Due Dates and Late Policy:**
Assignments must be submitted at the date given in the syllabus. Late work will not be accepted unless you have made prior arrangements or have an emergency on the due date, in which case you have two days to communicate with the faculty adviser and document your emergency as per university policy (http://student-rules.tamu.edu/rule07).

Interns are expected to be present at their professional site at the dates and times required by the on-site supervisor. Students must inform on-site supervisor of any emergencies which may prevent them from attending their scheduled shift at the professional site. Opportunities to make up missed days are at the discretion of the on-site supervisor at the location of the internship.

**Academic Integrity:**

ADA: 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.

Title IX and Statement on Limits to Confidentiality:

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/). Students and faculty can report concerning, non-emergency behavior at http://tellsomebody.tamu.edu.

Course Schedule:

Week 1: August 26: First Graduate Intern Workshop: Reading and Discussion: Who Is the Historian?

Week 2: September 2: On Site

Week 3: September 9: On Site: First Exploratory Assignment Due

Week 4: September 16: On Site

Week 5: September 23: On Site: Exploratory Assignment 2 Due

Week 6: September 30: On Site

Week 7: October 7: On Site: Exploratory Assignment 3 Due

Week 8: October 14: On Site
Week 9: October 21: On Site: Exploratory Assignment 4 Due
Week 10: October 28: On Site
Week 11: November 4: On Site: Exploratory Assignment 5 Due
Week 12: November 11: On Site
Week 13: November 18: On Site Exploratory Assignment 6 Due
Week 14: November 25: On Site
December 2: Final Paper Due, Graduate Intern Workshop, Presentation of Project
Course Change Request

New Course Proposal

Date Submitted: 09/07/18 3:50 pm

Viewing: OMFS 625: Physical Diagnosis and Internal Medicine
Last edit: 09/28/18 2:45 pm
Changes proposed by: kluttman

Programs referencing this course
- CERT-OMSR: Oral and Maxillofacial Radiology - Certificate
- CERT-ENDO: Endodontics - Certificate
- CERT-AEGD: Advanced Education in General Dentistry - Certificate

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kim Luman</td>
<td><a href="mailto:kluttman@bcd.tamhsc.edu">kluttman@bcd.tamhsc.edu</a></td>
<td>214 828 8182</td>
</tr>
</tbody>
</table>

Course prefix | OMFS
Course number | 625
Department | Oral & Maxillofacial Surgery
College/School | Dentistry
Academic Level | Graduate
Academic Level (alternate) | Undergraduate
Effective term | 2019-2020

Complete Course Title
- Physical Diagnosis and Internal Medicine

Abbreviated Course Title
- PHYS DIAGNOSIS & INTERNAL MED

Catalog course description
Introduction to physical diagnosis and internal medicine; combination of lectures, student presentations, and group discussion facilitated by the faculty; student groups assigned topics to lead discussion; expected to present articles; topics cover history and physical, medical assessment, systems of the body (abdomen, cardiovascular system, respiratory system, hematology, endocrinology, infectious diseases); emphasis placed on oral manifestations and management pertinent to dentistry.

Prerequisites and Restrictions

Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No
Crosslistings | No
Crosslisted With
Stacked | No
Stacked with

In Workflow
1. OMSU Department Head
2. Curricular Services Review
3. Grad Edu Council Chair
4. DN College Dean GR
5. GC Preparer
6. GC Chair
7. Faculty Senate Preparer
8. Faculty Senate
9. Provost II
10. President
11. Curricular Services
12. Banner

Approval Path
1. 09/07/18 10:52 am David Grogan (david-m-grogan): Approved for OMSU Department Head
2. 09/07/18 3:48 pm Terra Bissett (t.bissett): Rollback to Initiator
3. 09/28/18 2:31 pm David Grogan (david-m-grogan): Approved for OMSU Department Head
4. 09/28/18 2:45 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 10/01/18 3:12 pm Larry L. Bellinger (larry-l-bellinger): Approved for Grad Edu Council Chair
6. 10/01/18 3:28 pm Larry L. Bellinger (larry-l-bellinger): Approved for DN College Dean GR
7. 10/29/18 8:50 am LARhesa Johnson (lrjohnson): Approved for GC Preparer
8. 11/01/18 3:45 pm LARhesa Johnson (lrjohnson): Approved for GC Chair
OMFS 625: Physical Diagnosis and Internal Medicine

<table>
<thead>
<tr>
<th>Semester</th>
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<tbody>
<tr>
<td>Credit</td>
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<tr>
<td>Hour(s)</td>
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<th>Contact Hour(s) (per week):</th>
<th>Lecture: 1</th>
<th>Lab: 0</th>
<th>Other: 0</th>
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<table>
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<th>Repeateable for credit?</th>
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<th>Alternate Grade Modes</th>
<th>Satisfactory/Unsatisfactory</th>
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<th>Method of instruction</th>
<th>Lecture</th>
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<tr>
<th>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</th>
<th>No</th>
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<table>
<thead>
<tr>
<th>Will this course be taught as a distance education course?</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Is 100% of this course going to be taught in Texas?</th>
<th>Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Will classroom space be needed for this course?</th>
<th>No</th>
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</table>

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>(CERT-AEGD) Advanced Education in General Dentistry - Certificate</td>
</tr>
<tr>
<td>(CERT-DDPH) Dental Public Health - Certificate</td>
</tr>
<tr>
<td>(CERT-ENDO) Endodontics - Certificate</td>
</tr>
<tr>
<td>(CERT-OMSP) Oral and Maxillofacial Pathology - Certificate</td>
</tr>
<tr>
<td>(CERT-OMSR) Oral and Maxillofacial Radiology - Certificate</td>
</tr>
<tr>
<td>(CERT-OMSS) Oral and Maxillofacial Surgery - Certificate</td>
</tr>
<tr>
<td>(CERT-ORTH) Orthodontics - Certificate</td>
</tr>
<tr>
<td>(CERT-PEDD) Pediatric Dentistry - Certificate</td>
</tr>
<tr>
<td>(CERT-PERI) Periodontics - Certificate</td>
</tr>
<tr>
<td>(CERT-PROS) Prosthodontics - Certificate</td>
</tr>
</tbody>
</table>

### Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: [OMFS 625 Physical Diagnosis and Internal Medicine.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#)
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td>This course is intended to replace two separate courses - OMFS615 Physical Diagnosis and OMFS620 Internal Medicine. Once this course is approved, the other two will be moved to &quot;inactive&quot; status. This combined course is a more practical and productive use of the students' time, while still meeting CODA accreditation requirements. It was taught in Spring 2018 as a Special Topics course (OMFS 689) and was received quite favorably by the students.</td>
</tr>
</tbody>
</table>
| Reviewer Comments                       | **Sandra Williams (sandra-williams) [01/29/18 9:14 am]:** Rollback: Missing lecture contact hours on form; syllabus states grade of "D" not allowed for graduate students, however, students rules do allow for grade of D. Please update.  
**Terra Bissett (t.bissett) [09/07/18 3:48 pm]:** Rollback: Course is still missing contact hours on form (lecture or lab). Please update.  
**Terra Bissett (t.bissett) [09/28/18 2:47 pm]:** Updates received. |
| Reported to state?                      | No |

Key: 18301
Course Syllabus

Course Title: Physical Diagnosis and Internal Medicine
Course Number: OMFS 625
Term (Semester): Spring
Meeting Times and Locations: 3:00 pm to 4:00 pm; Room 310
Number of Credit Hours: 1.0

Course Description:

Introduction to physical diagnosis and internal medicine; given as a combination of lectures, student presentations, and group discussion facilitated by the faculty; student groups (2 to 3 per group) assigned topics to lead discussion; expected to present articles; topics cover history and physical, medical assessment, systems of the body (abdomen, cardiovascular system, respiratory system, hematology, endocrinology, infectious diseases); emphasis placed on oral manifestations and management pertinent to dentistry.

Prerequisites:

None.

Learning Outcomes:

Students are expected to take a medical history and conduct a physical exam that is pertinent to dentistry. These skills are important to those entering the surgical sub-specialties within dentistry, but familiarity and understanding is important to all dental sub-specialties.

Instructor Information:

Name: Likith V. Reddy, DDS, MD, FACS
Phone: 214-828-8455
Email: lreddy@tamhsc.edu
Office Hours: Arranged by appointment
Room Number: 161

Textbook and/or Resource Material:

Articles will be assigned when topics are assigned and student groups created. Journal articles are available in the library or on-line.

Grading Policy (Only A, B, C, and F grades are allowed for graduate courses. No +/- and no D grades.):

Each week a student group will be responsible for formal presentations on one or two selected topics to be covered that week. That group will act as the “specialist” on that topic and will be responsible for presenting information to the other students. The final evaluation will be based on this weekly class participation. Presentations will be evaluated based on quality of communication skills, accuracy of information and effective use of audiovisual aids. Extensive use of color slides or multimedia resources (video or computer-based) is strongly encouraged. Your grade will be solely determined by participation and attendance. 90 and above = A; 80 to 89 = B; 70 to 79 = C; 69 and below = F.
Attendance and Make-Up Policy:

Attendance is mandatory and the Course Director should be notified prior to any anticipated absence. Texas A&M University Student Rules, specifically Rule 7, addresses student absences from class. Those policies (http://student-rules.tamu.edu/rule07) will be followed. If a student is absent due to illness or other unforeseen factors, the student should contact the Course Director on how to make up the lost instruction. If a student misses an exam through an excused absence, then the student should contact the Course Director about taking a make-up exam.

Course Topics, Calendar of Activities, Major Assignments, Test Dates:

The class sessions will consist of lectures from the College of Dentistry faculty and/or presentations from student participants. Students are expected to actively participate in class discussions.

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics (Including Test Dates)</th>
<th>Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction to course. Group assignments. Topic assignments.</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 2 &amp; 3</td>
<td>Cardiology – atherosclerotic cardiovascular disease, myocardial infarction, valvular disease, electrocardiogram</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 4 &amp; 5</td>
<td>Pulmonary – asthma, bronchitis, emphysema, lung carcinoma, tuberculosis</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 6 &amp; 7</td>
<td>Endocrinology – thyroid disease, Cushing’s syndrome, Addison’s disease, diabetes mellitus</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 8 &amp; 9</td>
<td>Gastroenterology – hepatitis, pancreatitis, gall bladder disease</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 10 &amp; 11</td>
<td>Nephrology – hypertension, kidney stones, acute and chronic renal failure, hemodialysis</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 12 &amp; 13</td>
<td>Rheumatology – rheumatoid arthritis, osteoarthritis, gout, systemic lupus erythematosus, collagen vascular diseases</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 14 &amp; 15</td>
<td>Hematology / Oncology – anemia, leukemia, polycythemia, thrombocytopenia, bleeding disorders, selected solid tumors</td>
<td>Reddy</td>
</tr>
<tr>
<td>Sessions 16 &amp; 17</td>
<td>Infectious Diseases – pneumonia, meningitis, viral infections, sexually transmitted diseases, HIV infection, acquired immunodeficiency syndrome</td>
<td>Reddy</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information:

None.

Americans With Disabilities Act (ADA) Policy Statement:

The ADA is a federal antidiscrimination statute that provides comprehensive civil 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 the Texas A&M College of Dentistry Associate Dean for Academic Affairs, in Room #514, or by telephone at 214-828-8208.
Academic Integrity Statement:

Aggie Honor Code

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

Academic integrity is an educational objective of this institution and students are expected to adhere to all Texas A&M University rules. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student.

Upon admission to the Texas A&M College of Dentistry, a student immediately accepts the commitment to uphold the Honor Code. See the following link for additional information.

http://aggiehonor.tamu.edu/RulesAndProcedures/
# Course Change Request

## New Course Proposal

### Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Claire Katz</td>
<td><a href="mailto:ckatz@tamu.edu">ckatz@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
<tr>
<td>Linda Radzik</td>
<td><a href="mailto:lradzik@tamu.edu">lradzik@tamu.edu</a></td>
<td>979-845-5660</td>
</tr>
</tbody>
</table>

### Course Information

- **Course prefix**: PHIL
- **Course number**: 625
- **Department**: Philosophy & Humanities
- **College/School**: Liberal Arts
- **Academic Level**: Graduate
- **Effective term**: 2019-2020

### Complete Course Title

Philosophical Inquiry in Schools

### Abbreviated Course Title

PHIL INQUIRY IN SCHOOLS

### Catalog course description

In-depth exploration of the theory and practice of pre-college (K-12) philosophy.

### Prerequisites and Restrictions

- Approval of instructor.

### Concurrent Enrollment

No

### Should catalog prerequisites / concurrent enrollment be enforced?

No

### Crosslistings

No

### Crosslisted With

PHIL 425 Philosophical Inquiry in Schools - Course PHIL 425

### Stacked

Yes

### Stack with

Philosophical Inquiry in Schools not Found

### Semester

3

### Contact Hour(s)

3 (per week)

### Lecture:

3

### Lab:

0

### Other:

0

### Repeatable for credit?

No

### Three-peat?

No

### CIP/Fund Code

3801010001

### Approval Path

1. 09/20/18 5:42 pm
   - Kenny Easwaran (easwaran): Approved for PHUM Reviewer GR

2. 09/21/18 9:23 am
   - Clare Palmer (c.palmer): Approved for PHUM Department Head

3. 09/24/18 4:15 pm
   - Terra Bissett (t.bissett): Approved for Curricular Services Review

4. 09/25/18 7:56 am
   - Tiffany Green (t.green): Approved for LA Committee Preparer GR

5. 10/09/18 8:28 am
   - Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR

6. 10/09/18 8:30 am
   - Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

7. 10/29/18 8:51 am
   - LaRhesa Johnson (lrjohnson): Approved for GC Preparer

8. 11/01/18 3:45 pm
   - LaRhesa Johnson (lrjohnson): Approved for GC Chair
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
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<tbody>
<tr>
<td>(MA-PHIL) Master of Arts in Philosophy</td>
</tr>
<tr>
<td>(PHD-PHIL) Doctor of Philosophy in Philosophy</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: PHIL 625 S4C SYL Revised (2).docx

Letters of support or other documentation: Yes
Upload files: Slattery email.pdf, Hammer email.pdf

Additional information: This course is being submitted as a stacked course with PHIL 425. Both courses are new.

Reviewer Comments

Kenny Easwaran [easwaran] (01/06/18 10:27 am): Rollback: stacked class information
Leroy Dorsey [l-dorsey] (03/12/18 11:13 am): Rollback: Need to attend to the changes Sandra Williams identified for the 425 syllabus: "The enforced prerequisite table needs to be completed; if you require a grade of C or better, please list it in the catalog prerequisites; the syllabus does not list prerequisites; committees will want to see measureable learning outcomes; late work policy - what about university excused absences?"
Terra Bissett [t.bissett] (09/24/18 4:15 pm): Updates received.

Reported to state: Add
PHIL 425 and PHIL 625:
Philosophical Inquiry in Schools
W 6-9 pm, YMCA 401

Dr. Claire Katz, Professor
Department of Philosophy
ckatz@tamu.edu
YMCA 402D (Office)
Office Hours: Wednesdays, 9:30-10:15, by appt
979-845-5660 (Department phone)

Prerequisites for PHIL 425: Junior/Senior status or Approval of the instructor
Prerequisites for PHIL 625: Approval of the instructor

Course Catalog Description: In-depth engagement with the theory and practice of pre-college philosophy (K-12 schools).

Description of Course
“Philosophy begins in wonder” (Aristotle). With this statement one might think that Aristotle thought children, whose lives are filled with wonder, would make the best philosophers. Yet, he did not. And he was not alone. Rousseau and Kant, among others, shared this position and our educational methods and curricula reflect this attitude. Our recent experiences teaching philosophy to pre-college children and the recent studies from those experiences indicate that Aristotle and some of his fellow philosophers might not have been correct. Children make fabulous philosophers. But to consider how this works, we will need to shift how we think about children, education, and philosophy. This course will provide an in-depth engagement with the theory and practice of pre-college philosophy (K-12 schools). We will examine theoretical literature in the field (paying particular attention to the following topics: developing communities of philosophical inquiry, philosophy of childhood, the child as philosopher, critical and creative thinking among others). We will consider how philosophy in the pre-college classroom can help us to collaborate with K-12 schools.

Learning outcomes
This seminar will provide student with the skills necessary:
- To articulate, critically analyze, and independently evaluate the arguments for and against including philosophy in the K-12 curriculum
- To recognize and interpret the philosophical content already embedded in children’s literature
- To design a community of inquiry, including skills for fostering appreciation of multiple points of view and managing conflict in pre-college classrooms
- To create lesson plans for pre-college philosophy
- To demonstrate that they can facilitate discussions of philosophical themes in a pre-college classroom

Books (Required)
- John Dewey, Experience and Education (you can also find on line)
- Gareth Matthews, Philosophy of Childhood
- Matthew Lipman, Philosophy Goes to School
- Jana Mohr Lone and Michael Burroughs, Philosophy in Education: Questioning and Dialogue in Schools

Additional readings (ecampus)
- Aristotle, Nicomachean Ethics (link to on line)
- Jean-Jacques Rousseau, Emile (Link to on line)
• “Can Children Do Philosophy,” (Murris)
• “The Epistemic Challenge of Hearing Child’s Voice” (Murris)
• “How Should Children Be Heard?” (Harry Brighouse)
• “Are philosophy and children good for one another?” (Maughn Gregory)
• “Can Moral Education Be Divorced From Philosophical Education?” (Mat Lipman/Ann Margaret Sharp)
• Makaiau, “Creating an Intellectually Safe Community of Inquiry”
• Makaiau and Miller, “The Philosopher’s Pedagogy”
• Jackson, “The Art and Craft of ‘Gently Socratic’ Inquiry”
• “The Aesthetic Dimension of the Community of Inquiry” (Ann Margaret Sharp)

**Recommended**
- Marietta McCarty, *Little Big Minds: Sharing Philosophy with Kids*
- Gareth Matthews, *Dialogues With Children*
- Jana Mohr Lone, *Philosophy and Education: Introducing Philosophy to Young People*
- Jana Mohr Lone, *The Philosophical Child*
- Harry Brighouse, *On Education*
- Matthew Lipman, *Thinking in Education*

**Requirements**

**Undergraduates**
- Two short class observation papers 2-3 pages, typed double-spaced in 11 or 12 Times Roman or similar with 1” margins. (30% total). Papers are due within one week of the observation.
- Weekly reading questions: Class members are to prepare before each class one philosophical question for the assigned reading. (10%)
- Book review 4-6 pages, typed double-spaced in 11 or 12 Times Roman or similar with 1” margins (30%). The review should comprise both a summary of the book and your analysis. The book review will be due at the end of the semester.
- Planning and facilitating one pre-college philosophy discussion in the seminar (10%)
- Planning and facilitating one pre-college philosophy discussion in a K-12 classroom or equivalent (e.g., philosophy for teens movie night). (10%)
- Participation: Class members are required to participate in all class sessions. (10%)
- **See attendance policy below.**

**Graduate Students**
- Weekly reading questions: Class members are to prepare before each class one philosophical question for the assigned reading. (10%)
- Planning and facilitating one pre-college philosophy discussion in the seminar (10%)
- Planning and facilitating one pre-college philosophy discussion in a K-12 classroom or equivalent (e.g., philosophy for teens movie night) (10%)
- Participation: Class members are required to participate in all class sessions. (10%)
- Final paper: Either a book review that summarizes and analyzes more than one book, approximately 15-20 pages, typed double-spaced in 11 or 12 Times Roman or similar with 1” margins; or a review of the literature on a current topic in Philosophy for Children, e.g., community of inquiry. The final paper will be due at the end of the semester. (60%)
- **See attendance policy below.**
**Attendance and Late Assignment policies**

Late submission of assignments, without a university excused absence or without notifying me in advance, will be penalized 2 points per day. For example, if your paper is one day late and would have been scored as a 98, it will be lowered to a 96. I do accept late papers with no penalty if you contact me ahead of the due date and we have worked out to mutual agreement a new due date. However, class discussions cannot be made up. **As a result, attendance is required.** You will not experience the community of inquiry nor learn how to develop one if you are not in class. You will be granted one unexcused absence. Beyond that one, you will need a note with a university approved excuse for any other absences. If you have more than one unexcused absence, your final grade may drop 2 percentage points for each absence. For example, if your number grade is a 90, and you have missed more than one class that is unexcused, your grade will drop to an 88. **Missing more than three classes with unexcused absences will mean failing the course.** If you have a university excused absence, you will be asked to submit the work two class periods after you return to classes unless your reason for being absent is more serious (e.g. a death in the family, serious injury, etc). Please contact me as soon as possible if this is the case so that we can make other arrangements. If your situation entails missing more than one week of class, please see me as soon as possible.

Please see the student rule on absences: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Grading policy**—TAMU gives whole letter grades only. So if your final grade falls in any of the below number ranges, the corresponding letter grade is shown.

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

- **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).

- **Academic Integrity Statement and Policy**
  “An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

- **Title IX Duty to Report**
  As a result of Title IX rulings, and as an employee of the State of Texas, I have a duty to report anything you tell me about sexual abuse or sexual violence, even if you ask me not to tell anyone. If you would like to talk to someone who does not have to report your disclosure to the university authorities, please talk with campus mental-health counselors, pastoral counselors, social workers, psychologists, health center employees, or any other person with a professional license requiring confidentiality.

- **Religious Holidays**
  If any class meetings or assignments fall on a religious holiday that you observe, please inform the professor in advance and alternative arrangements will be made.
<table>
<thead>
<tr>
<th>Wk</th>
<th>Topic</th>
<th>Reading</th>
<th>Background</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Why pre-college philosophy? Current research on pre-college philosophy</td>
<td>Matthews, Philosophy of Childhood, Introduction and 1</td>
<td>SEP entry: <a href="https://plato.stanford.edu/entries/children/">https://plato.stanford.edu/entries/children/</a></td>
</tr>
<tr>
<td>4</td>
<td>The Moral Judgment of the Child</td>
<td>Rousseau, “The Creed of the Savoyard Priest” (in Emile, Book IV on line) Kohlberg (handout)</td>
<td></td>
<td>Observation I due</td>
</tr>
<tr>
<td>5</td>
<td>Changing the Narrative</td>
<td>John Dewey, Experience and Education</td>
<td></td>
<td>Lipman, Philosophy Goes to School, Introduction</td>
</tr>
<tr>
<td>6</td>
<td>Philosophy of Childhood</td>
<td>“What is a child?” Ethics (Schapiro) “Can Children Do Philosophy,” (Murriss) “The Lost Dimension of Education,” in Philosophy in the Classroom” (Lipman, Sharp &amp; Oscanyan) (ecampus)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Community of Inquiry</td>
<td>Makaiau, “Creating an Intellectually Safe Community of Inquiry” Makaiau and Miller, “The Philosopher’s Pedagogy” Jackson, “The Art and Craft of ‘Gently Socratic’ Inquiry” “The Aesthetic Dimension of the Community of Inquiry” (Sharp)</td>
<td>Lipman, Thinking in Education, Ch 4-5 Burroughs and Mohr-Lone, Chapter 5 in Philosophy in Education</td>
<td>Student facilitations and classroom observations begin this week Observation 2 Due</td>
</tr>
<tr>
<td>8</td>
<td>Philosophy with Children</td>
<td>“The Epistemic Challenge of Hearing Child’s Voice” (Murriss) “How Should Children Be Heard?” (Brighouse) “Are philosophy and children good for one another?” (Gregory)</td>
<td>Burroughs and Mohr-Lone, Chapter 9 in Philosophy in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Philosophical Education/Ethical Education</td>
<td>“Morality and How to Live: Thinking About Ethics,” Chapter 5 of The Philosophical Child (Mohr-Lone) “Ethics in the Classroom” Philosophy and Education (Mohr-Lone &amp; Israeloff)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Philosophical Education/Ethical Education</td>
<td>“Can Moral Education Be Divorced From Philosophical Education?” from Growing up with Philosophy (Lipman/Sharp) “Ethics” in Dialogues with Children (Matthews) (ecampus)</td>
<td>Lipman, Philosophy goes to School (Ch 5 and 6)</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Philosophy in the Classroom</td>
<td>Elementary School Chapter 6, Philosophy in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Philosophy in the Classroom</td>
<td>Middle School Chapter 7, Philosophy in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Philosophy in the Classroom</td>
<td>High School Chapter 8, Philosophy in Education</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Wrap up</td>
<td>Discussion of observations and facilitations, feedback for peers.</td>
<td></td>
<td>Observation 3 due</td>
</tr>
<tr>
<td>FINAL</td>
<td></td>
<td>Book Review Due</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
From Patrick Slattery in TLAC

Claire Katz, PhD | Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy
Department of Philosophy | Texas A&M University
4237 TAMU | College Station, TX 77843
979.845.5660  |
ckatz@tamu.edu
http://philosophy.tamu.edu/html/home.html

See our new program in Philosophy for Children
http://p4ctexas.sites.tamu.edu

Begin forwarded message:

  From: "Slattery, Patrick" <pslattery@tamu.edu>
  Subject: Re: course in Philosophy for Children
  Date: August 30, 2018 at 5:26:24 PM CDT
  To: Claire Katz <ckatz@tamu.edu>

Dear Dr Katz,

I have reviewed your syllabus for the course in Philosophy for Children, and I support including it in the TAMU catalogue. The course is comprehensive, and the readings are appropriate for the themes. The assignments are engaging and thoughtful.

I offer my endorsement of this course.

Patrick Slattery
Professor, Philosophy of Education
College of Education and Human Development

Sent from my iPhone

On Aug 30, 2018, at 5:07 PM, Claire Katz <ckatz@tamu.edu> wrote:

Hi, all,

As you know I've been teaching a course in Philosophy for Children. Now having taught it twice (and a third time this spring), I'm hoping to put it in the course catalog for next year. I'm attaching the syllabus. Before it makes its way through the process, we wanted to run this by you. If you don't see any issues, could you please email us indicating that so we can attach it to the CARS page?

Thanks,
Claire

Claire Katz, PhD | Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy

Department of Philosophy | Texas A&M University
4237 TAMU | College Station, TX 77843
979.845.5660  |
ckatz@tamu.edu
https://philosophy.tamu.edu/people/claire-katz/

See our initiative in Philosophy for Children
http://p4ctexas.sites.tamu.edu/

<PHIL 425 625 P4C SYL Revised.docx>
From Janet Hammer

I think we’re good to go.

Claire Katz, PhD | Murray and Celeste Fasken Chair
in Distinguished Teaching and Professor of Philosophy
Department of Philosophy | Texas A&M University
4237 TAMU | College Station, TX 77843
979.845.5660
ckatz@tamu.edu
http://philosophy.tamu.edu/html/home.html

See our new program in Philosophy for Children
http://p4ctexas.sites.tamu.edu

Begin forwarded message:

From: "Hammer, Janet E" <jhammer@tamu.edu>
Subject: Re: course in Philosophy for Children
Date: August 30, 2018 at 5:36:32 PM CDT
To: Claire Katz <ckatz@tamu.edu>
Cc: "Smith, Justin D" <jdesmith@tamu.edu>, "Slattery, Patrick" <pslattery@tamu.edu>

Claire,

The syllabus looks good and the registrar will provide feedback and suggestions after entered into CARS. (I have a couple of courses I am having to resubmit for reading faculty based upon feedback from the registrar.)

I am not an expert on CARS but my question would be with respect to having an undergraduate and graduate version  in the same syllabus.

Best,
Janet
Sent from my iPhone

On Aug 30, 2018, at 5:07 PM, Claire Katz <ckatz@tamu.edu> wrote:

Hi, all,

As you know I’ve been teaching a course in Philosophy for Children. Now having taught it twice (and a third time this spring), I'm hoping to put it in the course catalog for next year. I’m attaching the syllabus. Before it makes its way through through the process, we wanted to run this by you. If you don’t see any issues, could you please email us indicating that so we can attach it to the CARS page?

Thanks,
Claire

Claire Katz, PhD | Murray and Celeste Fasken Chair in Distinguished Teaching and Professor of Philosophy

Department of Philosophy | Texas A&M University
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ckatz@tamu.edu
https://philosophy.tamu.edu/people/claire-katz/

See our initiative in Philosophy for Children
http://p4ctexas.sites.tamu.edu/
New Course Proposal

Viewing: **PHPM 625 : Management Strategies and Principles for Public Health Organizations**

Last edit: 10/16/18 12:58 pm
Changes proposed by: monica-a-garza

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td><a href="mailto:magarner@sph.tamhsc.edu">magarner@sph.tamhsc.edu</a></td>
<td>979-436-9483</td>
</tr>
</tbody>
</table>

Course prefix: PHPM  
Course number: 625  
Department: Health Policy & Management  
College/School: Public Health  
Academic Level: Graduate  
Effective term: 2019-2020  

Complete Course Title
Management Strategies and Principles for Public Health Organizations

Abbreviated Course Title: MGMT STRAT PRIN PUBL HLTH ORG

Catalog course description
Designed to prepare for entry-level positions in public health organizations; exploration of planning, organizing, controlling, directing, staffing and decision making functions; includes discussions, in-class exercises and guest speakers pertaining to select topics.

Prerequisites and Restrictions
Enrollment in Master of Public Health in Health Policy Management or approval of instructor.

Should catalog prerequisites/concurrent enrollment be enforced? No

Crosslistings
Crosslisted With: No

Stacked
Stack: No

Semester: 3  
Credit Hour(s): 3

Repeatable for credit? No

CIP/Fund Code: 5122010014

Default Grade Mode: Letter Grade (G)

Method of instruction
Lecture

Approval Path
1. 09/21/18 2:51 pm  
   Monica Garner (monica-a-garza): Approved for PHPM Reviewer
2. 09/23/18 11:55 am  
   Mike Morrisey (morrisey): Approved for PHPM Department Head
3. 09/24/18 9:54 am  
   Terra Bissett (t.bissett): Rollback to Initiator
4. 09/27/18 3:47 pm  
   Monica Garner (monica-a-garza): Approved for PHPM Reviewer
5. 09/28/18 12:43 pm  
   Mike Morrisey (morrisey): Approved for PHPM Department Head
6. 10/02/18 11:31 am  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/07/18 11:21 am  
   Rick Danko (danko): Approved for PH Committee Preparer
8. 10/16/18 12:59 pm  
   Szu-hsuan Lin (micheyszu): Approved for PH Committee Chair
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)

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

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus | Syllabus_689_CARS_2nd_offering_v3.docx

Letters of support or other documentation No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (09/24/18 9:54 am): Rollback: Please reference our website to update catalog course description to comply with the catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions); Syllabus: Prerequisites do not match form/syllabus.

Terra Bissett (t.bissett) (10/02/18 11:30 am): Updates received.

Terra Bissett (t.bissett) (10/02/18 11:30 am): Minor edits made to catalog course description and prerequisites to comply with catalog style guide.

Szu-hsuan Lin (micheyszu) (10/16/18 12:59 pm): SPH CC Approve the course.
Syllabus

Instructor Information

Course title and number: PHPM 625 Mgmt Strategies & Principles for Pub. Health Orgs
Term: Spring 2019
Meeting times and location: Mondays/Wednesdays 9:10-10:35, Room 147
Instructor Name(s): Jeffrey J. Hatala, PhD
Teaching Assistant(s): NA
Telephone number: 979-436-9489
Email address: hatala@sph.tamhsc.edu
Office hours: Thursdays 1:30-3:30 and by appointment
Office location: SPH Administration Building Room 135G

Course Description

Designed to help prepare students for entry-level management positions in public health organizations. Discussions of planning, organizing, controlling directing, staffing and decision making functions. In-class exercises and guest speakers will complement readings and assignments.

Prerequisites

HPM MPH student or instructor approval.

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply project management and strategic management tools to create public health program goals, strategies and objectives.</td>
<td>Describe the role of planning and goal setting in managing public health organizations.</td>
</tr>
<tr>
<td>Use policy and management tools to evaluate implications of specific programs, policies and interventions on organizations and populations.</td>
<td>Describe the role of controlling in managing public health organizations</td>
</tr>
<tr>
<td>Apply principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives</td>
<td>Discuss the role of management in organizational and community initiatives.</td>
</tr>
<tr>
<td>Communicate evidence-based options to address public health management and policy problems.</td>
<td>Apply communication principles across a variety of settings and audiences.</td>
</tr>
<tr>
<td>Describe the legal and ethical basis for public health and health services</td>
<td>Describe laws pertaining to the management of public health organizations.</td>
</tr>
<tr>
<td>Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings</td>
<td>Discuss variety of public health organizations, their structure and functions.</td>
</tr>
<tr>
<td>Explain basis principles and tools of resource management</td>
<td>Discuss the importance of resources in the delivery of public health services.</td>
</tr>
<tr>
<td>Apply principles of program planning, development, budgeting, management and evaluation in organizational and community initiatives</td>
<td>Identify and describe the skills needed to develop and maintain partnerships.</td>
</tr>
<tr>
<td>Apply negotiation and mediation skills to address organizational or community challenges</td>
<td>Apply negotiation and mediation skills to resolve management issues.</td>
</tr>
<tr>
<td>Perform effectively on interprofessional teams</td>
<td>Perform effectively in small group settings.</td>
</tr>
</tbody>
</table>
### Textbook and/or Resource Material

- Healthcare Management by Dunn & Haimann (D&H), 10th edition (required)
- Guide to Managerial Communication by Mary Munter (MM)
- Public Health Memory Jogger (required)
- Other articles as assigned

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

<table>
<thead>
<tr>
<th>Class session</th>
<th>Topic</th>
<th>Required Reading*</th>
</tr>
</thead>
</table>
| January 14    | Syllabus overview; Public Health Management; What are we talking about? | [https://www.fastcompany.com/36831/wo w-project](https://www.fastcompany.com/36831/wo w-project)  
[https://www.fastcompany.com/28905/br and-called-you](https://www.fastcompany.com/28905/br and-called-you) |
<p>| January 16    | Public Health Organizations. 10 Essential Public Health Functions | D&amp;H Ch 1 &amp; 2. |
| January 21    | NO CLASS – Martin Luther King, Jr. Day | |
| January 28    | Managerial Communication. Working in teams | MM Ch. 2-4, 6-7. |
| January 30    | Managerial Communication. Working in teams, Part II | Quiz. |
| February 4    | Management Function: Decision making | D&amp;H Ch. 3-5. Other readings: TBD In-depth interview with public health manager due. |
| February 6    | Management Function: Decision making, Part II. | Quiz. |
| February 11   | Management Function: Directing/Leading | D&amp;H Ch. 20-24. Other readings: TBD |
| February 13   | Management Function: Directing/Leading | |
| February 18   | Management Function: Directing/Leading, Part III | D&amp;H Ch. 20-24. Other readings: TBD |
| February 20   | Management Function: Directing/Leading, Part IV | Quiz. |
| February 25   | Management Function: Planning | D&amp;H Ch. 7-10. Other readings: TBD |
| February 27   | Management Function: Planning, Part II. | Quiz. |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>March 4</td>
<td>Management Function: Organizing</td>
<td>D&amp;H 11-16. Other readings: TBD</td>
</tr>
<tr>
<td>March 6</td>
<td>Management Function: Organizing, Part II</td>
<td>Community Resource/Organizational Portrait due.</td>
</tr>
<tr>
<td>March 11-15</td>
<td>NO CLASS -- Spring Break</td>
<td></td>
</tr>
<tr>
<td>March 18</td>
<td>Management Function: Staffing</td>
<td>D&amp;H Ch. 17-19. Other readings: TBD</td>
</tr>
<tr>
<td>March 20</td>
<td>Management Function: Staffing, Part II</td>
<td>Quiz.</td>
</tr>
<tr>
<td>March 25</td>
<td>Management Function: Staffing, Part III</td>
<td>D&amp;H Ch. 17-19. Other readings: TBD</td>
</tr>
<tr>
<td>March 27</td>
<td>Management Function: Staffing, Part IV</td>
<td>Quiz.</td>
</tr>
<tr>
<td>April 1</td>
<td>Management Function: Controlling, Management Processes: Project Management</td>
<td>D&amp;H Ch. 25-26. Other readings: TBD</td>
</tr>
<tr>
<td>April 10</td>
<td>Managing Partnerships, Part II</td>
<td>Quiz.</td>
</tr>
<tr>
<td>April 17</td>
<td>Managing Volunteers: Recruiting Part II</td>
<td>Quiz.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Article: Bringing New Volunteers on Board. From 365 Ideas for Recruiting, Retaining, Motivating and Rewarding Your Volunteers.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Due Date</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>April 24</td>
<td>Managing Volunteers: Retaining and Evaluating, Part II</td>
<td>Quiz.</td>
</tr>
<tr>
<td>April 29</td>
<td>Group Paper: Presentations Group Paper due before class (eCampus) Wrap-Up</td>
<td>Management Paper due before class.</td>
</tr>
</tbody>
</table>

* Additional readings may be provided as well. Most additional readings are recommended rather than required.

**Grading Policies**

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100 Points</td>
<td>A</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-89.99 Points</td>
<td>B</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70-79.99 Points</td>
<td>C</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-69.99 Points</td>
<td>D</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&lt;60 Points</td>
<td>F</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-Class Activities</td>
<td>25%</td>
</tr>
<tr>
<td>In-depth interview with manager in public health organization</td>
<td>20% (20 points)</td>
</tr>
<tr>
<td>Community resource/organizational portrait</td>
<td>20% (20 points)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10% (10 points)</td>
</tr>
<tr>
<td>Management Paper (including peer review)</td>
<td>25% (25 points)</td>
</tr>
</tbody>
</table>

**In-class activities** -- On most weeks, there will be individual or group work based around a given topic. Students will be asked to participate in and provide reflection about the activity as it related to the lecture/readings. Activities will vary based on the topic. The idea behind the in-class activities is to simulate “real world” management issues (as much as possible).

**Quizzes** – Each week, students will take a short quiz based on the readings at the beginning of class. Quizzes will be in multiple choice, true/false, fill-in-the-blank or short answer format.

**In-depth interview with manager of a public health organization (PHO)** – Students will select a public health organization in the Bryan/College Station area. Students will make contact with the organization and arrange to meet with a manager in the organization. To complete the assignment, students may need to meet with the manager on more than one occasion. Students will be required to ask questions about their management practices and topics related to the book so students can see how this information applies to various settings. More information about the assignment will be given in class.

**Community resource/organizational profile** – Students will complete an in-depth investigation about a public health organization of their choosing. The investigation will show how the organization is meeting the public health need in the jurisdiction that they serve. Students will connect findings to public health (through lectures, readings and outside documentation) and will identify the role they will play in the community (populations served, how many, in what ways).

**Management Paper** -- This paper will primarily consist of a literature review about a single management problem. Students will be placed in groups. Students will identify a management or organizational problem and will research that problem (importance, relevance, populations affected, contributing factors and impacts of the problem). Students will then research solutions to this problem. Students will discuss 3-5
solutions that could be considered by the organization’s leadership. After the discussion of solutions, students will summarize the paper in a clear and concise fashion. The conclusion should address key findings in the solutions found and will discuss similarities and differences among solutions. Also, included in this assignment (not included in the page count) is a lessons learned section. The lessons learned section will discuss what you learned as a team about management and problem solving, where you felt you were successful as a team, and what you as a team would have done differently to complete the paper. More information will be provided in class.

**Attendance and Make-up Policies**

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

Participation in class is important to success just as participation in the workplace is important. In case an absence is excused, per Student Rule 7 listed above, students will be able to do make-up work based on what was missed. The make-up work can include researching and writing a short-paper (5-10 double-spaced pages cited and referenced in APA format) about a given topic as it pertains to public health and/or public health organizations. The paper will be due no later than 2 weeks after the instructor of record has verified that the absence has been excused.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

**eCampus (Blackboard)**

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

In order to access the course material you will need to go to login into Howdy and then click the eCampus button on the top right or look for Quick Links on the bottom of the School’s homepage or go to [http://ecampus.tamu.edu](http://ecampus.tamu.edu) Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the [Blackboard Learn Tutorials](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html) (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300. **Your eCampus login is the same as your Howdy login (NetID).**

**Computer Requirements for Online Courses**

For this and all online courses we recommend the minimum technical requirements outlined on our “SPH Computer Requirements for Online Courses” web page, located at [http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html](http://www.sph.tamhsc.edu/assessment-instructional/com-requirement.html)

All computing problems or other technical issues **not related to eCampus**, please contact:

- TAMHSC related account: [helpdesk@tamhsc.edu](mailto:helpdesk@tamhsc.edu) via E-mail, or phone to (979) 862-8029
- TAMU related account: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu) via E-mail, or phone to (979) 845-8300
**Important!!!**  Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Plagiarism Virtual Course**

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

**Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

**SPH Mission**

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

**Americans with 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**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

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

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

Equal Opportunity Statement

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

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; the schedule and topics list are subject to change. These changes will be discussed in class and subsequently communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

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

WHERE TO REPORT:
Dr. Blanca Lupiani
Executive Assoc. Dean of Faculties
108 YMCA Building, College Station, TX 77843-1126
Mail Stop 1126
979-845-4274
dof@tamu.edu

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

D1. MPH & DrPH Foundational Public Health Knowledge

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

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

D2. MPH Foundational Competencies

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

Public Health & Health Care Systems
D2.5. Compare the organization, structure and function of health care, public health and regulatory systems across national and international settings

D2.6. Discuss the means by which structural bias, social inequities and racism undermine health and create challenges to achieving health equity at organizational, community and societal levels

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

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

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

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

Interprofessional Practice
D2.21. Perform effectively on interprofessional teams
D2.22. Apply systems thinking tools to a public health issue
**HPMC. MPH in Health Policy and Management Concentration Competencies**

HPMC.1. Use policy and management tools to evaluate implications of specific programs, policies, and interventions on organizations and populations.

HPMC.2. Develop and justify budgets that support programs and organizations in the public health and health care sectors.

HPMC.3. Communicate evidence-based options to address public health management and policy problems.

HPMC.4. Apply project management and strategic management tools to create public health program goals, strategies, and objectives.

HPMC.5. Recommend and justify policies or organizational initiatives for implementation after examining their feasibility and implications.
## Course Change Request

### New Course Proposal

**Date Submitted:** 10/01/18 2:02 pm  
**Viewing:** **POLS 626 : Comparative Political Institutions**  
**Last edit:** 10/01/18 2:02 pm  
Changes proposed by: mfuhrmann

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<tr>
<th>Name</th>
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<tr>
<td>Matthew Fuhrmann</td>
<td><a href="mailto:mfuhrmann@tamu.edu">mfuhrmann@tamu.edu</a></td>
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<tr>
<td>POLS</td>
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<tr>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
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<tr>
<td>Comparative Political Institutions</td>
<td>COMPARATIVE POL INSTITUTIONS</td>
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**Catalog course description:**  
Comparative study of political institutions in different areas of the world; includes form of government, elections, executives, legislatures, judiciaries; current theoretical and empirical debates in comparative politics about the outcomes produced by institutions.

**Prerequisites and Restrictions:**  
POLS 601 and POLS 602, or approval of instructor.

**Should catalog prerequisites / concurrent enrollment be enforced?**  
No

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Repeatable for credit?  
No

**CIP/Fund Code:** 4510010001  
**Default Grade Mode:** Letter Grade (G)  
**Method of instruction:** Seminar  
**Will sections of this course be taught as non-traditional? (i.e.,**  
No

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

**Approval Path**
1. 09/20/18 11:18 am  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR  
2. 09/27/18 3:49 pm  
   William Clark (wrclark): Approved for POLS Department Head  
3. 09/28/18 3:54 pm  
   Terra Bissett (t.bissett): Rollback to Initiator  
4. 10/01/18 2:01 pm  
   Matthew Fuhrmann (mfuhrmann): Rollback to Initiator  
5. 10/01/18 2:04 pm  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR  
6. 10/01/18 3:43 pm  
   William Clark (wrclark): Approved for POLS Department Head  
7. 10/01/18 4:10 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review  
8. 10/01/18 4:22 pm  
   Tiffany Green (t.green): Approved for LA Committee Preparer GR  
9. 10/09/18 8:28 am  
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
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:

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**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus: [POLS 626 - CP Institutions.docx](POLS 626 - CP Institutions.docx)

Letters of support or other documentation: No

Additional information:

Reviewer Comments:
- Terra Bissett (t.bissett) (09/28/18 3:54 pm): Rollback: Syllabus: Please update Aggie Honor Code link located in the Academic Dishonesty portion
- Matthew Fuhrmann (mfuhrmann) (10/01/18 2:01 pm): Rollback: Wrong syllabus uploaded.
- Terra Bissett (t.bissett) (10/01/18 4:10 pm): Updates received.
Instructor information: (new course)

Catalog course description: Comparative study of political institutions in different areas of the world; includes form of government, elections, executives, legislatures, judiciaries; current theoretical and empirical debates in comparative politics about the outcomes produced by institutions.

Prerequisites: POLS 601 and POLS 602 or permission of instructor.

Course requirements:

- Weekly talking points (30% total, based on written talking points submitted each week)
  - For every seminar, all students will prepare “talking points” to structure discussions. Talking points should synthesize two or more assigned readings by drawing out common themes, approaches or pitfalls. Talking points should be no more than two-pages, double-spaced, and sent to the instructor via email no later than 5 a.m. on the day of seminar.
- Class participation (10%)
- 3 short essays (20% each)
  - Each essay will address a prompt to be distributed one week before it is due. Prompts will consist of topics that have been raised by the papers or in class discussion. Essays should be no longer than 5-pages double spaced plus bibliography.
  - The first essay is due in class in week # 7.
  - The second essay is due in class in week # 12.
  - The final essay is due at the beginning of semester week # 15.

Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4 – 59.5; F = below 59.4

There will be NO extra credit in this course.

Penalties for missed exams, presentations, and late papers:

- This class observes student rule 7 concerning university acceptable excuses for late work (see http://student-rules.tamu.edu/rule07).
- If you miss the due date for an assignment because you have a university acceptable excuse (such as sickness with a note from your doctor), contact me within 48 hours so that we can set up a new due date. Preferably, contact me before the due date.
- If you do not have a university acceptable excuse for missing the due date for an assignment the penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class.

Course topics and readings:

PART I – Defining the formal institutions

Week # 1 – Defining political regimes: democracy, authoritarianism


Week # 2 – Executives and how they come to power: parliamentary, presidential, other types of democratic systems, how authoritarian leaders come to power


Week # 3 – How the legislature (and executive) are elected

 Suggested further reading:

Week # 4 - Procedures and policy-making within the legislature

 Suggested further reading:

Week # 5 – Types of judicial systems


Suggested further reading:

Part II – Research questions and debates in the literature about outcomes produced by institutions

Week # 6 – How parties are formed


Suggested further reading:

Week # 7 – How do parties mobilize voters? From programmatic parties to clientelism


Suggested further reading:


Week # 8 – Forming a government and governing


Suggested further reading:


Week # 9 – Federalism and malapportionment


Suggested further reading:

Week # 10 – Consequences of institutional design for representation


Suggested further reading:

Week # 11 – Political institutions & economic development


Suggested further reading:


Week #12 – Political institutions and economic policy


Week #13 – Authoritarian Institutions


Suggested further reading:


Week # 14 – Why the inertia of institutional reforms


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


Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu for more information.

Diversity Statement: The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See http://diversity.tamu.edu/). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed
by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 2:11 pm

Viewing: **POLS 627 : Comparative Political Economy**

Last edit: 10/04/18 2:11 pm
Changes proposed by: mfuhrmann

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<td>Matthew Fuhrmann</td>
<td><a href="mailto:mfuhrmann@tamu.edu">mfuhrmann@tamu.edu</a></td>
<td>7707135652</td>
</tr>
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Course prefix  POLS  
Course number  627

Department  Political Science
College/School  Liberal Arts
Academic Level  Graduate
Effective term  2019-2020

Complete Course Title  Comparative Political Economy
Abbreviated Course Title  COMPARATIVE POLITICAL ECON

Catalog course description
Seminar providing an overview of literature on political economy as developed and tested in comparative politics.

Prerequisites and Restrictions
POLS 601 and POLS 602, or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No  Crosslisted With

Stacked  No  Stacked with

Semester Credit
Credit Hour(s) (per week): 3
Contact Hour(s): Lecture: 0, Lab: 0, Other: 3 Total: 3
Repeatable for credit?  No
CIP/Fund Code  4S10010001
Default Grade Mode  Letter Grade (G)
Method of instruction  Seminar
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  No

In Workflow

Approval Path
1. 09/27/18 2:31 pm  Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR 2. 09/27/18 3:50 pm  William Clark (wrclark): Approved for POLS Department Head 3. 10/02/18 11:57 am  Terra Bissett (t.bissett): Rollback to Initiator 4. 10/03/18 8:56 am  Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR 5. 10/03/18 9:35 am  William Clark (wrclark): Approved for POLS Department Head 6. 10/04/18 1:52 pm  Terra Bissett (t.bissett): Rollback to Initiator 7. 10/04/18 2:13 pm  Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR 8. 10/05/18 11:02 am  William Clark (wrclark): Approved for POLS Department Head 9. 10/05/18 11:05 am  Terra Bissett (t.bissett): Approved for Curricular Services Review

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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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<td>(PHD-POLS) Doctor of Philosophy in Political Science</td>
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Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: POLS 627 - CPE.pdf

Letters of support or other documentation: No

Additional information: I would like for this course number to be POLS 627. According to the graduate catalog, there is not currently a course with this number on the books: http://catalog.tamu.edu/pdf/2018-2019-graduate.pdf. However, when I typed “627” into the system, it indicated that this course number was unavailable. If 627 is, in fact, unavailable, then we can use 638.

Reviewer Comments:
- Terra Bissett (t.bissett) [10/02/18 11:57 am]: Rollback: POLS 627 is available and can now be accessed to resubmit your course under POLS 627. Please note on syllabus: update course number; please include correct link to Aggie Honor Code.
- Terra Bissett (t.bissett) [10/04/18 1:52 pm]: Rollback: Syllabus: Please include correct link to Aggie Honor Code (http://aggiehonor.tamu.edu)
- Terra Bissett (t.bissett) [10/05/18 11:04 am]: Updates received.

Key: 18785
POLS 627: Comparative Political Economy
Texas A&M University
Spring 2018
Mondays, 1:30 - 4:20, Allen 2064

Instructor: Dr. Guy D. Whitten (Professor)
Office: 2070 Allen Building
Email: g-whitten@pols.tamu.edu
Office hours: by appointment

General: This course is designed to provide an overview of the literature on Comparative Political Economy. This broad subfield of the discipline encompasses a wide range of research approaches and research topics. Although students are not assumed to have a background in economics, they are encouraged to expand their knowledge of essential concepts in economics and other relevant fields.

Instructor’s Expectations: This is a graduate seminar; I expect students to come to class prepared to discuss, debate, and critique the week’s readings. When doing the reading, writing your talking points, and thinking about your seminar comments, you should keep the following questions in mind:

- Theory: Does the work make original contributions to the current state of theory on the topic being addressed? Does the author elaborate the assumptions and causal mechanisms clearly? Are the assumptions plausible? Do the hypotheses follow logically from the theory?

- Empirical Design: Does the author use a research design suitable for testing the theoretical hypotheses? If not, how might we resolve this problem? Has the work failed to consider other relevant empirical issues?

- Data: Do the measures of the dependent and independent variables adequately correspond to the theoretical concepts of interest? Are better measures possible? Are more reliable data available to test the hypotheses? Are the data and construction of measures described in sufficient detail so as to permit replication?

- Findings: Has the author correctly interpreted the results? Are the interpretations substantively interesting? How well do the findings fit with theoretical expectations? Are there other possible explanations of the phenomenon of interest that we need to consider? Are there other testable implications arising from the theory that might give us greater leverage on the posited relationships?

- Writing: we will discuss this in greater detail in class, but I want you to take a critical analytical approach to thinking how the readings have been written. When you find a section of the reading exciting and/or convincing, think about why this is the case. Also, when you find a section of the reading boring and/or unconvincing, think about why this is the case. Also think about the overall structure of each reading and what does and doesn’t work in that regard.
Grades: Course grades are based on class participation (10%), weekly talking points (33%), and an original research paper (57%).

Class Participation: Class participation grades are based on participation in weekly discussions and the mini conference (.77% per week for a total of 10%).

I shall assess your grade based on your participation in weekly discussions. Note that the quantity of participation should be linked with quality, and criticism is only as strong as the evidence used to substantiate it; we are not interested in uninformed opinion.

You may ask for feedback on your performance at any time, and if you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me. Remember, this is a seminar, so just showing up to class is not enough. You must come to class prepared to participate in an informed discussion on the issues raised by the week’s readings.

The following general grading scale will be used for participation and preparation:

- A: The student made a very strong contribution to the course. Class participation reflected understanding and analysis of the material and was constructive. “Constructive” means that a student does not simply identify a weakness or problem, but rather, constructive comments identify a problem and offer suggestions for how to address it.

- B: The student contributed meaningfully to the course. Class participation went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.

- C: The student did not contribute meaningfully to the seminar. Class participation was limited to repeating the assigned material rather than making connections or extensions.

- D or lower: The student attended class, but did not participate in discussions or present meaningful questions for academic debate.

Weekly talking points: Unless instructed otherwise, each student is required to submit three theoretically-focused talking points on each week’s readings (each set of talking points is 3% of your course grade). Unless otherwise announced, these are due by email (send them to g-whitten@tamu.edu) by Friday at 9AM each week starting on January 26. To be clear, the talking points that are due on each Friday must be about the readings assigned for the following Monday. For example, the talking points submitted on Friday January 26 will cover the readings to be discussed in our class meeting on Monday January 29. These “talking points” will help to shape the class discussions, so they should discuss the most interesting theoretical questions or arguments that the student has identified based on the assigned readings. Students should craft each talking point as one or more paragraphs outlining a question or argument and submit exactly three talking points each week. Each talking point should refer to one or more specific sections of the weekly readings (with appropriate page references), and students should focus each talking point on a different chapter or article from the weekly readings. I will deduct points for talking points in excess of 160 words, as well as for late-arriving talking points. Students should submit talking points as plain text (e.g., in the body of an email or as a .txt file) with their names and the number of the talking point (for instance, if your name is Edgar Davids, your first talking point would be 2.
preceded by “Edgar Davids 1.”). A couple of things to keep in mind as you attempt to maximize the quality of your talking points:

1. Criticism is often the starting point for thoughts about readings. This is fine, but criticisms without constructive suggestions for improvements are of little value.
2. Asking questions is also a reasonable place to start, but you should suggest answers to the questions that you ask.
3. Talking points that are focused on research design are fine, but talking points focused on statistical methods tend not to be very strong contributions.
4. Talking points will be scored on three dimensions (each worth up to 5 points for a possible total of 15 points where: 5 is excellent, 4 is good, 3 is adequate, 2 is fair, and 1 is poor):
   (a) Theoretical Insight
   (b) Creativity/Innovation
   (c) Writing

**Research Paper:** Students will produce a comparative political economy research paper in which they will develop and empirically test an original theory. There will be four components to this part of the course (all in double-spaced pdf format):

1. A one page proposal that is due by email on February 21st. (This is worth 5% of the course grade)
2. A draft of the research paper distributed to the instructor and the other students in the course by noon on the day before the meetings in which the class will discuss it. (These are worth 10% of the course grade and will occur at a date to be decided during the semester)
3. A version of the research paper emailed to the instructor and the rest of the class for presentation at the class mini-conference by noon on April 27th. (This draft worth 10% of the course grade)
4. A final version of the paper to be emailed to the instructor by 5PM on May 7th. (This is worth 32% of the course grade)

Note: There is no formal minimum or maximum number of pages for the documents described in 2 through 4 above. Paper requirements and other things worth noting:

- They must conform to the submission standards of the *American Journal of Political Science*.
- They must be solo-authored.
- While it is typically fine to also submit the paper for credit in another course, the student must obtain permission for such a submission from the instructor.
- Student papers must consist of exactly the following sections:
1. Introduction
2. Literature Setup
3. Theory
4. Research Design and Data
5. Findings/Results
6. Implications and Conclusions

• The focus of this course will be on the development of the first four sections of the papers.

• Students may change their paper topic at any point in the course, but it is strongly advised that they discuss this with the instructor.

Students should proofread carefully all written assignments.

Helpful books. We will not have any required books for this course, but there are a number of very helpful books that are relevant to the course materials.


• McCloskey, Diedre N. 1998. The Rhetoric of Economics, 2nd edition. Wisconsin. Comment: This is an excellent book on writing and argument style in economics. It provides a very helpful framework for thinking about how to interpret arguments made by other scholars and how to structure your own arguments. Although most of the examples are from classic works in economics, the lessons of this book apply very well to political science in general and work on political economy in particular.

• Przeworski, Adam. 2003. States and Markets: A Primer in Political Economy. Cambridge. Comment: This is a classic treatment of the core concepts in formalized political economy. In addition to providing very readable treatments of these concepts, Przeworski provides extensive suggestions of additional readings on each topic.


Course Policies:

1) Final Paper Due Date and Late Papers The research paper will be due on May 7th at 5PM.
The grading of late papers without university excused absences follows this format: Papers turned in on May 8th-dropped one full letter grade (e.g., a B becomes a C). Those that arrive May 9th-dropped two full letter grades automatically (e.g., an A becomes a C). No papers accepted after May 9th at 5:00pm.

2) Excused Absences: We abide by TAMU Student Rules 7 (http://student-rules.tamu.edu/rule07). For an absence to be “excused,” it must correspond with those reasons listed in Rule 7.1. Students must follow the procedures explained in the Student Rules in notifying me of an excused absence and providing documentation.

Student Rule 7.3 states: “To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, [sic] or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class.”

“...the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.”

For injuries or illnesses, students must provide written confirmation of a visit to a health care professional from the professional. It must specify: 1) the date and time of the visit, and 2) that the medical service was for an acute injury or illness that made it necessary for the student to be absent from the exam.

Honor Code/Copyright and Plagiarism Statements

The Aggie Honor Code states: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” The handouts and lectures used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials, and review sheets. Because these are copyrighted, you do not have the right to copy them, unless I expressly grant permission. In addition, I do not grant permission to tape class lectures.

“As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the 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 any questions regarding plagiarism, please consult the Aggie Honor System Office website [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) or the latest version of the Texas A&M University Student Rules, under the section ‘Scholastic Dishonesty.’ ”

Class meetings may not be recorded without the permission of the professor.

Statement about 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 legisla-
tion 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.

Grades and the Grading Scale

There are no extra credit points or assignments. Per TAMU policy, I shall not email grades. The grading scale will be the standard point scale:

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

Class Schedule: It is expected that you will have read all of the assigned readings before the class period for which they are assigned. Additional required readings will be announced as needed.

- January 22—No class meeting. Instead of the usual business of handing out the syllabus and giving an overview of the class, we will hit the ground running on January 29.
- January 29
  * Brief class overview
  * What is Political Economy?
- February 5
  * Institutions Generally


- February 12 (this meeting will be rescheduled)

*Democratic Institutions*


- February 19

*Economic Voting:*


February 26

* The Economic Impact of Politics:
   - Cheibub, José. 2006 “Presidentialism, Electoral Identifiability, and Budget Balances in Democratic Systems.” *American Political Science Review*.

March 5

* Mass Political Economy I

March 19

* Mass Political Economy II

* Student draft discussion slot–Morgan Winkler

– March 26

* Authoritarian Regimes

· Donno, Daniela. 2013. “Elections and Democratization in Authoritarian Regimes.” AJPS.

* Student draft discussion slot–Natalia Moreira

– April 2

* Economic Policy


* Student draft discussion slot–Janica Magat

– April 9

* Political Budgeting


* Student draft discussion slot–Flavio Souza

– April 16

* Inequality


· Rueda, David and Daniel Stegmueller. 2015. “The Externalities of Inequality: Fear of Crime and Preferences for Redistribution in Western Europe.” AJPS.


* Student draft discussion slot–unclaimed

– April 23

* Corruption


* Student draft discussion slot–Nathalie Mendez

– April 30

* Mini Conference

– May 7

* Final paper due at 5PM
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 2:13 pm

Viewing: POLS 628 : Comparative Public Policy

Last edit: 10/04/18 2:12 pm
Changes proposed by: mfuhrmann

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Fuhrmann</td>
<td><a href="mailto:mfuhrmann@tamu.edu">mfuhrmann@tamu.edu</a></td>
<td>7707135652</td>
</tr>
</tbody>
</table>

Course prefix POLS  
Course number 628

Department Political Science
College/School Liberal Arts
Academic Level Graduate
Effective term 2019-2020

Complete Course Title Comparative Public Policy
Abbreviated Course Title COMPARATIVE PUBLIC POLICY

Catalog course description
Seminar in political science theories of public policy as developed and tested in comparative politics; worldwide topics with an emphasis on exploring theoretical frameworks across policy areas, public policy changes and differences across time and countries.

Prerequisites and Restrictions
POLS 601 and POLS 602, or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings No
Crosslisted With

Stacked No
Stacked with

Semester 3
Credit Hour(s) 3
Contact Hour(s) (per week): Lecture: 0  Lab: 0  Other: 3
Repeatable for credit? No
CIP/Fund Code 4510010001
Default Grade Mode Letter Grade (G)
Method of instruction Seminar
Will sections of this course be taught as non-traditional? (i.e.,

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

Approval Path
1. 09/20/18 11:36 am
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
2. 09/27/18 3:49 pm
   William Clark (wrclark): Approved for POLS Department Head
3. 09/28/18 3:55 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 10/03/18 8:39 am
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
5. 10/03/18 9:36 am
   William Clark (wrclark): Approved for POLS Department Head
6. 10/04/18 1:53 pm
   Terra Bissett (t.bissett): Rollback to Initiator
7. 10/04/18 2:14 pm
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
8. 10/05/18 11:02 am
   William Clark (wrclark): Approved for POLS Department Head
9. 10/05/18 11:21 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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>
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<tbody>
<tr>
<td>(PHD-POLS) Doctor of Philosophy in Political Science</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:  Upload syllabus
Upload syllabus  POLS 628 - CPP.pdf

Letters of support or other documentation  No

Additional information

Reviewer Comments  Terra Bissett (t.bissett) (09/28/18 3:55 pm): Rollback: Syllabus: please update course number and course title; please include correct link to Aggie Honor Code.
Terra Bissett (t.bissett) (10/04/18 1:53 pm): Rollback: Syllabus: please include correct link to Aggie Honor Code (http://aggiehonor.tamu.edu)
Terra Bissett (t.bissett) (10/05/18 11:07 am): Updates received.
Comparative Public Policy (POL S 628)
Tuesdays 8:40am – 11:30am in ALLN 2064
Fall 2017

Dr. Christine Lipsmeyer

Office: Allen 2088
Office Hours: Email for an appointment
Email: lipsmeyer@tamu.edu

Course Description:
When studying public policies, it is not uncommon for researchers of one substantive policy area to ignore the theoretical arguments found in another area. But theories that explain changes to unemployment policy may for example offer insights to researchers of immigration policy. In an attempt to facilitate communication across policy areas, this seminar will focus on exploring theoretical frameworks with an eye on cross-pollination across policy areas. Bringing existing theories to bear on new (to them) policy areas offers the possibility of uncovering novel explanations for public policy changes and differences. In addition, the course material in this seminar focuses on examining policies from a comparative perspective. To gain leverage on policy questions, we will be interested in theories and research that rely on variation across time and/or countries. Throughout the semester, we will be interested in analyzing theories and testing hypotheses, constantly asking ourselves what can we add to the arguments and where are the holes in the research?

Course Requirements:

- Seminar Participation 10%
- Weekly Summaries and Extensions 33% (3% per week)
- Research Paper 57%

Expectations
This is a graduate seminar; I expect students to come to class prepared to discuss, debate, and critique the week’s readings. When doing the reading, writing your summaries and extensions, and thinking about your seminar comments, you should keep the following questions in mind:

- **Theory**: Does the work make original contributions to the current state of theory on the topic being addressed? Does the author elaborate the assumptions and causal mechanisms clearly? Are the assumptions plausible? Do the hypotheses follow logically from the theory?
- **Empirical Design**: Does the author use a research design suitable for testing the theoretical hypotheses? If not, how might we resolve this problem? Has the work failed to consider other relevant empirical issues?
- **Data**: Do the measures of the dependent and independent variables adequately correspond to the theoretical concepts of interest? Are better measures possible? Are more reliable data available to test the hypotheses? Are the data and construction of measures described in sufficient detail so as to permit replication?
• **Findings:** Has the author correctly interpreted the results? Are the interpretations substantively interesting? How well do the findings fit with theoretical expectations? Are there other possible explanations of the phenomenon of interest that we need to consider? Are there other testable implications arising from the theory that might give us greater leverage on the posited relationships?

**Class Participation Grades**

I shall assess your grade based on your participation in weekly discussions. Note that the quantity of participation should be linked with quality, and criticism is only as strong as the evidence used to substantiate it; we are not interested in uninformed opinion.

You may ask for feedback on your performance at any time, and if you have concerns about the quality and quantity of your participation in the course, I hope you will speak to me. Remember, this is a seminar, so just showing up to class is not enough. You must come to class prepared to participate in an informed discussion on the issues raised by the week’s readings.

The following general grading scale will be used for participation and preparation:

- **A:** The student made a very strong contribution to the course. Class participation reflected understanding and analysis of the material and was constructive. “Constructive” means that a student does not simply identify a weakness or problem, but rather, constructive comments identify a problem and offer suggestions for how to address it.

- **B:** The student contributed meaningfully to the course. Class participation went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.

- **C:** The student did not contribute meaningfully to the seminar. Class participation was limited to repeating the assigned material rather than making connections or extensions.

- **D or lower:** The student attended class, but did not participate in discussions or present meaningful questions for academic debate.

**Weekly Summaries and Extensions**

Each week, students will choose three readings to both summarize and write extensions. The rules for each are:

**Summaries:** For each reading, you should write a summary of three sentences that is no more than 75 words long. A good summary would include: the topic of the work and its significance.

**Extensions:** Using no more than 75 words for each reading, you should offer an idea of how to extend the research and why.

These are due to me by email (lipsmeyer@tamu.edu) no later than Monday at noon (12:00pm) each week that there are readings. Note that students do not earn credit for late summaries and/or extensions.

**Research Paper**

Each student will create an original research paper on a topic relevant to this course—focused on public policy (broadly defined) with a comparative angle. The final paper should include all elements of a
publishable paper—sections that describe the research question(s), the theory, how the intended study fits into the existing literature, the research design, results, and discussion. Papers should conform to the Journal of Politics guidelines.

There are four components to this part of the course:

1) A one-page preliminary research design. Due in-class on September 19. (8% of the course grade)
2) A five-page paper summary (references do not count in the page count) emailed to me by 5pm on October 24. (14% of the course grade). You should cover the basics:
   a. Research question
   b. Relevant literature
   c. Theory
   d. Data
   e. Appropriate research method
3) Mini-Conference on Tuesday, November 28, where students will present their papers and serve as a discussant for another student’s paper. (15% of the course grade)
4) A final paper emailed to me by noon on December 1. (20% of the course grade)

Course Policies

1) Final Paper Due Date and Late Papers
The research paper will be due on Monday, December 11 by noon. Late papers without university excused absences will receive a grade of zero.

2) Papers for this course must be original, single-authored work; they cannot have been presented previously at any workshop or conference. In addition, students may not use papers from other courses to fulfill the requirements for this course.

3) You should email assignments to me from your TAMU email account.

4) Proofread all written assignments very well.

5) Excused Absences:
We abide by TAMU Student Rules 7 (http://student-rules.tamu.edu/rule7.htm). For an absence to be "excused," it must correspond with those reasons listed in Rule 7.1. Students must follow the procedures explained in the Student Rules in notifying me of an excused absence and providing documentation.

Student Rule 7.3 states:
“To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g. accident, [sic] or emergency) the student must provide notification by the end of the second working day after the absence [the day of the missed assignment or class]. This notification should include an explanation of why notice could not be sent prior to the class.”
“…the student must provide additional documentation substantiating the reason for the absence, that is satisfactory to the instructor, within one week of the last date of the absence.”

Per this rule, the student has until the end of second business day after the missed exam; this is not from the last day of the absence.

However, as this same rule states, students have one week from the last date of the absence to provide me with acceptable documentation.

For injuries or illnesses, students must provide written confirmation of a visit to a health care professional from the professional. It must specify: 1) the date and time of the visit, and 2) that the medical service was for an acute injury or illness that made it necessary for the student to be absent from the exam.

6) Honor Code/Copyright and Plagiarism Statements:
The Aggie Honor Code states: “An Aggie does not lie, cheat, or steal, or tolerate those who do.”

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“As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with the 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 the 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 any questions regarding plagiarism, please consult the Aggie Honor System Office website [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

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8) Grades and the Grading Scale:
There are no extra credit points or assignments.

Per TAMU policy, I shall not email grades.
The grading scale will be the standard point scale:

- 90-100 A
- 80-89 B
- 70-79 C
Course Schedule (announced or emailed changes supersede this schedule)

Week 1 (August 29): Introduction and Overview
Required Readings:
Syllabus

Week 2 (September 5): Institutions I
Required Readings:


Week 3 (September 12): Institutions II
Required Readings:


Week 4 (September 19): Government Policymaking
Required Readings:


Week 5 (September 26): Political Economy I
Required Readings:


Week 6 (October 3): Political Economy II
Required Readings:


**Week 7 (October 10): Groups and Immigration**

**Required Readings:**


**Week 8 (October 17): Democracy**

**Required Readings:**


**Week 9 (October 24): Student Choice Articles**

**Required Readings:**

- Each student will email me the most relevant article to his/her research paper by noon on October 18.
- Keep in mind that the article you choose should be the closest theoretically to the paper topic, so these articles should be from top journals.
- Students will be required to write summaries and extensions on three of them (and may not choose their own article).

**Week 10 (October 31): Globalization**

**Required Readings:**


**Week 11 (November 7): Learning and/or Diffusion**

**Required Readings:**


**Week 12 (November 14): Future Directions**

**Required Readings:**


**Week 13 (November 16-17): Individual Student Meetings**

**Week 14 (November 28): Mini-Conference in Rm. 2115**

**Final Papers Due:** Emailed to me by **Monday, December 11 at noon.**
Course Change Request

New Course Proposal

Date Submitted: 10/01/18 1:59 pm

Viewing: POLS 629: Comparative Political Behavior

Last edit: 10/01/18 4:12 pm
Changes proposed by: mfuhrmann

Faculty Senate Number

Contact(s)

<table>
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<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Fuhrmann</td>
<td><a href="mailto:mfuhrmann@tamu.edu">mfuhrmann@tamu.edu</a></td>
<td>7707135652</td>
</tr>
</tbody>
</table>

Course prefix POLS  
Course number 629

Department Political Science
College/School Liberal Arts
Academic Level Graduate
Academic Level (alternate) Undergraduate
Effective term 2019-2020

Complete Course Title
Comparative Political Behavior

Abbreviated Course Title COMPARATIVE POLITICAL BEHAVIOR

Catalog course description
Comparative study of political behavior; includes prospective and retrospective voting, party competition, political knowledge and political attitudes; origins of this research field and current theoretical and empirical debates.

Prerequisites and Restrictions
POLS 601 and POLS 602, or approval of instructor.

Concurrent Enrollment No
Should catalog prerequisites / concurrent enrollment be enforced? No
Crosslistings No
Crosslisted With
Stacked No
Stacked with

Semester 3
Credit Hour(s) (per week): Lecture: 0  
Lab: 0  Other: 3
Repeatable for credit? No
Three-peat? No
CIP/Fund Code 4510010001
Default Grade Mode Letter Grade (G)

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

Approval Path
1. 09/27/18 2:16 pm  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
2. 09/27/18 3:50 pm  
   William Clark (wrclark): Approved for POLS Department Head
3. 10/01/18 1:47 pm  
   Terra Bissett (t.bissett): Rollback to Initiator
4. 10/01/18 2:01 pm  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
5. 10/01/18 3:43 pm  
   William Clark (wrclark): Approved for POLS Department Head
6. 10/01/18 4:12 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/01/18 4:23 pm  
   Tiffany Green (t.green): Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am  
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
9. 10/09/18 8:30 am  
   Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Seminar

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?
No

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>(PHD-POLS) Doctor of Philosophy in Political Science</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus:
Upload syllabus

Upload syllabus
POLS 629 - CP Behavior.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments
Terra Bissett (t.bissett) (10/01/18 1:47 pm): Rollback: Syllabus: please update course prefix and number; please update link to Aggie Honor Code listed under Academic Dishonesty.
Terra Bissett (t.bissett) (10/01/18 4:11 pm): Updates received.

Reported to state?
Add
CS
POLS 629: Comparative Political Behavior

SAMPLE SYLLABUS for NEW COURSE

David Fortunato
Office: 2035 Allen Building
Email: fortunato@tamu.edu
Meeting time/place: ???
Office hours: ???

Catalog course description: Comparative study of political behavior; includes prospective and retrospective voting, party competition, political knowledge and political attitudes; origins of this research field and current theoretical and empirical debates.

Prerequisite: POLS 601 and POLS 602 or permission of instructor

Introduction

This seminar is intended to provide an introduction to research in Comparative political behavior. By the time the course has ended, I expect you to understand, in general, where the literature has been and be able to identify new avenues to push the literature forward. We will cover several substantive areas: prospective voting, retrospective voting, party competition, political knowledge and political attitudes. We will cover each of these areas from an institutionalist perspective – no legislator or voter behaves in isolation from the structure of their political institutions. As such, even when we discuss cognition, we will discuss it in an institutional context. Therefore, we will not study strictly genetic, physiological, or neuro-scientific approaches to politics.

The second half of the course will function as both field course and research practicum with session time being devoted to work shopping of your research papers (more below).

Course requirements:

• Memos: 40% total, based on written memo submitted each week
• In-class participation: 10%. The following general grading scale will be used for participation and preparation:
  • A: The student made a very strong contribution to the course. Class participation reflected understanding and analysis of the material and was constructive. “Constructive” means that a student does not simply identify a weakness or problem, but rather, constructive comments identify a problem and offer suggestions for how to address it.
  • B: The student contributed meaningfully to the course. Class participation went beyond repeating the assigned material, perhaps identifying weaknesses in the current literature, but did not make many constructive suggestions about how weaknesses might be overcome or how the literature might be usefully extended in the future.
  • C: The student did not contribute meaningfully to the seminar. Class participation was limited to repeating the assigned material rather than making connections or extensions.
  • D or lower: The student attended class, but did not participate in discussions or present meaningful questions for academic debate.
• Final paper: 50%
• Grades will be assigned based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4 – 59.5; F = below 59.4
• There will be NO extra credit in this course.

Session Structure and in-class participation:

For each session, we will read several articles or books. During our time together we will discuss the readings individually, addressing strengths and weaknesses of theory or design, etc., and as a group teasing out how the readings fit together, what inferences we may be able to draw by synthesizing their findings, and where the literature should go next.

If you do not come to class prepared, I cannot run the seminar properly. Thus, we will begin the discussion of each individual piece with a one minute (or less if possible) summary of the piece by a randomly drawn student.

There will also be “suggested readings” each week, however, for one student, these suggested readings will be mandatory. That student is responsible for preparing a summary of the suggested readings and presenting it to the remainder of the class. I will randomize the allocation of these responsibilities.

Memos

In advance of each session, you will write and submit to me a memo of three pages or less. In this memo you will synthesize the week’s readings and propose a new research design, for a new question, that the readings point to. When proposing your new question, be sure to carefully use the assigned readings to motivate it and draw out the foundations of your study.

Research Paper

Each student will compose, over the course of the semester, an original research manuscript. The paper must answer a new question in political behavior, propose or coopt a theory, derive testable hypotheses, and test those hypotheses empirically (the tests are expected to be as rigorous as your training allows – this will, of course, vary across students).

On our February 25th meeting each student will propose a question, summarizing the theoretical framework and empirical expectations, and suggest data for testing those expectations. Multiple data sources, if possible, are preferable to a single source.

These presentations are informal. During/following each presentation, we will collectively question the presenter and discuss the project in an effort to improve it. At the semester’s midpoint, each student will propose their revised question and design and the class will, again, discuss it collectively. After this point, time will be devoted to the presentation and discussion of paper progress in each meeting.

Penalties for missed exams, presentations, and late papers:

• This class observes student rule 7 concerning university acceptable excuses for late work (see http://student-rules.tamu.edu/rule07).

• If you miss the due date for an assignment because you have a university acceptable excuse (such as sickness with a note from your doctor), contact me within 48 hours so that we can set up a new due date. Preferably, contact me before the due date.

• If you do not have a university acceptable excuse for missing the due date for an assignment the penalty for late papers is one letter-grade off per day, and the paper is late if it is not turned in at the beginning of class.
WEEKLY SCHEDULE of course topics and readings:

Week 1. Course overview

We begin with discussion of research on political behavior in broad terms in an effort to define the subfield.

Week 2. The spatial model: a history lesson

Required:

Suggested:

Week 3. Duverger, tactical voting and ENP

Required:


Suggested:


**Week 4. Party competition and issue voting**

**Required:**


Lewis, Jeff and Gary King. 1999. “No Evidence on Directional vs. Proximity Voting.” Political Analysis 8(1):

Suggested:


Week 5: Policy balancing, surprise, political economy, the cost of ruling
Required:


Suggested:


Week 6: Economic voting, political economy
Required:


Suggested:


Week 7: Party ID and such
Required:


**Suggested:**


**Week 8: Sociological Models**

**Required:**


**Suggested:**


**Week 9: Information processing**

**Required:**


Suggested:


**Week 10: Heuristics**

**Required:**


STOP HERE FOR A MOMENT AND PROVIDE A FORMAL DEFINITION OF A HEURISTIC – Put it in your memo. After the assigned readings, produce another definition. Compare them and tell me how your thinking evolved if at all.


Suggested:


Week 11: Coalition-directed voting
Required:


Week 12: Workshop only
Week 13: Knowledge and sophistication

Required:


Week 14: Open/Workshop

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Academic Integrity Statement and Policy


Definition of plagiarism: As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, etc., which belong to another. In accordance with the 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 the person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website (http://www.tamu.edu/aggiehonor) or the latest version of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Academic Dishonesty: Students should be aware that academic dishonesty involves acts other than plagiarism. Please consult the Honor Council Rules and Procedures at http://aggiehonor.tamu.edu for more information.
Diversity Statement: The Department of Political Science supports the Texas A&M University commitment to diversity, and welcomes individuals from any racial, ethnic, religious, age, gender, sexual orientation, class, disability, and nationality. (See http://diversity.tamu.edu/). In the spirit of this vital commitment, in this course each voice in the classroom has something of value to contribute to all discussions. Everyone is expected to respect the different experiences, beliefs and values expressed by fellow students and the instructor, and will engage in reasoned discussion that refrains from derogatory comments about other people, cultures, groups, or viewpoints.
Course Change Request

New Course Proposal

Date Submitted: 10/01/18 2:11 pm

Viewing: **POLS 661 : Diversity in Politics**

Last edit: 10/01/18 4:13 pm
Changes proposed by: mfuhrmann

<table>
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<tr>
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<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Matthew Fuhrmann</td>
<td><a href="mailto:mfuhrmann@tamu.edu">mfuhrmann@tamu.edu</a></td>
<td>7707135652</td>
</tr>
</tbody>
</table>

Course prefix: POLS  
Course number: 661

Department: Political Science

College/School: Liberal Arts

Academic Level: Graduate

Academic Level (alternate): Undergraduate

Effective term: 2019-2020

Complete Course Title: Diversity in Politics

Abbreviated Course Title: DIVERSITY IN POLITICS

Catalog course description:

Major theories and research questions related to the political representation of historically marginalized groups in the U.S. and abroad; including political participation, recruitment, elections and appointment to government posts.

Prerequisites and Restrictions:

Graduate classification or permission of instructor.

Concurrent Enrollment: No

Should catalog prerequisites/concurrent enrollment be enforced? No

Crosslistings: No  
Crosslisted With: No

Stacked: No  
Stacked with: No

Semester Credit Hour(s) (per week):

Contact Hour(s): 3

Lecture: 0  
Total: 3

Lab: 0

Other: 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code: 4510010001

Default Grade Mode: Letter Grade (G)

Approval Path

1. 09/20/18 11:18 am  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR

2. 09/27/18 3:50 pm  
   William Clark (wrclark): Approved for POLS Department Head

3. 10/01/18 1:58 pm  
   Terra Bissett (t.bissett): Rollback to Initiator

4. 10/01/18 2:13 pm  
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR

5. 10/01/18 3:43 pm  
   William Clark (wrclark): Approved for POLS Department Head

6. 10/01/18 4:16 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review

7. 10/01/18 4:23 pm  
   Tiffany Green (t.green): Approved for LA Committee Preparer GR

8. 10/09/18 8:28 am  
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR

9. 10/09/18 8:30 am  
   Leroy Dorsey (l-dorsey): Approved for LA College Dean GR
Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Seminar

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>
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<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-POLS) Doctor of Philosophy in Political Science</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus
POLS 661 - Diversity.docx

Letters of support or other documentation
No

Additional information

Reviewer Comments
Terra Bissett (t.bissett) (10/01/18 1:58 pm): Minor edits made to catalog course description to comply with catalog style guide.

Terra Bissett (t.bissett) (10/01/18 1:58 pm): Rollback: Prerequisites do not match form/syllabus; please update link to Aggie Honor Code listed under Academic Dishonesty.

Terra Bissett (t.bissett) (10/01/18 4:16 pm): Updates received.

Reported to state?
Add
CS
POLS 661 – Diversity in Politics
Fall 20XX – Time TBD

Professors: Sarah A. Fulton
Office: 2116 ALLN
Phone: 979-845-0326
Email: safulton@tamu.edu
Office hours: TBD

Michelle M. Taylor-Robinson
Office: 2118 ALLN
Phone: 979-845-2525
Email: m-taylor11@tamu.edu
Office hours: TBD

Course description: Seminar introducing major theories and research questions related to the political representation of historically marginalized groups in the U.S. and Comparatively; including political participation, recruitment, elections, and appointment to government posts.

Prerequisites: Graduate classification or permission of instructor.

Course requirements:

- 20% – 2 class sessions in which you serve as in-depth discussion leader (10% each) -- One student will be selected to serve as a discussion leader for each seminar. Each student will be expected to lead the discussion twice over the course of the semester. Discussion leaders will introduce the assigned readings, discuss the theory and empirical tests, and offer comments and critiques about the nature and significance of the substantive contribution.

- 20% – weekly talking points – For every seminar, all students except the discussion leader will prepare “talking points” to structure discussions. Talking points should synthesize two or more assigned readings by drawing out common themes, approaches or pitfalls. Talking points should be at least two-pages, double-spaced, and sent to both of us via email no later than 5 a.m. on the day of seminar.

- 5% – research proposal for final paper – A seven-page (double spaced) research proposal is due. The research proposal should outline a literature review, theory, hypotheses, and data collection strategy. The paper proposal must be submitted to both of us via email no later than 1:30pm on October 11.

- 35% – final research paper – The purpose of this assignment is for you to prepare a new work of individual research about an under-developed topic in the gender politics literature, using either an American politics or comparative politics research design. Students will conduct a literature review, generate hypotheses, gather data, analyze the data in light of the hypotheses, and draw conclusions. Papers should conform to the journal submission requirements of the American Journal of Political Science and must be submitted by email to both instructors by noon on Friday, Dec.15. Each student will present their paper to the class on Dec.6 as an opportunity for feedback before turning in the final paper. Paper presentation will take the format of a conference presentation and another member of the seminar will serve as the discussant for each paper, providing both in-class and written feedback.

- 10% – class presentation of paper (December 6) – a draft version of the paper needs to be sent via email to your assigned discussant and to both instructors no later than noon on Dec.4.

- 10% – paper discussant (December 6) – written comments will be given to the paper author and instructors in class on Dec.6.

- Grades based on final averages as follows: A = 89.5 – 100; B= 89.4 – 79.5; C = 79.4 – 69.5; D = 69.4- 59.5; F = below 59.4

Penalties for late work:

- All work must be submitted on time unless the student has a university accepted excuse for a delay. In the case of a university accepted reason for delayed submission of the paper the professor must receive documentation of the excuse. See TAMU Student Rule 7 for university policy about excused absences, http://student-rules.tamu.edu/rule07.
The penalty for late talking points lacking a university accepted excuse is a 0.

The penalty for late papers lacking a university accepted excuse is one letter-grade off per day, beginning with papers that are not turned in during class on the paper due date.

The penalty for missing the seminar meeting on a date for which you are scheduled to be the in-depth discussion leader is a “0” for that part of the grade. If you have a university acceptable excuse for missing the in-depth discussion leader assignment you must contact the professor so that arrangements can be made for an alternative assignment.

Policy on assignment length: Papers may not be longer than the assigned word limit of the American Journal of Political Science (10,000 words) so that all students must fit their arguments into the same amount of space. If a paper is too long it will be returned to you and the paper will receive a letter grade off per day late.

Required Readings: available via Evans library

Course Outline and Reading Assignments:

**Week 1 – Sex vs. gender, what does representation mean, and what are women’s interests?**

- Sign up for discussion leader topics

**Suggested further readings:**


**Week 2 – Gender gaps in political efficacy, knowledge, engagement – persisting, changing, closing?**


Suggested further reading:

Week 3– Gender gaps in public opinion – partisan preferences, issue preferences


Suggested further reading:


Week 4-- Attitudes and Stereotypes about Women and Men


Suggested further reading:


Week 5– Consequences of Attitudes and Stereotypes about Women


*Suggested further reading:*

**Week 6– Candidate Emergence in Candidate Centered Systems**

• Research paper proposals due no later than the beginning of class on Oct.11

*Suggested further reading:*

**Week 7- Parties as Gatekeepers?**

• Research paper proposals returned in class


Suggested further reading:


**Week 8– Election rules and election of women**


Suggested further reading:


---

**Week 9– Institutional composition and positions of power; are institutions gendered?**


**Suggested further reading:**


**Week 10– Women in the executive – presidents, prime ministers, cabinets**

• Borrelli, MaryAnne. 2010. “Gender Desegregation and Gender Integration in the President’s Cabinet, 1933-2010.” *Presidential Studies Quarterly* 40(4): 734-49.

**Suggested further reading:**


**Week 11– Substantive representation – Comparative**


**Suggested further reading:**


**Week 12– Work on research papers independently**

**Week 13– Substantive representation – American**


**Suggested further reading:**


**Week 14—presentation & discussion of research papers**

**Dec. 15** – papers due by noon via email to both of us

**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).

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Course Change Request

New Course Proposal

Date Submitted: 10/03/18 8:46 am

Viewing: POLS 662: Policy, Institutions and Representation

Last edit: 10/04/18 1:49 pm
Changes proposed by: mfuhrmann

Contact Senate Number

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<tr>
<th>Name</th>
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Course prefix: POLS
Course number: 662

Department: Political Science
College/School: Liberal Arts
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2019-2020

Complete Course Title
Policy, Institutions and Representation

Abbreviated Course Title
POLICY INSTITUTIONS & REP

Catalog course description
Origins of political identity; how identity affects policy preferences, policy-making venues and specific policy domains.

Prerequisites and Restrictions
Graduate 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: 3
Credit Hour(s): 3
Contact Hour(s): 0
Lecture: 0
Lab: 0
Other: 3

Repeatable for credit? No
Three-peat? No

CIP/Fund Code: 4510010001
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes

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

Approval Path
1. 09/20/18 11:18 am
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
2. 10/01/18 3:43 pm
   William Clark (wrclark): Approved for POLS Department Head
3. 10/02/18 1:57 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 10/03/18 8:47 am
   Matthew Fuhrmann (mfuhrmann): Approved for POLS Reviewer GR
5. 10/03/18 9:36 am
   William Clark (wrclark): Approved for POLS Department Head
6. 10/04/18 1:51 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/04/18 1:54 pm
   Tiffany Green (t.green): Approved for LA Committee Preparer GR
8. 10/05/18 8:28 am
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
9. 10/09/18 8:30 am
   Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
**Satisfactory/Unsatisfactory**

Method of instruction
Seminar

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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<td>(PHD-POLS) Doctor of Philosophy in Political Science</td>
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</tbody>
</table>

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**Course Syllabus**

Syllabus:
Upload syllabus

Upload syllabus: [POLS 662 - Policy Institutions Rep.docx](POLS 662 - Policy Institutions Rep.docx)

Letters of support or other documentation
No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (10/02/18 1:57 pm): Rollback: Prerequisites do not match syllabus/form; Syllabus: please include unaltered standard ADA statement – you may include additional information in a separate paragraph.

Terra Bissett (t.bissett) (10/04/18 1:50 pm): Updates received.

Terra Bissett (t.bissett) (10/04/18 1:51 pm): Edits made to catalog prerequisites to comply with catalog style guide.

Reported to state?
Add
CS
Political Science 662  
Policy, Institutions, and Representation  
Texas A&M University  
Fall 20XX  
- Subject to Revision -

Day, Time  
20XX Allen Building

Professors: Maria Escobar-Lemmon Diana Z. O’Brien  
Email: m_escobar@tamu.edu dzobrien@tamu.edu  
Office: 2049 Allen Building 2051 Allen Building  
Phone: 979-845-1442 979-845-2138  
Office Hours Thursdays 1:00-12:30pm  
... or by appointment Tuesdays 2:00-3:30pm  
... or by appointment

**Catalog Description**

Political science seminar introducing major theories and research questions related to the political representation of historically marginalized groups; addresses questions concerning the origins of political identity and its effect on policy preferences, policy-making venues, and specific policy domains.

**Overview & Objectives**

This seminar introduces major theories and research questions related to the political representation of historically marginalized groups. Among these groups, we focus on women as our canonical case, but similar questions could be asked regarding other salient political identities such as race, ethnicity, sexual orientation, or religion. Women are a majority of the world’s population, yet are underrepresented in virtually all governments. This class exams whether, when, and why gender is a politically salient identity. It then considers how governing institutions function differently when women are included in—and excluded from—power. Finally, the course concludes by considering the adoption, implementation, and consequences of policies are especially salient to women as group.

This class has a number of learning objectives. By the end of the class you should be able to:

- define, understand, and use concepts and terms relevant to the study of representation of women in politics
- apply a body of factual knowledge directly relevant to understanding representation of women in politics around the world
- critique and apply major theses directly relevant to analyzing the effects of historical, political, economic, cultural and global forces on the representation of women in politics around the world
• recognize and formulate testable hypotheses relevant to the study of representation of different groups in politics

PREREQUISITES
Graduate student standing or instructor’s permission.

FORMAT & REQUIREMENTS
This course will be a true seminar, with a heavy emphasis on reading, writing, thinking, and meetings focused on rich discussions. Each week we will read books and/or articles and then gather to teach and learn from each other. The success or failure of the course will turn on students’ ability and willingness to read, think carefully, and then communicate their ideas effectively, verbally and in writing.

Assessment of performance is based on seminar participation, discussion participation and leadership, research design, a term paper, and response papers as shown in the table below.

<table>
<thead>
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<th>Item</th>
<th>Weight</th>
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<td>Response papers</td>
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<tr>
<td>Discussion participation and leadership</td>
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<tr>
<td>Research design</td>
<td>20</td>
</tr>
<tr>
<td>Term paper</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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</table>

Response papers. Each week students will prepare short (1-2 typed pages) responses to the assigned readings. Response papers should evaluate the theoretical motivations of the piece(s) in question, identify logical or methodological strengths and weaknesses, and/or place them in a broader context of theoretical development in a novel way. These response papers should explicitly consider how the various readings relate to or challenge each other. These response papers are due in hard copy at the end of each seminar meeting.

Participation. Active, intelligent discussion is essential to the success of this seminar; it will not be much fun if we simply sit around and look at each other awkwardly for two and a half hours every week. More importantly, discussion allows deep engagement with material and helps build an intellectual community. Assessment of participation will depend heavily on students’ activity in discussion throughout the term. While no particular level of activity in discussion is required, students should plan to make at least three valuable contributions to each conversation. The following rubric will guide participation grades for each week:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
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<tr>
<td>9-10</td>
<td>Active participation, applying theory, addressing research methods as appropriate, and directly engaging the readings and other students’ ideas.</td>
</tr>
</tbody>
</table>
Active participation that demonstrates engagement with readings and lecture materials, but without responding to or engaging with other students’ ideas.

Moderate participation without demonstrating serious engagement with readings and lecture materials.

Minimal participation without demonstrating engagement with course materials.

Physical presence in the room

Absent

Students who never offer valuable comments in seminar are effectively free-riding, and so will receive minimal credit for participation. Seminars are places to take intellectual risks, so don’t worry about getting your language or ideas wrong—mediocre scholars are never wrong; great scholars are wrong quite frequently, but work very hard to get it right. As Theodore Lowi once wrote: “I would rather have a brilliant failure on my hands than a careful success.” While we can’t endorse that sentiment when it comes to publications, it’s absolutely right for seminars. Seminars are also an appropriate place to ask questions you do not know the answer to and to ask about things you do not understand. It is difficult to contribute to and advance the literature on a topic if you don’t understand what you are building on.

The response papers enable students to think strategically across the readings in advance. Thus, students should come prepared with both big questions (speaking to multiple readings and/or abstract concepts; engage the literature in a complex way) and little questions (questions or concerns about the details of a single article; specific quibbles with the methods or measures in an article). It is often helpful to bring these to class in a form that goes beyond scribbling three words in the margin of an article or highlighting a line of text.

Research design/paper proposal. The research design will outline the theoretical underpinnings for a term paper, advance preliminary hypotheses, and propose an empirical approach for assessing them. The research design should be no more than two pages. The research design is due in hard copy on October 11. Students are strongly encouraged to consult with one or both of the course instructors as they consider topics and develop a proposal.

Term paper. Students will write a solo-authored, theoretically-motivated research paper that conforms to the requirements of the APSA style manual. The research paper should be on the topic of the political representation of historically marginalized groups. The paper should be written in the style of a political science conference paper and/or journal manuscript. Papers should not exceed 35 pages including tables, figures, and Works Cited, except by prior agreement. The paper should stand alone without any additional appendix. There is no minimum length. The term paper is due in hard copy on December 12. Again, students are actively encouraged to consult as their papers progress. If you plan on submitting this paper or one that is very similar to it for another class this semester you MUST clear this with us and your other professor in advance.
TEXTS

Most of the assigned readings are from scholarly journals and are available online. A few may be posted to the course website.

ATTENDANCE

Regular attendance is important for success, especially since a seminar’s success turns on the engagement of its participants. You should not miss any class sessions. Ultimately, however, you are adults and emerging professionals; attendance is a matter of your choice. There is no need to contact the instructors regarding absences and attendance will not factor into course grades, except inasmuch as it affects participation (obviously).

GRADES

Final course grades are assigned based on the average of the exams. End-of-semester scores of 89.5 or higher will receive grades of A; 79.5-89.4 will receive grades of B; 69.5-79.4 grades of C; and 59.5-69.4 grades of D. Students whose weighted average score is lower than 59.5 will fail the course.

ACADEMIC INTEGRITY

An Aggie does not lie, cheat or steal, or tolerate those who do. Academic dishonesty dishonors Texas A&M and is absolutely unacceptable. Besides ethical concerns, students who cheat are not learning the course’s material properly; this is a graduate seminar—you should want to learn and do this all for yourself. Violations of academic integrity are subject to penalties in accordance with the Texas A&M University Honor Code. If you’re unsure of the meaning of academic dishonesty, please see http://aggiehonor.tamu.edu/.

OTHER COURSE POLICIES

Excused absences and makeup assignments. University attendance policy as defined in Student Rules 7 applies in this course (http://student-rules.tamu.edu/rule07). Only the excused absences explicitly listed in Rule 7.1 and 7.2 are acceptable. As specified in Rule 7.3, the deadline for providing notification of absence is the end of the second working day after the absence. Notifications after absences must include an explanation of why prior notice could not be sent. The deadline for providing documentation that is satisfactory to the instructor is within one week of the last date of the absence. Students who delay sending documentation run the risk of missing this deadline if the documentation is not satisfactory.

Students may submit documentation of an excused absence for (1) participation in an activity appearing on the university authorized activity list, (2) observance of a religious holy
day or (3) acute injury of illness requiring absence from class either to me or to the associate dean for undergraduate programs, or the dean’s designee, of their colleges. For participation in University authorized activities, I accept documentation from a sponsoring university official. For observance of a religious holy day, students should send me an email communication stating the name of the religious holy day. I will reply by email if I need additional information. For acute injuries or illnesses, the only documentation I accept is written confirmation of a visit to a health care professional from the professional. It must specify the date and time of the visit and also specify that the medical service was for an acute injury or illness.

**Audio/Video Recording.** No audio or video recording of seminar meetings is allowed without explicit, advance permission.

**Laptops, tablets, smartphones, etc.** No computers or other electronic devices may be used during class meetings. Although these devices can be useful for taking notes and retrieving information, they also can be distracting and isolating in ways that degrade the seminar experience for everyone. This rule may be relaxed as the seminar evolves. Those who need to remain reachable by phone should let us know so that we can make arrangements and set expectations accordingly.

**Group work.** We encourage you to work with classmates as you prepare papers and for seminar. Your peers can provide valuable assistance at every stage from idea generation to model estimation to final paper preparation.

**Late work.** Plan ahead and do not leave assignments to the last minute. Computer hard drives fail, files are accidentally deleted, memory sticks (aka USB disks) get lost, campus internet goes down de-linking you from Dropbox/Google Drive, and illness strikes at the most inconvenient moment. Make multiple back-up copies of important files! Do not assume that you can finish an entire assignment the weekend before it is due. At the same time, even with the best laid plans delays sometimes occur. Late work will be accepted, however points will be deducted unless prior permission has been granted. Permission for late submission without penalty will be granted only in exceptional circumstances. This is a professional seminar; get your work done and get it in on time. Additionally, incompletes are bad for your academic health – and your personal health - as you try to resolve them. Do not plan on receiving an incomplete in this class. Incompletes will be granted only in unusual and/or exceptional circumstances.

**AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

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COURSE OUTLINE & SCHEDULE

THE FOUNDATIONS OF (POLITICAL) IDENTITY

**Week 1: Identity and Policy Preference Formation**


**Week 2. Heterogeneity among Women (and their Preferences)**


Week 3: Intersectionality


The Sites of Representation

Week 4: Men and Women as Lawmakers


**Week 5: Political Parties**


**Week 6: The Executive Branch**


**Week 7: The Judiciary**


**Week 8: The Bureaucracy**


**Week 9: Federalism and Subnational Governments**


Hinojosa, Magda and Susan Franceschet. 2012. “Separate but Not Equal: The Effects of Municipal Electoral Change on Female Representation in Chile” Political Research Quarterly. 65(4): 757-76


**Week 10: Social Movements**


**Week 11: Citizens’ Response to Diverse Institutions**


**Gender Across Policy Arenas**

**Week 12: Labor Policy**


**Week 13: Child and Family Policy**


**Week 14: Reproductive Rights**


**Week 15: Eradicating Violence Against Women**


Course Change Request

New Course Proposal

Date Submitted: 09/17/18 5:49 pm

Viewing: POSC 654: Animal Welfare

Last edit: 10/19/18 8:34 am
Changes proposed by: Ivaculin

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesley Gleason</td>
<td><a href="mailto:lesley.gleason@tamu.edu">lesley.gleason@tamu.edu</a></td>
<td>979-845-1654</td>
</tr>
</tbody>
</table>

Course prefix | POSC  
Course number | 654  
Department | Poultry Science  
College/School | Agriculture & Life Sciences  
Academic Level | Graduate  
Effective term | 2019-2020  
Complete Course Title | Animal Welfare  
Abbreviated Course Title | ANIMAL WELFARE

Catalog course description

Exploration of animal welfare issues from an animal’s perspective; exploration of the general questions that typically affect the welfare of an animal and insight to practices that can be used to improve the welfare of an animal.

Prerequisites and Restrictions
Graduate classification.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No  
Crosslisted With

Stacked
Yes  
Stacked with
POSC 454 - Animal Welfare

Semester  
Credit Hour(s)  
(Per week):  
3  
Lecture:  
3  
Lab:  
0  
Other:  
0

Repeatable for credit?
No

CIP/Fund Code  
0109070005

Default Grade Mode  
Letter Grade (G)

Method of instruction
Lecture

Will sections of this course be taught as non-traditional? (i.e.,
Yes

In Workflow

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

Approval Path

1. 09/03/18 4:26 pm
Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
2. 09/03/18 4:26 pm
David Caldwell (caldwell): Approved for POSC Department Head
3. 09/04/18 10:24 am
Terra Bissett (t.bissett): Rollback to Initiator
4. 09/04/18 4:07 pm
Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
5. 09/04/18 4:08 pm
David Caldwell (caldwell): Approved for POSC Department Head
6. 09/05/18 7:51 am
Sandra Williams (sandra-williams): Rollback to Initiator
7. 09/05/18 9:34 am
Morgan Farnell (mfarnell): Approved for POSC Reviewer GR
8. 09/07/18 9:29 am
Morgan Farnell (mfarnell): Approved for POSC Department Head
9. 09/07/18 10:51 am
Terra Bissett (t.bissett):

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

The learning outcomes on the syllabus used for the face to face version of the distance courses were compared with the distance section syllabus. Both the face to face and distance courses had the same learning outcomes. Learning outcomes for the non-traditional courses were equivalent to the traditional course.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Course instructors use the same content for the face to face courses for the non-traditional courses.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Yes
Will classroom space be needed for this course? 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>
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<tr>
<td>(MS-POSC) Master of Science in Poultry Science</td>
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<tr>
<td>(MAG-POSC) Master of Agriculture in Poultry Science</td>
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<tr>
<td>(PHD-POSC) Doctor of Philosophy in Poultry Science</td>
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### Course Syllabus

- Syllabus: Upload syllabus
  - **Upload syllabus**: [POSC 654 Animal Welfare Syllabus Spring 2019.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#)

- Letters of support or other documentation: No

- Additional information

  **Reviewer Comments**
  - **Terra Bissett (t.bissett) (09/04/18 10:24 am)**: Rollback: Please reference our website to update catalog course description to comply with catalog style guide (http://registrar.tamu.edu/Our-Services/Curricular-Services/Catalog/Style-Guide-for-Catalog-Course-Descriptions); Syllabus: include correct link to Aggie Honor Code.
  - **Sandra Williams (sandra-williams) (09/05/18 7:51 am)**: Minor edits made to catalog course description to conform to catalog style guide.
  - **Sandra Williams (sandra-williams) (09/05/18 7:51 am)**: Rollback: Please remove "Special Topic" from the course title in the syllabus.
  - **Terra Bissett (t.bissett) (09/07/18 10:50 am)**: Updates received.
  - **Dawn Kersterter (dkerstetter) (09/10/18 4:15 pm)**: Rollback: Per our conversation, please add number of hours to class meeting schedule table in syllabus.
Instructor: Gregory Archer, Ph.D.
Department of Poultry Science
Office: 107B Kleberg Center
Phone: 979-845-7658
Email: garcher@poultry.tamu.edu

Course Description: This course is designed to explore animal welfare issues from an animal's perspective. Exploration of the general questions that typically affect the welfare of an animal and insight to practices that can be used to improve the welfare of an animal will be the primary focus of this course.

Learning Outcomes: Concern about the welfare of domesticated, captive and wild animals has increased dramatically in the United States and many other industrialized countries. The issues involved are complex, and there is widespread disagreement both as to the extent of human responsibilities toward animals, and how those responsibilities should best be carried out. Although human ethical attitudes are a critical part of the dialogue about animals, in this course we will not deal directly with human values, but will instead attempt to look at the problem from the animals’ points of view.
- Define how animals experience pain, fear and stress
- Examine which practices compromise animal welfare and which do not
- Identify how management practices and environments may be modified to improve the welfare of animals

Prerequisites: Graduate classification

Meeting Time Monday, Wednesday, Friday 3:00 – 3:50PM, KLCT 117
Credits: 3 hours

Determination of Course Grade:
POSC 654:
Exams 3 Exams = 30%
Comprehensive Final Exam = 16%
Online Quizzes 5 quizzes = 10%
Final Project Paper and Presentation = 16%
Participation/Attendance = 8%
Research Proposal = 20%
Grading:
A = 90 - 100 %
B = 80 - 89 %
C = 70 - 79 %
D = 60 - 69 %
F = 59 % or less

Tentative Exam Schedule:
Exam # 1 February 8th
Exam # 2 March 1th
Exam # 3 April 5th
Final Exam TBD

All grades will be available on the class website at ecampus.tamu.edu

Online quizzes (all sections):
Four quizzes (25 pts. each) will be given online during the semester via the class website at http://elearning.tamu.edu. Each quiz will be comprised of 5 multiple choice questions. Quizzes will cover the lectures from the previous weeks and must be completed before midnight on the day specified below. Quizzes not taken on time will receive a grade of zero. Once you click the start button for the quiz, you will have 8 minutes to complete the quiz.

Group Project:
Student groups will select a topic related to animal welfare. Groups will write a 10 page minimum paper that will address the current practices related to the topic, a review of scientific literature on the topic, a description on how you would improve the current practice to improve welfare, a description of any unanswered questions that require more research and a list of references cited. In addition to this paper groups will give a 15-20 minute presentation summarizing the paper. Groups will be assigned by the instructor.

Proposal Project:
Students will be required to turn in an additional research proposal with topics related to animal welfare in addition to the group project. These proposals should be minimum 15 pages in length and include an introduction, objective, hypothesis, methods, and expected results and discussion, and references section (not included in page count).

Office Hours: I have an open door policy for student visits and typically respond to email within 24 hours.


All necessary materials (lecture power point slides, handouts, extra reading assignments, quizzes, etc.) will be posted on the class website at http://ecampus.tamu.edu. Use your NetID and password to login and then click on the link for this class.
**Review Sessions:** The instructor may hold a review session during normal class hours before an exam if necessary.

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Time</th>
<th>Quiz Due Dates</th>
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<tr>
<td>M</td>
<td>Jan-14</td>
<td>Introduction/Syllabus</td>
<td>Est 3 hours</td>
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<tr>
<td>W</td>
<td>Jan-16</td>
<td>What is and is not Animal Welfare</td>
<td>Est 4 hours</td>
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<tr>
<td>F</td>
<td>Jan-18</td>
<td>History and Context</td>
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<td>M</td>
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<td>W</td>
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<td>Animal Ethics Guest Lecture Dr. Varner Philosophy</td>
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<td>F</td>
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<td>Jan-28</td>
<td>Motivation</td>
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<td>Jan-30</td>
<td>Abnormal Behavior</td>
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<td>Online quiz 1 due by midnight</td>
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<td>F</td>
<td>Feb-1</td>
<td>Stress and Group Assignment Discussion</td>
<td>Est 4 hours</td>
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<td>M</td>
<td>Feb-4</td>
<td>IACUC and Welfare – Guest Lecture TBD</td>
<td>Est 4 hours</td>
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<td>W</td>
<td>Feb-6</td>
<td>Review Exam #1</td>
<td>Est 3 hours</td>
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<td>F</td>
<td>Feb-8</td>
<td>Exam #1</td>
<td>Est 1 hour</td>
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<td>M</td>
<td>Feb-11</td>
<td>Pain</td>
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<td>W</td>
<td>Feb-13</td>
<td>Euthanasia</td>
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<td>Welfare and Fitness</td>
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<td>M</td>
<td>Feb-18</td>
<td>Group Time/No Class</td>
<td>Est 4 hours</td>
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<td>W</td>
<td>Feb-20</td>
<td>Group Time/No Class</td>
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<td>F</td>
<td>Feb-22</td>
<td>Cognition</td>
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<td>M</td>
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<td>Consciousness</td>
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<td>W</td>
<td>Feb-27</td>
<td>Testing Assumptions</td>
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<td>Online quiz 2 due by midnight</td>
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<td>Review Exam#2</td>
<td>Est 3 hours</td>
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<td>Exam #2</td>
<td>Est 1 hour</td>
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<td>F</td>
<td>Mar-8</td>
<td>Spring Break</td>
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<td>M</td>
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<td>Spring Break</td>
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<td>F</td>
<td>Mar-15</td>
<td>Fear/ Hunger and Thirst</td>
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<td>M</td>
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<td>Behavioral Restriction</td>
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<td>Guest Lecture - Heath Nevill Texas</td>
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<td>Exam #3</td>
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<td>Est 4 hours</td>
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<td>Presentations Groups 5 &amp; 6</td>
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<td>W</td>
<td>Apr-24</td>
<td>Review for Final</td>
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</tbody>
</table>

**Total hours 135**

You are expected to spend a minimum of 9 hours a week outside of class doing class related activities such as reviewing and studying material, watching assigned videos, taking quizzes, etc.

***IMPORTANT NOTE***

Even though the PowerPoint slide show presented during lecture will also be available on the class website for students to view and print off, students should understand that not everything that will be covered in lecture may appear on the slides. Therefore, class attendance, participation in discussions and good note-taking are highly recommended. PowerPoint slides will serve as an outline for students to follow and will relieve some of the burden of writing everything down in class, but are NOT a substitute for class attendance and participation in lecture. It is very likely that some items discussed in detail in class will not be covered in detail on the slides, and will likely be included in quizzes and exams. Students are responsible
for material covered during lecture, not just material available in the PowerPoint slides or website.

**Online Students:** Class will be recorded and posted on Blackboard/Ecampus. You are expected to listen to lecture videos on Blackboard/Ecampus each day of class is held just as if you were in class physically.

**Cell phone policy:**
Please do not allow cell phones to disturb class time. The best policy is to not bring cell phones to class. If you must bring your cell phone to class, turn it off during lecture or place it in the silent mode. Do not send or read text messages during class. Cell phone use is distracting to the instructor and fellow students, and the cell phone user may be asked to leave class if the cell phone becomes a distraction.

**Examination procedures:**
All books, backpacks and non-essential materials will be placed at the perimeter of the room. No hats or other headgear may be worn during the exam. Cell phones must be left in backpacks or not brought into room during testing (refer to Student Rules - Scholastic Dishonesty for more details).

**Exam format:**
All exams, including the final, will typically consist of short answer, fill in the blank, draw and/or label diagrams, and multiple choice questions. The final exam is comprehensive and mandatory.

**Missed exam policy:**
1. If you miss an exam, you must notify Dr. Archer (in person, by email or by phone) before 5:00 pm on the day of the exam to request a reschedule (provided you have a legitimate reason for missing the exam) or you will receive a zero for that exam.
2. If you miss an exam for anything other than a university recognized excused absence, you will not be eligible for any bonus points on that exam. See Student Rules Attendance Policy at http://student-rules.tamu.edu/rule07 for a list of excused absences. Note that “having to work” does not qualify as a university excused absence.
3. Make-up tests will have several questions that are not on the exam given during the regularly scheduled time (including an essay question).
4. If you are given a rescheduled time to take the exam and you fail to show up, you will receive a zero for that exam.

**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.

**University Copyright and Plagiarism Notice:** The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, 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 any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Academic Integrity Statement:**
For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.
An Aggie does not lie, cheat or steal, or tolerate those who do. For more information, see the Honor Council Rules and Procedures on the web: 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: 10/04/18 10:42 am

Viewing: **PSYC 652: Statistics and Research Methods in Industrial/Organizational Psychology I**

Last edit: 10/04/18 10:42 am
Changes proposed by: bisi.atoba

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
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<table>
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<th>Course prefix</th>
<th>PSYC</th>
<th>Course number</th>
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<td>College/School</td>
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<td>Academic Level</td>
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<td>Effective term</td>
<td>2019-2020</td>
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Complete Course Title

Statistics and Research Methods in Industrial/Organizational Psychology I

Abbreviated Course Title

STATS & RSCH MTDS I/O PSYC I

Catalog course description

The first of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational (I/O) psychologists; current topics pertinent to the content domain of I/O Psychology; statistical software packages will be used to enhance conceptual understanding.

Prerequisites and Restrictions

Graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

No

Stacked

No

Semester

3

Credit Hour(s)

3

Contact Hour(s)

3

Lecture Total

3

Lab:

0

Other:

0

Repeatable for credit?

No

CIP/Fund Code

4227080001

Default Grade Mode

Letter Grade (G)

Method of instruction

Lecture

In Workflow

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

Approval Path

1. 10/02/18 8:56 am
   Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR
2. 10/02/18 9:06 am
   Heather Lench (hlench): Approved for PBSI Department Head
3. 10/03/18 2:30 pm
   Terra Bissett (t.bissett): Rollback to Initiator
4. 10/04/18 11:12 am
   Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR
5. 10/04/18 11:28 am
   Heather Lench (hlench): Approved for PBSI Department Head
6. 10/04/18 2:02 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/04/18 2:03 pm
   Tiffany Green (t.green): Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
9. 10/09/18 8:30 am
   Leroy Dorsey (l-dorsey): Approved for LA College Dean GR
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>
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<tbody>
<tr>
<td>(MS-PSYC) Master of Science in Psychology</td>
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</table>

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**Course Syllabus**

- **Syllabus:** Upload syllabus
- **Upload syllabus:** [PSYC 652_ Statistics and Research Methods in IO Psych I.pdf](PSYC%20652%20%20%20Statistics%20and%20Research%20Methods%20in%20IO%20Psych%20I.pdf)
- **Letters of support or other documentation:** No
- **Additional information**
- **Reviewer Comments:**
  - Terra Bissett (t.bissett) (10/03/18 2:30 pm): Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?
  - Terra Bissett (t.bissett) (10/04/18 2:00 pm): Updates received.
Course title and number: PSYC 652: Statistics and Research Methods in Industrial/Organizational Psychology I (3 credits)

Term: Fall 2019

Meeting times and location: TR 12:30-2:00PM; Milner 118

Course Description and Prerequisites

Description: The first of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational psychologists (e.g., General Linear Model); current topics pertinent to the content domain; statistical software packages will be used to enhance conceptual understanding.

Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Explain the logic underlying the research process and the central issues related to all things data.
- Describe the most commonly used research designs and statistics in I/O psychology.
- Create and prepare a dataset for analysis in a specific statistical software package such as SPSS and R.
- Apply conceptual knowledge gained to the conduct of a comprehensive analysis of real psychological data including descriptive statistics, graphs, and ANOVA(s).
- Interpret common research results in I/O psychology.
- Detect fallacies in the presentation of statistical results.
- Write effective research reports in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name: Patrick Bolger, PhD
Telephone number: 979-458-1122
Email address: pbolger@tamu.edu
Office hours: Fridays, 1:30-3:30pm
Office location: Psychology 225

Textbook and/or Resource Material

8. Relevant research review paper and research article will be assigned.

Grading Policies

Exams: You will take three non-cumulative midterms to evaluate your mastery of unit content. Each will be worth 15%. There is no final exam.

Homework: There will also be nine homework assignments worth 30% that focus on specific topics of the class.

Final Research Project: There will be one final research project where you will conduct one or more ANOVAs (from "beginning to end") on an I/O data set that reflects a workplace issue. This will be worth 25%.

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

Attendance and make-up policy

Attendance policy: "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."

Attendance is expected at all scheduled class meetings. Students should let instructors know in advance if they will be missing a class meeting. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments—please make arrangements to exchange contact information with another classmate to ensure that you are “in the know!”

Make-up policy: Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a make-up is allowed, it must take place within two weeks of the originally scheduled date.

Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro &amp; orientation to class Intro to data analysis</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Basic descriptive statistics Normal curve, distributions, &amp; assumptions</td>
<td>Howell Ch 3 StatSoft: Descriptive statistics Homework 1 due</td>
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<tr>
<td>3</td>
<td>Data cleaning &amp; Missing data Reliability &amp; Validity Measurement</td>
<td>McGrath Ch. 2 Tabachnick &amp; Fidell Ch 4 StatSoft: Reliability Homework 2 due</td>
</tr>
<tr>
<td>4</td>
<td>Hypothesis testing: Inferential stats &amp; statistical significance More on hypothesis testing</td>
<td>Field Ch 5 Homework 3 due</td>
</tr>
<tr>
<td>5</td>
<td>Z-tests &amp; t-tests, oh my! Review for Exam 1</td>
<td>StatSoft: Correlations Exam 1: Weeks 1-4</td>
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<tr>
<td>6</td>
<td>Variance, Covariance &amp; Correlation Intro to GLM</td>
<td>StatSoft: The General Linear Model Homework 4 due</td>
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<tr>
<td>7</td>
<td>Simple regression</td>
<td>Homework 5 due</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Textbook/Reference</td>
</tr>
<tr>
<td>------</td>
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</tr>
<tr>
<td>8</td>
<td>Multiple regression</td>
<td>StatSoft: Multiple regression</td>
</tr>
<tr>
<td>9</td>
<td>Guess what?! More regression Review for Exam 2</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ANOVA</td>
<td>StatSoft: ANOVA</td>
</tr>
<tr>
<td>11</td>
<td>Factorial Designs</td>
<td>StatSoft: ANCOVA</td>
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<td>12</td>
<td>ANCOVA</td>
<td>StatSoft: ANCOVA</td>
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<tr>
<td>13</td>
<td>Statistical power &amp; effect sizes</td>
<td>Cohen (1990, 1992) – Power</td>
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<td>14</td>
<td>Nonparametric tests</td>
<td>StatSoft: Nonparametric statistics</td>
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<td></td>
<td>Quasi-experimental designs</td>
<td>Maxwell &amp; Delaney Ch 8.</td>
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<tr>
<td>15</td>
<td>Final research project due</td>
<td>Gaubatz (2015)</td>
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</table>

# Topic completion timeframes are estimated and are subject to change.

**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**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:43 am

Viewing: **PSYC 653 : Statistics and Research Methods in Industrial/Organizational Psychology II**

Last edit: 10/04/18 10:43 am

Changes proposed by: bisi.atoba

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
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<table>
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<tr>
<th>Course prefix</th>
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<tr>
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<td>College/School</td>
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<td>Academic Level</td>
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<td>Effective term</td>
<td>2019-2020</td>
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</table>

Complete Course Title
- Statistics and Research Methods in Industrial/Organizational Psychology II

Abbreviated Course Title
- STATS & RSCH MTDS I/O PSYC II

Catalog course description
- The second of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational (I/O) psychologists; current topics pertinent to the content domain of I/O Psychology; statistical software packages will be used to enhance conceptual understanding.

Prerequisites and Restrictions
- PSYC 652; graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
- Yes

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

Approval Path
1. 10/02/18 9:03 am
   Takashi Yamauchi (takashi-yamauchi):
   Approved for PBSI Reviewer GR
2. 10/02/18 9:06 am
   Heather Lench (hlench):
   Approved for PBSI Department Head
3. 10/03/18 2:36 pm
   Terra Bissett (t.bissett):
   Rollback to Initiator
4. 10/04/18 11:12 am
   Takashi Yamauchi (takashi-yamauchi):
   Approved for PBSI Reviewer GR
5. 10/04/18 11:28 am
   Heather Lench (hlench):
   Approved for PBSI Department Head
6. 10/04/18 2:04 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
7. 10/04/18 2:56 pm
   Tiffany Green (t.green):
   Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am
   Leroy Dorsey (l-dorsey):
   Approved for LA Committee Chair GR
9. 10/09/18 8:30 am
   Leroy Dorsey (l-dorsey):
   Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Enforced Prerequisites / Concurrent Enrollment

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<th>Concurrency?</th>
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<td>Stacked</td>
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Semester: 3 Credit Hour(s) Contact Hour(s) (per week):
Lecture: 3 Lab: 0 Other: 0 Total: 3

Repeatable for credit? No
CIP/Fund Code: 4227080001
Default Grade Mode: Letter Grade (G)
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)
(MS-PSYC) Master of Science in Psychology

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: [PSYC 653_Statistics and Research Methods in IO Psyc II.pdf](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#)
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
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<tbody>
<tr>
<td>Additional information</td>
<td></td>
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<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td><strong>Terra Bisse (t.bissett) (10/03/18 2:36 pm)</strong>: Rollback: We cannot list specific course titles in the catalog prerequisites, therefore, PSYC 689 cannot be included-please update; please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?</td>
<td></td>
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<tr>
<td><strong>Terra Bissett (t.bissett) (10/04/18 2:04 pm)</strong>: Updates received.</td>
<td></td>
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</table>
Course title and number | PSYC 653: Statistics and Research Methods in Industrial/Organizational Psychology II (3 credits)  
---|---  
Term | Spring 2019  
Meeting times and location | MW 12:40-1:55; PSYC 336

Course Description and Prerequisites

Description: The second of two courses in statistics and research methods; integrates research design, appropriate methodology, and advanced statistical techniques used by industrial/organizational psychologists (e.g., Generalized Linear Model, nonlinear regression); current topics pertinent to the content domain; statistical software packages will be used to enhance conceptual understanding.

Prerequisites: PSYC 652 when approved; graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Explain the logic and assumptions of regression analysis.
- Select the type of regression analysis appropriate for a particular research question.
- Summarize data through mixed-effects modeling, the Generalized Linear Model, dimension reduction, and graphics.
- Apply conceptual knowledge gained to the conduct of a comprehensive analysis of real psychological data including multilevel modelling and logistic regression.
- Manipulate data and present it using the philosophical approach to R known as the "Hadleyverse" (or as Hadley Wickham calls it, the "tidyverse").
- Create great reports and interactive graphics through the following tools available in RStudio (respectively): RMarkdown and Shiny.
- Write effective research reports in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name | Patrick Bolger, PhD  
---|---  
Telephone number | 979-458-1122  
Email address | pbolger@tamu.edu  
Office hours | TBA  
Office location | Psychology 225

Textbook and/or Resource Material


**Grading Policies**

**Modules and Performance Tasks:** The following three modules and their associated performance criteria constitute the curriculum and primary grading criteria for PSYC 653. Tasks relevant to each module are listed on the course website. The modules must be completed on an individual basis in the presence of the course instructor. There will be more details provided about these modules and how to demonstrate your proficiency throughout the course. The core competencies listed below with an “SW” require the use of a computer software statistics package. This is worth 70%.

**Module 1: Advanced methods of analysis**
- Regression: Diagnostics, nonlinear regression, logistic regression (SW: 2 minutes)
- Assumptions of Regression
- Regression with 1 predictor
- Regression with 2+ predictors
- Hierarchical regression
- Path analysis
- Multilevel analysis
- Longitudinal analysis
- Latent class analysis basic
- Latent class analysis with predictors

**Module 2: Mediation and Moderation**
- explain and contrast each term
- explain how you would test for each
- conduct a test of mediation (SW: 2 minutes)
- conduct a test of moderation (SW: 2 minutes)
- explain results
- discuss implications

**Module 3: Data Management and Analysis**
- Power
- Curvilinear relationships
- Categorical predictors
- Interactions: continuous and categorical variables
- Outliers
- Multicollinearity
- Missing Data
- explain missing data
- provide a specific example
- discuss prevention strategies
- diagnose missing data (SW: 2 minutes)
- discuss handling procedures
- contrast the various options
- explain how you would report results

Exploratory Data Analysis (EDA)
• explain the purpose of EDA
• demonstrate at least three procedures (SW)
• explain implications and next steps

Final Research Project: There will be one final research project on an I/O data set that reflects a workplace issue. This is worth 30%.

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

Attendance and make-up policy

Attendance policy: “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.”

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Make-up policy: Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a makeup is allowed, it must take place within two weeks of the originally scheduled date.

Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)

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<th>Topic</th>
<th>Required Reading</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Intro &amp; orientation to class</td>
<td>Syllabus/in-class Q&amp;A</td>
</tr>
<tr>
<td>2</td>
<td>Module 1: Advanced methods</td>
<td>Cohen Ch 3, 4</td>
</tr>
<tr>
<td>3</td>
<td>Module 1: Advanced methods (cont.)</td>
<td>Cohen Ch 5</td>
</tr>
<tr>
<td>4</td>
<td>Module 1: Advanced methods (cont.)</td>
<td>Howell Ch 13, 15</td>
</tr>
<tr>
<td>5</td>
<td>Module 1: Advanced methods (cont.)</td>
<td>Optional readings*</td>
</tr>
<tr>
<td>6</td>
<td>Module 2: Mediation</td>
<td>Iacobucci (the whole book; skim)</td>
</tr>
<tr>
<td>7</td>
<td>Module 2: Mediation (cont.)</td>
<td>Optional readings*</td>
</tr>
<tr>
<td>8</td>
<td>Module 2: Moderation</td>
<td>Lecture notes</td>
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<tr>
<td>9</td>
<td>Spring Break</td>
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<td>10</td>
<td>Module 3: Data mgt.</td>
<td>Cohen Ch 6</td>
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<td>11</td>
<td>Module 3: Data mgt. (cont)</td>
<td>Cohen Ch 7, 8</td>
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<td>12</td>
<td>Module 3: Data mgt. (cont)</td>
<td>Cohen Ch 9, 10</td>
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<td>13</td>
<td>Module 3: Data Mgt. (Missing Data)</td>
<td>Cohen Ch. 11</td>
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<td>14</td>
<td>Module 3: Data Mgt. (EDA)</td>
<td>Optional readings*</td>
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<tr>
<td>15</td>
<td>Final research project due</td>
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</table>

Topic completion timeframes are estimated and are subject to change.
* The optional readings will be posted on the course website one week in advance.
** Will be available in course website.
*** Topics X is determined by the students. I send out a quick survey to poll all students about what topics they would like to learn about.

Americans with Disabilities Act (ADA)
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Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:43 am

Viewing: PSYC 654: Psychometrics and Survey Design in Industrial/Organizational Psychology

Last edit: 10/04/18 10:43 am

Changes proposed by: bisi.atoba

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
</tbody>
</table>

Course prefix: PSYC

Course number: 654

Department: Psychological and Brain Sciences

College/School: Liberal Arts

Academic Level: Graduate

Effective term: 2019-2020

Complete Course Title: Psychometrics and Survey Design in Industrial/Organizational Psychology

Abbreviated Course Title: PSYMTRCS & SURV DESN I/O PSYC

Catalog course description:

Study of psychological measurement for testing and assessment purposes in I/O psychology; classical and modern test theories are introduced as well as their implications for test construction and survey design; emphasis on skill acquisition through developing, administering and scoring predictor or criterion tests and presenting results.

Prerequisites and Restrictions:

PSYC 652; PSYC 653; graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?: Yes

In Workflow

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

Approval Path

1. 10/02/18 8:56 am
   Takashi Yamauchi (takashi-yamauchi):
   Approved for PBSI Reviewer GR
2. 10/02/18 9:06 am
   Heather Lench (hlench):
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3. 10/03/18 2:36 pm
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   Rollback to Initiator
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   Approved for PBSI Reviewer GR
5. 10/04/18 11:28 am
   Heather Lench (hlench):
   Approved for PBSI Department Head
6. 10/04/18 2:07 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
7. 10/04/18 2:57 pm
   Tiffany Green (tgreen):
   Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am
   Leroy Dorsey (l-dorsey):
   Approved for LA Committee Chair GR
9. 10/09/18 8:30 am
   Leroy Dorsey (l-dorsey):
   Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
Enforced Prerequisites / Concurrent Enrollment

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Crosslistings No
Stacked No

Semester 3
Credit Hour(s) 3
Contact Hour(s) 3 (per week):
Lecture: 3
Lab: 0
Other: 0
Total 3
Repeatable for credit? No
CIP/Fund Code 4227080001
Default Grade Mode Letter Grade (G)
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)

(MS-PSYC) Master of Science in Psychology

Course Syllabus

Syllabus: Upload syllabus
PSYC 654: Psychometrics and Survey Design in Industrial/Organizational Psychology

Upload syllabus  
PSYC 654_Psychometrics & Survey Design in IO Psych.pdf

Letters of support or other documentation  
Yes

Upload files  
EPSY support for PSYC 654 F2018.pdf

Additional information

Reviewer Comments  
Terra Bissett (t.bissett) (10/03/18 2:36 pm): Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?

Terra Bissett (t.bissett) (10/04/18 2:07 pm): Updates received.
MEMORANDUM

September 28, 2018

To: Dr. Bisi Atoba, Instructional Assistant Professor
   Department of Psychological and Brain Sciences

From: Dr. Shanna Hagan-Burke, Professor and Head
      Department of Educational Psychology

C: Dr. Oi-man Kwok, Professor and Chair of the Division of Research, Measurement, & Statistics
   Department of Educational Psychology

   Dr. Beverly Irby, Associate Dean of Academic Affairs
   College of Education and Human Development

   Dr. Heather Lynch, Head
   Department of Psychological and Brain Sciences

RE: Request for Department of Educational Psychology’s Support for New Course Proposal PSYC 654

I have reviewed the proposed draft syllabus for a new course entitled Psychometrics and Survey Design in Industrial/Organizational Psychology (PSYC 654) and solicited feedback from the faculty who teach in our department’s Division of Research, Measurement, & Statistics. While the proposed course does have some overlapping content in courses we already offer, we appreciate the need and benefit for your department to be able to offer a master’s-level course that contextualizes and applies this content within the fields of industrial/organization psychology. As such we would be pleased to support this new course provided (a) industrial/organization psychology is incorporated and remains a part of the course title and (b) enrollment remains restricted to students in your department’s new master’s degree program in Industrial/Organizational Psychology. Please let us know if we can be of further assistance in the process.
Course title and number  PSYC 654: Psychometrics and Survey Design in Industrial/Organizational Psychology
Term  Fall 2019
Meeting times and location  TBD; Milner 118

Course Description and Prerequisites

**Description:** A study of psychological measurement for testing and assessment purposes in I/O psychology; classical and modern test theories are introduced as well as their implications for test construction and survey design; emphasis is placed on skill acquisition through developing, administering, and scoring predictor/criterion tests and presenting results.

**Prerequisites:** PSYC 652 when approved, PSYC 653 when approved; graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Explain concepts central to psychological measurement common to applicant and employee assessment in I/O Psychology.
- Distinguish between classical test theory and modern test theory.
- Demonstrate applied skills in scale/measure development and validation in I/O Psychology.
- List and discuss test measurement theories.
- Write effective research report in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name  TBD
Telephone number  979-TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material

3. Optional/supplemental readings.
Grading Policies

**Homework:** There will be homework assignments worth 30% that focus on specific topics of the class.

**Exams:** There will be three take-home exams worth 10% each.

**Measure Development & Validation Project:** There will be one I/O psychology applied project on measure development. This is worth 40%.

**Grading Scale:**
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = <60

**Attendance and make-up policy**

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

Attendance is expected at all scheduled class meetings. Students should let instructors know in advance if they will be missing a class meeting. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments—please make arrangements to exchange contact information with another classmate to ensure that you are “in the know!”

**Make-up policy:** Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a make-up is allowed, it must take place within two weeks of the originally scheduled date.

### Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro to the Course, Syllabus, Introduction to R, A review of Basic Statistical Concepts</td>
<td>Syllabus/in-class Q&amp;A</td>
</tr>
<tr>
<td>6</td>
<td>Reliability and Classical Test Theory (CTT)</td>
<td>Chapter 5-7 of F&amp;B, Cho &amp; Kim (2015)  &lt;br&gt;<strong>HW Due: Factor Analysis &amp; Reliability</strong></td>
</tr>
<tr>
<td>#</td>
<td>Topic</td>
<td>Page(s)</td>
</tr>
<tr>
<td>----</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
</tbody>
</table>
| 7  | Special Topics Related to Reliability: Inter-rater Reliability/Agreement and Generalizability Theory CIs for reliability coefficients | LeBreton & Senter (2008)  
Chapter 13 of F&B | *Exam 2 due*                  |
| 8  | Validity Theory  
Validity: Determining the number of EFA factors; Confirmatory Factor Analysis  
Validity: PCA vs PFA and other extraction methods | Chapter 4 & 8 of F&B  
Dunteman & Lewis-Beck (1989) |                                            |
| 9  | Validity: Factor scores, structure & comm coeffs  
Validity: Exploratory and confirmatory rotation | Kim & Mueller (1978)  
*HW Due: Validity* |                                            |
| 11 | Multigroup Analysis | TBD |                                            |
| 12 | Growth curve model | TBD |                                            |
| 13 | Multi-level models | TBD |                                            |
| 14 | Practical Issues – BIAS/DIF/Norming/Fairness and Cut Scores | Chapter 11, 14 of F&B  
Cizek, Bunch, & Koons (2004)  
*HW Due: DIF & IRT Exam 3 due* |                                            |
| 15 | Final research project due | |                                            |

*# Topic completion timeframes are estimated and are subject to change.*

---

**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**

*“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit:*  
[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)*
# Course Change Request

## New Course Proposal

Date Submitted: 10/04/18 10:43 am  

**Viewing: PSYC 656 : Advanced Selection**  

Last edit: 10/04/18 10:43 am  
Changes proposed by: bisi.atoba

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
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<table>
<thead>
<tr>
<th>Course prefix</th>
<th>PSYC</th>
<th>Course number</th>
<th>656</th>
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<tbody>
<tr>
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<td>College/School</td>
<td>Liberal Arts</td>
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<td>Academic Level</td>
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<td>Effective term</td>
<td>2019-2020</td>
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</table>

<table>
<thead>
<tr>
<th>Complete Course Title</th>
<th>Advanced Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abbreviated Course Title</td>
<td>ADVANCED SELECTION</td>
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</table>

### Catalog course description

An in-depth analysis of psychological principles and employee selection methods with a focus on applied practice and current topics; emphasis on the application of evidence-based best practices to the selection process; importance of job and work analysis, testing and assessment, psychometrics, validation procedures, and measurement in light of ethical, legal, diversity and international issues.

### Prerequisites and Restrictions

Graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No  
Crosslisted With

Stacked No  
Stacked with

<table>
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<th>Semester</th>
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<th>Lab: 0</th>
<th>Other: 0</th>
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<tr>
<td>Hour(s)</td>
<td></td>
<td></td>
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</tbody>
</table>

Repeatable for credit? No

CIP/Fund Code 4227080001

Default Grade Mode Letter Grade (G)

Method of instruction Lecture

Will sections of this course be taught as non-traditional? (i.e.,

In Workflow

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

Approval Path

1. 10/02/18 9:04 am  
   Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR
2. 10/02/18 9:06 am  
   Heather Lench (hlench): Approved for PBSI Department Head
3. 10/03/18 2:38 pm  
   Terra Bissett (t.bissett): Rollback to Initiator
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   Heather Lench (hlench): Approved for PBSI Department Head
6. 10/04/18 2:08 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/04/18 2:57 pm  
   Tiffany Green (t.green): Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am  
   Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
9. 10/09/18 8:30 am  
   Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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

Parts of this course or the entire course will be online (part of term, distance education)

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>MS-PSYC Master of Science in Psychology</td>
</tr>
</tbody>
</table>

Course Syllabus

- Syllabus: Upload syllabus
- Upload syllabus: PSYC 656_Advanced Selection.pdf
- Letters of support or other documentation: Yes
- Upload files: letter of support_PSYC 656.pdf
- Additional information
- Reviewer Comments
  - Terra Bissett (t.bissett) (10/03/18 2:38 pm): Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?
  - Terra Bissett (t.bissett) (10/04/18 2:08 pm): Updates received.
September 20, 2018

To: Dr. Bisi Atoba  
   Director, MS-I/O Psychology Program

From: Dr. Wendy Boswell  
   Department Head, Management

Subject: Letter of support for PSYC 656: Advanced Selection

The Department of Management in Mays Business School supports the Department of Psychology offering of Advanced Selection (PSYC 656) as part of the new MS-I/O Psychology program. The Department of Management offers a course titled Organizational Staffing (MGMT 622) which also covers the general topic of employee selection. We note that MGMT 622 is limited in enrollment capacity to primarily business students admitted to the MS-HRM program and is taught every other year. Importantly, we assess that the proposed course in the Psychology Department is focused specifically on preparing Industrial-Organizational (I-O) students with careers in the I-O Psychology field, with skills being developed around job/task analysis, measurement and methodological issues, and psychology testing.

Please do not hesitate to contact me if I can be of further assistance.
Course title and number: PSYC 656: Advanced Selection (3 credits)
Term: Spring 2019
Meeting times and location: W 9:10-12:10pm; Milner 118

Course Description and Prerequisites

Description: An in-depth analysis of psychological principles and employee selection methods with a focus on applied practice and current topics; the course emphasizes the application of evidence-based best practices to the selection process; the importance of job/work analysis, testing and assessment, psychometric theory, validation procedures, and measurement in light of ethical, legal, diversity, and international issues are considered.

Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Articulate the implication of recruitment, testing, assessment, and validation for selection.
- Conduct a validation study to check for selection discrimination.
- Explain the nature and extent of selection in organizations, including theoretical background and psychometrics.
- Discuss issues pertaining to ethical and legal constraints in personnel selection.
- Demonstrate skill in determining and recommending a fitting selection system for a real organization.
- Demonstrate professional presentation skills by presenting technical report to client.
- Write effective technical reports in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name: TBA
Telephone number: 979-TBA
Email address: TBA@tamu.edu
Office hours: TBA
Office location: TBA

Textbook and/or Resource Material

3. Relevant research review paper and research article will be assigned and will be available on eCampus.
4. Technology & Software: Laptop, SPSS, Microsoft Excel.
Grading Policies

Class Attendance and Participation (5%): The more you participate, the more you'll get out of the class. You are expected to be a willing and active participant in your learning and in the class. Class participation consists of coming to class on time, prepared, and willing to contribute to the discussion or questions posed. If the class is unprepared for discussion, I will ask you to write a critical analysis of the assigned readings to encourage class participation.

Readiness Assessments (10%): At the beginning of each class, a brief multiple choice, true-false, or fill-in-the blank assessment will be administered on the materials assigned for review. Most questions will target basic understanding of the material in Gatewood et al. (2016) and other key readings. This will be scored and reviewed during the same class period.

Validation Exercise (10%): Students would act as a plaintiff’s expert witness in defense of an allegation of discrimination by completing a very small section of a validation project that specifically focuses on adverse impact analyses.

Selection Method Presentation (10%): You will be responsible for a 20-minute presentation of a selection method commonly used in industry (see signup sheet). You must (a) describe the method and evaluate the evidence regarding its validity, (b) include recent research concerning how, when, and where it would be appropriate to use such a technique, (c) include a brief case study of the method’s use in a given organization as found in popular press, an HR magazine, or an interview with a professional in the field, and (d) ask the audience a few discussion questions. Visual aids are strongly encouraged.

Client Project: Selection System (35%): Because this course exposes you to various selection procedures, you would tie all the information together to create a new or modify an existing selection procedure. Specifically, your two-person team would develop recommendations for a selection battery that a real organization in the BCS area should use when selecting applicants for a specific position. You would determine the validity, fairness, as well as legal issues related to the use of the selection battery. This project would also further develop your ability to communicate technical information to a non-technical audience. You would write and present your technical report to the client. Peer reviews may be implemented to discourage social loafing. Further details will be provided later in the semester.

Content Summary Paper (30%): The content summary will consist of a set of questions concerning various domains of research and scenarios within the field of selection. It will be due a week after distribution. Answers to each question must be no longer than 1 single-spaced typed page written in conformance to the APA publication guidelines (6th edition).

Grading Scale:

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

Attendance and make-up policy

Attendance policy: “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.”

Attendance is expected at all scheduled class meetings. Students should let instructors know in advance if they will be missing a class meeting. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments—please make arrangements to exchange contact information with another classmate to ensure that you are “in the know!”

Make-up policy: Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a makeup is allowed, it must take place within two weeks of the originally scheduled date.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome Overview of Selection Current topics: Technology &amp; Big Data</td>
<td>GFB # 1&lt;br&gt;Edenborough #16&lt;br&gt;Ployhart et al. (2017)&lt;br&gt;Ryan &amp; Ployhart (2014)&lt;br&gt;Landers et al. (2017)&lt;br&gt;Reynolds &amp; Dickter (2017)&lt;br&gt;Roth et al. (2016)</td>
</tr>
<tr>
<td>2</td>
<td>Job Analysis Performance Measurement</td>
<td>GFB # 2, 3&lt;br&gt;Edenborough # 13&lt;br&gt;Sanchez &amp; Levine (2009)&lt;br&gt;Motowidlo (2003)</td>
</tr>
<tr>
<td>3</td>
<td>Legal Issues and Ethics in Selection Recruitment</td>
<td>GFB # 4, 5&lt;br&gt;Edenborough # 5&lt;br&gt;Gutnam (2009)&lt;br&gt;Hanges et al. (2013)&lt;br&gt;Reichenberg (2012)</td>
</tr>
<tr>
<td>4</td>
<td>Recruitment Measurement Issues: Reliability</td>
<td>GFB # 7&lt;br&gt;Edenborough #4, 7&lt;br&gt;Darnold &amp; Rynes (2013)</td>
</tr>
<tr>
<td>7</td>
<td>Measurement Issues: Subgroup Differences &amp; Adverse Impact Visit to Client Site</td>
<td>Arthur et al. (2013)&lt;br&gt;Arthur, Atoba et al. (2018, manuscript)&lt;br&gt;Wee et al. (2014)</td>
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<tr>
<td>10</td>
<td>Predicting Counterproductive Work Behaviors</td>
<td>GFB # 14&lt;br&gt;Edenborough #3&lt;br&gt;Frone (2006)&lt;br&gt;Beaty et al. (2011)&lt;br&gt;Van Iddekinge et al. (2012)</td>
</tr>
<tr>
<td>12</td>
<td>Selection Methods: Selection</td>
<td>GFB # 10</td>
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<tr>
<td>Interview</td>
<td>Selection Methods: Simulations in General</td>
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<td>-----------</td>
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<td></td>
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<tr>
<td></td>
<td>Roulin et al. (2015)</td>
<td></td>
</tr>
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<td>GFB # 13</td>
<td>Clauser et al. (2016)</td>
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</tr>
<tr>
<td>Student Presentation: LORs</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 13 | Selection Methods: Work Sample and SJTs |
| Selection Methods: Assessment Centers | Edenborough #9, 10 |
| Edenborough #9, 10 | Bobko et al. (2005) |
| Jackson et al. (2016) | Meriac et al. (2014) |
| Meriac et al. (2014) | Student Presentation: VBT CP (Final draft) |

| 14 | Decision Making in Selection |
| GFB # 15 | Highhouse (2008) |
| Morgeson et al. (2012) | Student Presentation: Cybervetting, Probation/Tryout Validation Report Due |

| 15 | Due: Content Summary Paper |
| # Topic completion timeframes are estimated and are subject to change. *GFB = Gatewood et al.’s textbook, CP = client project. |

Americans with Disabilities Act (ADA)

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Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:44 am

Viewing: PSYC 657 : Training and Performance Management
Last edit: 10/04/18 10:44 am
Changes proposed by: bisi.atoba

Contact(s)

<table>
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<tr>
<th>Name</th>
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<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
</tbody>
</table>

Course prefix: PSYC  
Course number: 657

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Graduate
Effective term: 2019-2020

Complete Course Title:
Training and Performance Management

Abbreviated Course Title:
TRAINING & PERFORMANCE MGMT

Catalog course description:
A comprehensive review of theory, research, current topics and practice associated with training and performance management; training as an organizational subsystem is emphasized as the model for the design, implementation and evaluation of training programs; appraisal and management of work performance for various organizational purposes.

Prerequisites and Restrictions:
Graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No

Crosslisted With:

Stacked:
No

Stacked with:

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

Repeatable for credit?
No

CIP/Fund Code: 4228040001
Default Grade Mode: Letter Grade (G)
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e.,
No

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

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4. 10/04/18 11:14 am  
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5. 10/04/18 11:28 am  
Heather Lench (hlench): Approved for PBSI Department Head
6. 10/04/18 2:09 pm  
Terra Bisset (t.bisset): Approved for Curricular Services Review
7. 10/04/18 2:58 pm  
Tiffany Green (tgreen): Approved for LA Committee Preparer GR
8. 10/09/18 8:28 am  
Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
9. 10/09/18 8:30 am  
Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-PSYC) Master of Science in Psychology</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus  PSYC 657_Training & Performance Management.pdf

Letters of support or other documentation  No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (10/03/18 2:38 pm): Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?

Terra Bissett (t.bissett) (10/04/18 2:09 pm): Updates received.
Course title and number: PSYC 657: Training and Performance Management (3 credits)
Term: Spring 2019
Meeting times and location: M 9:10-12:10pm; Milner 118

Course Description and Prerequisites

Description: A comprehensive review of theory, research, current topics, and practice associated with training and performance management; training as an organizational subsystem is emphasized as the model for the design, implementation, and evaluation of training programs; the appraisal and management of work performance for various organizational purposes is discussed.

Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Discuss issues pertaining to training needs, training design to maximize learning, and training evaluation.
- Effectively present a large variety of on- and off-site training techniques to an organization.
- Evaluate the implications of the current challenges of the dynamic workplace for organizational training.
- Plan, design, and perform a training workshop that best suits the needs of a real organization.
- Relate techniques for conducting an effective performance appraisal.
- Evaluate the legal soundness of a performance appraisal form.
- Write effective technical reports in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name: TBA
Telephone number: 979-TBA
Email address: TBA@tamu.edu
Office hours: TBA
Office location: TBA

Textbook and/or Resource Material

3. Relevant research review paper and research article will be assigned and posted on eCampus.

Grading Policies

Class Participation (5%): The more you participate, the more you'll get out of the class. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. You are expected to be a willing and
active participant in your learning and in the class. Class participation consists of coming to class on time, prepared, and willing to contribute to the discussion or questions posed at least twice per class session without being called upon. If the class is unprepared for discussion, I will ask you to write a critical analysis of the assigned readings to encourage class participation.

**Readiness Assessment (10%)**: Students will post at least one thoughtful question about each assigned reading to no later than 8:00am on the class day. Students should be sure that they write a good question and not just a comment about the readings. All students should take the time to read the other students' posted questions prior to class. Grades will be determined by meeting the deadline each week. Furthermore, at the beginning of each class, a brief multiple choice, true-false, or fill-in-the-blank quiz will be administered on the materials assigned for review. This is closed-book. Questions may take many forms, but most will target basic understanding of the assigned readings. This will be scored and reviewed during the same class period.

**Training Delivery Presentation (15%)**: As an individual student, you will be responsible for a presentation of one training delivery method listed in Chapter 7 and 8 of Noe (2017). This presentation should be approximately 20 minutes long. Visual aids are strongly encouraged. Specific instructions will be provided when assigned.

**Performance Appraisal Presentation (15%)**: As a team, you will need to obtain a copy of a current performance appraisal instrument utilized by an organization (ideally the same as the job analysis project), and prepare a critique of this form and the process used to implement it. You will then make recommendations for improving the existing form. Finally, you will need to prepare a 30-minute presentation on your endeavor. Visual aids are strongly encouraged.

**Content Summary Paper (25%)**: The content summary will consist of a set of questions concerning various domains of research and scenarios within the field of training and performance management. It will be due a week after distribution. Answers to each question must be no longer than 1 single-spaced typed page written in conformance to the APA publication guidelines (6th edition).

**Active Practice Workshop (30%)**: In a team of 3-4, you will design and deliver a basic training workshop that fits the need of a real organization. In addition to the presentation, a training manual will also be presented to the organization. Specific instructions about this workshop will be provided when assigned.

**Grading Scale**:  
\[ \begin{align*}  
A &= 90-100 \\
B &= 80-89 \\
C &= 70-79 \\
D &= 60-69 \\
F &= <60 
\end{align*} \]

**Attendance and make-up policy**

**Attendance policy**: “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.”

Attendance is expected at all scheduled class meetings. Students should let instructors know in advance if they will be missing a class meeting. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments—please make arrangements to exchange contact information with another classmate to ensure that you are “in the know!”

**Make-up policy**: Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a makeup is allowed, it must take place within two weeks of the originally scheduled date.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1    | Intro & orientation to class  
Training Overview: What is training and development and how extensive is it? | Noe Chapter 1 & 2  
Salas et al. (2012)  
Wexley & Latham (2002)  
Bell et al. (2017) |
Clark (2008)  
Wexley & Latham (2002)  
Surface (2012) |
| 3    | Learning and Training Transfer | Noe Chapter 4  
Arthur et al. (1998)  
Machin (2002) |
| 4    | Training Delivery Methods (Presentations) | Noe Chapter 7 & 8  
Arthur et al. (2003) |
| 5    | Training Delivery Methods (Presentations) | Noe Chapter 7 & 8  
Arthur et al. (2003) |
| 6    | Instructional Design and the Learning Environment: The design of training to maximize learning | Gully & Chen (2010)  
Noe Chapter 5 [Training Manual I Due] |
| 7    | Evaluation Procedures | Noe Chapter 6  
Kraiger (2002)  
Topno (2012)  
Basarab et al. (1992)  
Philips & Philips (2016) [Delivery Practice I Due] [Training Manual II Due] |
| 8    | Team Training and Cooperative Learning | Salas et al. (2002)  
Salas et al. (2008) [Delivery Practice II Due] [Final Training Manual Due] |
| 9    | Active Practice Workshop Delivery  
Performance Appraisal to Performance Management | Fletcher & Williams. Ch. 1  
Aguinis (2013). Ch. 1 |
| 10   | Purpose/Uses of PM  
Job Performance Ratings | Murphy & Cleveland, Ch. 4  
Newman et al. (2004) |
| 11   | Rater Goals and Motivation  
Gathering Performance Information | Murphy & Cleveland, Ch. 8 & 9  
Aguinis (2013). Ch. 6 |
| 12   | Rater Error and Accuracy  
Rater Training  
Multisource Feedback | Murphy & Cleveland, Ch. 10  
Roch et al. (2012)  
Gorman & Rentsch (2016; Skim)  
Atwater at al. (2007) |
| 13   | Designing Appraisal Systems  
PM Best Practices and Results  
Does PM help or Hurt? | Fletcher & Williams. Ch. 5 & 11  
Murphy & Cleveland, Ch. 12 |
| 14   | Performance Management Presentations | |
| 15   | Content Summary Paper due | |

# Topic completion timeframes are estimated and are subject to change.

**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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit: http://aggiehonor.tamu.edu
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:44 am

Viewing: PSYC 658: Work Attitudes and Motivation

Last edit: 10/04/18 10:44 am
Changes proposed by: bisi.atoba

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
</tbody>
</table>

Course prefix: PSYC  Course number: 658

Department: Psychological and Brain Sciences
College/School: Liberal Arts
Academic Level: Graduate
Effective term: 2019-2020

Complete Course Title: Work Attitudes and Motivation
Abbreviated Course Title: WORK ATTITUDES & MOTIVATION

Catalog course description:
A critical analysis of major theories, current research and practical or current issues associated with employee attitudes and motivation in the workplace; topics include job satisfaction, organizational commitment, work engagement, stress, absenteeism, turnover, motivation, job design and quality of work, and work values; key methodological and measurement issues; application of social psychology literature to workplace problems.

Prerequisites and Restrictions:
Graduate classification or approval of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No
Crosslisted With:

Stacked:
No
Stacked with:

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

Repeatable for credit?
No

CIP/Fund Code: 4227070001
Default Grade Mode: Letter Grade (G)
Method of instruction:
Lecture

Will sections of this course be taught as non-traditional? (i.e.,
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>Required (select program)</th>
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<table>
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<tr>
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<table>
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<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-PSYC) Master of Science in Psychology</td>
</tr>
</tbody>
</table>

**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus: Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 658 Work attitudes and motivation.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
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<td>No</td>
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<table>
<thead>
<tr>
<th>Additional information</th>
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<tr>
<td>Reviewer Comments</td>
</tr>
<tr>
<td>Terra Bisset (t.bissett) [10/03/18 2:39 pm]: Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?</td>
</tr>
<tr>
<td>Terra Bisset (t.bissett) [10/04/18 2:12 pm]: Updates received.</td>
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</table>
Course title and number  PSYC 658: Work Attitudes and Motivation
Term  Fall 2020
Meeting times and location  TBD

Course Description and Prerequisites

**Description:** A critical analysis of major theories, current research, and practical/current issues associated with employee attitudes and motivation in the workplace; topics include job satisfaction, organizational commitment, work engagement, stress, absenteeism, turnover, motivation, job design and quality of work, and work values; key methodological and measurement issues are discussed.

Course content draws heavily from the application of social psychology literature to workplace problems.

**Prerequisites:** Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Describe the current state of the literature on work attitudes and motivation, as well as the current conceptualizations of different work attitudes and motivation.
- Describe the major theories of work motivation with a focus on their strengths and limitations.
- Detail how the work attitudes and motivation research can be applied to job design to maximize organizational effectiveness.
- Explain the key issues in the measurement of major work attitude constructs.
- Demonstrate analytical skills and information presentation skills through research presentation.
- Write effective white paper in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>TBD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone number</td>
<td>979-TBD</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:TBD@tamu.edu">TBD@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>TBD</td>
</tr>
<tr>
<td>Office location</td>
<td>TBD</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material

There is no textbook for this course. Relevant research review paper from organizational psychology, organizational behavior, and social psychology will be assigned.

Grading Policies

**Class participation (10%):** The more you participate, the more you'll get out of the class. In fact, many cognitive psychology studies demonstrate that actively engaging in discussion of to-be-learned material can dramatically improve your ability to remember the material. You are expected to be a willing and active participant in your learning and in the class. Class participation consists of coming to class on time, prepared, and willing to contribute to the discussion or questions posed at least twice per class
session without being called upon. If the class is unprepared for discussion, I will ask you to write a critical analysis of the assigned readings to encourage class participation.

White Paper to Client - Team Work (45%): Your task is to create a white paper on a potentially controversial topic for a client. Assume that the client is an educated layperson (i.e., you should keep jargon to a minimum, avoid acronyms, etc.).

- You may pick your own topic, as long as it is related to the current course. For example, you could use what you’ve learned about financial incentives and motivation to write a white paper on a topic such as (a) the effect of financial incentives on teacher performance, (b) the effect of income tax cuts for the wealthy, or (c) the effect of executive compensation on executive performance. Another possibility would be to pick a topic of relevance to the nascent field of Humanitarian Work Psychology (see http://www.humworkpsy.org).

- The white paper should be in MS Word, should use 12-point font, and should be 10-15 double-spaced pages long—including the table of contents, references, and any tables or figures. Feel free to be creative in terms of format (e.g., using bulleted lists, using pictures/graphics, using footnoted references rather than a separate reference section).

- Your white paper should include relevant readings from the syllabus (including the recommended readings) plus other sources obtained by you. When selecting references, you may need to be creative because the sources you cite may be basic research sources rather than sources that pertain to the specific applied topic you choose for your white paper. You should have at least 15 references.

- Please note that your white paper, and especially your ultimate recommendations to the client, should be based on the available research evidence (theoretical, empirical, or ideally both), rather than your personal predilections or ideologies. Moreover, please do not over-simplify the topic. For example, if you choose the topic of executive compensation, you should keep in mind that both the amount and the form (e.g., salary, gainsharing, stock options) of compensation might influence motivation and, consequently, performance.

Applied Presentation (45%): The primary goal of this course is to develop a holistic understanding of how formal and informal policies, practices, and social interactions influence how people think, feel, and behave at work. Therefore, your applied presentation will incorporate theory and current best practices to design a motivation oriented intervention targeting a specific problem commonly encountered in organizations. For instance, how will you evaluate and compensate employees? What management structure will you use? How will you handle conflict resolution? How will you select employees in and out of the organization? How would you structure career paths? How will you promote team work and creativity where needed? How will you approach work-life integration and employee wellbeing? The scope of the paper is, obviously, quite large. You’ll need to make decisions on what to include in your perfect organization and what can be left out. To help narrow the scope of the paper, I want us to focus on motivation processes and not training or other forms of skill development. Assume your workforce has the needed knowledge and skills to perform their work.

Grading Scale:

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

Tips for reading articles

When reading an empirical (or theoretical/review) article, here are some questions to keep in mind:

Primarily descriptive questions:
- What are the main points in this article? A few examples:
  - Which theoretical frameworks are used? If you were asked to summarize each framework in 1-2 sentences, what would you say?
  - What are the major hypotheses?
  - How are the relevant constructs defined?
• What is the research design?
• How are the relevant constructs measured (operationalized)?
• How do the author(s) analyze the data? Even in cases where the data analytic techniques are complex, try to emerge with at least a surface-level understanding of what is being done, and why.
• What are the major findings?
• What are the implications for future research and for practice?
  ○ Are there any implications for you personally (e.g., will you do anything differently after reading this article)?

Primarily evaluative questions:
• What are the strengths of this article? For example, if the article has been cited heavily, why might this be the case?
• What are the weaknesses of this article?
• Was there anything in this article that you found surprising or particularly interesting?

Attendance and make-up policy

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Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Welcome</td>
<td>Diefendorff &amp; Chandler (2011)</td>
</tr>
<tr>
<td></td>
<td>History, Trends, and Issues</td>
<td>Judge et al. (2017)</td>
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<td></td>
<td></td>
<td>Kanfer, Frese, &amp; Johnson (2017)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Schleicher, Hansen, &amp; Fox (2011); pp.137-170 only</td>
</tr>
<tr>
<td>2</td>
<td>Methodological Issues</td>
<td>Anseel et al. (2010)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Huang et al. (2012)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Podsakoff et al. (2003)</td>
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<tr>
<td></td>
<td></td>
<td>Goodman et al. (2013)</td>
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<td></td>
<td></td>
<td>Recommended reading: Shultz, Hoffman, &amp; Reiter-Palmon (2005)</td>
</tr>
</tbody>
</table>

Work Attitude

| 3    | Organizational commitment: Nature          | Bergman (2006)                                                                 |
|      |                                            | Meyer & Herscovitch (2001)                                                    |
|      |                                            | Meyer & Morin (2016)                                                          |
|      |                                            | Meyer, Stanley, & Vandenberg (2013)                                           |
|      |                                            | Klein, Molloy, & Brinsfield (2012)                                            |
|      |                                            | Klein, Molloy, & Cooper (2009)                                                |
|      |                                            | Solinger, Van Olffen, & Roe (2008)                                            |
|      |                                            | van Rossenberg et al. (2018)                                                  |
| 4 | Organizational commitment: Antecedents & Outcomes | Choi, Oh, & Colbert, (2015)  
Meyer, Stanley, Herscovitch, & Topolnytsky (2002)  
Riketta & Van Dick (2005)  
Cooper-Hakim & Viswesvaran (2005) |
|---|---|---|
Locke (1976) |
Fisher (2000)  
Fuller et al. (2003)  
Scott & Judge (2006) |
Chen et al. (2011)  
Judge, Heller, & Mount (2002)  
Judge, Thoresen, Bono, & Patton (2001) |

**Work Motivation**

| 9 | Nature of work motivation | Grant (2007)  
Latham & Pinder (2005)  
Locke (1991)  
Seo, Barrett, & Bartunek (2004) |
| 10 | Goal setting; Goal orientation; Regulatory focus | Brockner & Higgins (2001).  
Elliot & Church (1997)  
Higgins (1997)  
Johnson, Chang, & Yang (2010)  
Locke & Latham (2006)  
Vandewalle, Cron, & Slocum (2001) |
| 11 | Incentives | Kerr (1995)  
Pfeffer (1998)  
Kamenica (2011) |
| 12 | Expectancy, self-efficacy, and similar constructs | Bandura (2005)  
Erez & Isen (2002)  
Schmidt & DeShon (2009)  
Hiller & Hambrick (2005)  
Plous (1995)  
Sanchez, Truxillo, & Bauer (2000)  
Vancouver & Kendall (2006) |
Deci, Olafsen, & Ryan (2017)  
Gagne & Deci (2005)  
Kaplan & Berman (2010).  
Sheldon & Elliot (1998) |
White Paper to Client Due

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## Academic Integrity

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)
Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:44 am

Viewing: **PSYC 659 : Groups, Teams and Leadership**

Last edit: 10/04/18 10:44 am

Changes proposed by: bisi.atoba

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<table>
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<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
</tbody>
</table>

Course prefix  | PSYC  
Course number  | 659  
Department  | Psychological and Brain Sciences  
College/School  | Liberal Arts  
Academic Level  | Graduate  
Effective term  | 2019-2020  

Complete Course Title  
Groups, Teams and Leadership  
Abbreviated Course Title  
GROUPS, TEAMS & LEADERSHIP  

Catalog course description  
An in-depth review of the factors leading to effective groups, teams and leadership in organizations; topics include strategies for building high performance teams and techniques for assessing, selecting and developing leaders; the course integrates theory, research and current topics with experiential learning; application of social psychology literature to workplace problems.  

Prerequisites and Restrictions  
Graduate classification or approval of instructor.  
Should catalog prerequisites / concurrent enrollment be enforced?  
No  

Crosslistings  
No  
Crosslisted With  

Stacked  
No  
Stacked with  

Semester  | 3  
Credit Hour(s)  | 3  
Contact Hour(s) (per week):  | 3  
Lecture:  | Total  
Lab:  | 0  
Other:  | 0  
Repeatable for credit?  | No  
CIP/Fund Code  | 4227070001  
Default Grade Mode  | Letter Grade (G)  
Method of instruction Lecture  | No  
Will sections of this course be taught as non-traditional? (i.e.,  | Yes  

In Workflow

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

Approval Path

1. 10/02/18 9:02 am Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR  
2. 10/02/18 9:06 am Heather Lench (hlench): Approved for PBSI Department Head  
3. 10/03/18 2:41 pm Terra Bissett (t.bissett): Rollback to Initiator  
4. 10/04/18 11:14 am Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR  
5. 10/04/18 11:29 am Heather Lench (hlench): Approved for PBSI Department Head  
6. 10/04/18 2:58 pm Terra Bissett (t.bissett): Approved for Curricular Services Review  
7. 10/04/18 3:47 pm Tiffany Green (t.green): Approved for LA Committee Preparer GR  
8. 10/09/18 8:29 am Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR  
9. 10/09/18 8:30 am Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(MS-PSYC) Master of Science in Psychology</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus [PSYC 659_Groups, Teams, and Leadership.pdf]

Letters of support or other documentation No

Additional information

Reviewer Comments Terra Bissett (t.bissett) (10/03/18 2:41 pm): Rollback: Please complete section on form to indicate if this course will be a required or elective course; Form shows course can be repeated - is this course truly repeatable for credit?

Terra Bissett (t.bissett) (10/04/18 2:24 pm): Updates received.
Course title and number: PSYC 659: Groups, Teams, and Leadership

Term: Fall 2019

Meeting times and location: TBD

Course Description and Prerequisites

Description: An in-depth review of the factors leading to effective groups, teams, and leadership in organizations; topics include strategies for building high performance teams and techniques for assessing, selecting, and developing leaders; the course integrates theory, research, and current topics with experiential learning.

Course content draws heavily from the application of social psychology literature to workplace problems.

Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Detail the complexities of group behavior within organizations.
- Analyze the key concepts and theories related to groups, teams, and leadership.
- Explain the relationships between individual, group- and leadership outcomes.
- Describe conflict resolutions techniques within a group or team.
- Identify leaders’ strengths and weaknesses and their role in the society.
- Detail evidence-based approaches of effective leadership.
- Analyze leadership problems and provide theory-based justification for suggested realistic solutions.
- Write effective research reports in conformance to the style guide of the Publication Manual of the American Psychological Association.

Instructor Information

Name: TBD, PhD
Telephone number: 979-TBD
Email address: TBD@tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material

3. Relevant research review paper from organizational psychology, organizational behavior, and social psychology will be assigned.

Grading Policies
Class Participation (10%): Reading assignments are given to provide a basic foundation for the weekly material and to stimulate further inquiry and investigation. Active participation in discussions is critical for individual and group learning to occur in a seminar format. Students should attend class prepared to thoughtfully discuss the readings. The quality and quantity of one’s contributions to the seminar will be evaluated.

Team Project and Presentation (30%): In the class session, I will assign you to teams of 4-5. Your team will play the role of a consulting firm. In this presentation, you will focus on an analysis of ONE team of your choosing, using constructs discussed in this course. This team must be intact in a real world organization. No more than two classroom groups may cover the same topic, and topic sign-ups will be approved on a first-come basis. After choosing a real world team to analyze, your group will make a prediction of how that team will perform over the course of the semester with rationale to support your prediction based on literature covered in class. Therefore, this prediction will be 2-3 pages and will be due three weeks into the course. You will follow the team over the course of the semester. At the end of the semester, a 7-10 page paper and a presentation will be due. All papers in this course should be in 12 point Times New Roman font and double-spaced with one inch margins. In the paper and presentation you will analyze the performance of both your chosen team and its leader using as many constructs from class as are applicable. You will also discuss whether your prediction at the beginning of the semester was accurate, why or why not, and what your chosen team could do to improve in the future.

Your presentation should show mastery of your chosen team and the constructs covered in class. Your team will be graded on both the content of the presentation as well as the clarity and effectiveness of the delivery. Following the presentations, each of you will also be asked to fill out an online assessment of your teammates on contributions to taskwork and teamwork. These ratings will influence your participation grade.

Leadership Exemplar Group Project and Presentation (30%): Students will be assigned to teams and each team’s task is to construct a 15-minute presentation to the class summarizing the products of their research on an exemplary leader (you should also construct a written document summarizing your presentation). One possibility is to conduct a scholarly analysis of one prominent leader’s style, habits, and strategies. This would probably involve reading biographical sources and personal or journalistic accounts of the chosen leader’s performance. It is probably most appropriate to choose a business leader, but a community, political, military, sports, or religious leader could also work out. Your goal is to extract useful lessons for good practices and to provide instructive illustrations of these practices in action.

Content Summary Paper (30%): The content summary will consist of a set of questions concerning various domains of research and scenarios within the field of selection. It will be due a week after distribution. Answers to each question must be no longer than 1 single-spaced typed page written in conformance to the APA publication guidelines (6th edition).

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

Attendance and make-up policy

Attendance policy: "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."

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### Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro &amp; orientation to class</td>
<td>N/A</td>
</tr>
<tr>
<td>2</td>
<td>Characteristics of groups and teams</td>
<td>Levi Ch 1, 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levine Ch 1, Mathieu et al. (2017)</td>
</tr>
<tr>
<td>3</td>
<td>Processes of teamwork: Cooperation, competition, communication</td>
<td>Levi Ch 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mathieu et al. (2000)</td>
</tr>
<tr>
<td>4</td>
<td>Issues groups and teams face: Conflict management, power and social influence</td>
<td>Levi Ch 7, 8</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Levine Ch 6</td>
</tr>
<tr>
<td>5</td>
<td>Issues groups and teams face: Decision making, problem solving</td>
<td>Levi Ch 9, 11</td>
</tr>
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<td></td>
<td></td>
<td>Levine Ch 7</td>
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<td></td>
<td>Levine Ch 8, DeChurch et al. (2010)</td>
</tr>
<tr>
<td>7</td>
<td>Organizational context of teams: Culture, technology</td>
<td>Levi Ch 14, 15</td>
</tr>
<tr>
<td>8</td>
<td>Organizational context of teams: Evaluation, composition, training</td>
<td>Levi Ch 16, 17, 18</td>
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<td></td>
<td>Levine Ch 1, Barrick et al., 1998, Courtright et al. (2015)</td>
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<tr>
<td></td>
<td></td>
<td><strong>Team Project and Presentation Due</strong></td>
</tr>
<tr>
<td></td>
<td>Boundary Spanning and Networks</td>
<td></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](http://disability.tamu.edu).

Academic Integrity

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Course Change Request

New Course Proposal

Date Submitted: 10/04/18 10:43 am

Viewing: **PSYC 683 : Professional Seminar**

Last edit: 10/04/18 2:59 pm

Changes proposed by: bisi.atoba

<table>
<thead>
<tr>
<th>Contact Senate Number</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Olabisi Atoba</td>
<td><a href="mailto:bisi.atoba@tamu.edu">bisi.atoba@tamu.edu</a></td>
<td>979-458-8611</td>
</tr>
</tbody>
</table>

**Course prefix**: PSYC

**Course number**: 683

**Department**: Psychological and Brain Sciences

**College/School**: Liberal Arts

**Academic Level**: Graduate

**Effective term**: 2019-2020

**Complete Course Title**: Professional Seminar

**Abbreviated Course Title**: PROFESSIONAL SEMINAR

**Catalog course description**: Guidance in searching for and securing internships and jobs upon graduation; review of internship requirements and expectations; professional development sessions and preparation of application materials; assistance in the transition from student to professional, e.g., professional identity, affiliation and networks.

**Prerequisites and Restrictions**: Graduate classification or approval of instructor.

**Concurrent Enrollment**: No

**Should catalog prerequisites / concurrent enrollment be enforced?**: No

**Crosslistings**: No

**Stacked**: No

**Contact Hour(s)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
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<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Repeatable for credit?**: Yes

**Number of times repeated for credit**: 2

**When will this course be repeated?**: Within a student's career

**Three-peat?**: Yes

In Workflow

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

Approval Path

1. 10/02/18 8:58 am Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR
2. 10/02/18 9:06 am Heather Lench (hlench): Approved for PBSI Department Head
3. 10/03/18 2:50 pm Terra Bissett (t.bissett): Rollback to Initiator
4. 10/04/18 11:15 am Takashi Yamauchi (takashi-yamauchi): Approved for PBSI Reviewer GR
5. 10/04/18 11:29 am Heather Lench (hlench): Approved for PBSI Department Head
6. 10/04/18 3:47 pm Tiffany Green (t.green): Approved for LA Committee Preparer GR
7. 10/09/18 8:29 am Leroy Dorsey (l-dorsey): Approved for LA Committee Chair GR
8. 10/09/18 8:30 am Leroy Dorsey (l-dorsey): Approved for LA College Dean GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate#
### Course Syllabus

**Syllabus:**
Upload syllabus

**Upload syllabus**
[PSYC 683 Professional Seminar.pdf](PSYC_683_Professional_Seminar.pdf)

**Letters of support or other documentation**
No

**Additional information**

**Reviewer Comments**
- **Terra Bissett (t.bissett) (10/03/18 2:50 pm):** Rollback: Since this is a seminar course, it is recommended that the course be submitted as possibly PSYC 683; please complete section on form to indicate if this course will be a required or elective course.
- **Terra Bissett (t.bissett) (10/04/18 3:00 pm):** Updates received.

**Reported to state?**
Add CS
Course title and number: PSYC 683: Professional Seminar (1 credit)
Term: Spring 2019
Meeting times and location: T 9:35-10:25PM; Milner 118

Course Description and Prerequisites

Description: Guidance in searching for and securing internships and jobs upon graduation; review of internship requirements and expectations; professional development sessions and preparation of application materials; assistance in the transition from student to professional (e.g., professional identity, affiliation, and networks).

Prerequisites: Graduate classification or approval of instructor.

Learning Outcomes

At the end of this course, students should be able to:

- Demonstrate a variety of skills and best practices with respect to electronic job portfolio development.
- Identify and pursue self and career development opportunities.
- Identify and utilize programs, resources, and services that will support internship and job search.
- Describe the importance of relevant co-curricular involvement and how it enhances academic study.
- Demonstrate negotiating skills and knowledge of support networks.
- Explain the role of self-efficacy, personal goals, initiative, independence, and motivation in transitioning to a professional.

Instructor Information

Name: Olabisi Atoba, PhD
Telephone number: 979-458-8611
Email address: bisi.atoba@tamu.edu
Office hours: Fridays, 9:30-1:00pm
Office location: Milner 217

Textbook and/or Resource Material

Required and recommended readings, as well as other resources, are available through eCampus. I encourage students to access this site regularly for important information pertaining to the course.

Grading Policies

In-Class Participation (10%): This course requires active discussion and contribution from each member of the class. The course will be enhanced greatly if we can all benefit from each individual student's ideas, questions, feedback, suggestions, and expertise.

Job Fair Assignment (10%): Attend at least 3 related on-campus career fairs and pick up paraphernalia and business card of each recruiter as evidence of your attendance.
Resume/Cover Letter/LinkedIn (15%): Students will turn in an updated version of their resume, cover letter, and the link to their LinkedIn pages for feedback/comments/suggestions. Grading will be based on the incorporation of suggestions.

Ethics Scenario (15%): Students will post on eCampus and be ready to discuss in class a brief scenario in which some kind of ethical question/problem/dilemma from your own life (actual or potential) is present in a context of relevance to a professional/applied psychologist. The problem should clearly lead to a question about what a person should do in that situation and spell out a few options and the pros and cons of different options. The answer (what the person should actually do) is not needed.

Participation in Mock Interview Session (20%): The goal of this activity is to prepare students for real life interview experiences. Students will serve as both the interviewer and interviewee. Detailed instructions will be provided before this activity is assigned.

Resource Guide Project (30%): Students will create a Job/Internship resource guide/packet. Working in a team of 4, students will pick one of the topics assigned and be responsible for populating the information in that section as needed.

Grading Scale:

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

**Attendance and make-up policy**

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Attendance is expected at all scheduled class meetings. Students should let instructors know in advance if they will be missing a class meeting. Students are responsible for all material and announcements presented in class, including announcements about changes in the schedule and assignments—please make arrangements to exchange contact information with another classmate to ensure that you are “in the know!”

**Make-up policy:** Make-up will be given only under extraordinary circumstances. Advanced notice must be given to the instructor, unless absolutely impossible. If a makeup is allowed, it must take place within two weeks of the originally scheduled date.

**Course Topics, Calendar of Activities, Major Assignment Dates (Tentative)**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Intro: Today’s job market</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Panel of MSIOP students</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>What I know now that I wish I knew earlier</em></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Resume Building: Things you can do now</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Roedinger (2004)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Internship: Program requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The job search: Things to consider</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due: Resume/Cover Letter/LinkedIn</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>The job search: Where to look</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Self-promotion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Interpersonal Communication</td>
<td></td>
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<tr>
<td></td>
<td>• Impression/Reputation Management</td>
<td></td>
</tr>
</tbody>
</table>
- Mentoring
- Networking
- Professional Identity/Organizations

7 Effective Interviewing & Negotiating
8 The BARS
9 Ethical Issues for I/O psychologists
10 Career Advisor from the Career Center Due: Ethics Scenario
11 Mock interview session
12 Mock interview session
13 Difficult Issues: International Students
14 Now What? - Career Options & Paths
15 Resource Guide Project

# Topic completion timeframes are estimated and are subject to change.

**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).

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Course Change Request

New Course Proposal

Date Submitted: 10/12/18 3:46 pm

Viewing: RPTS 618 : Quantitative Methods for Recreation, Park and Tourism Management and Research

Last edit: 10/15/18 9:59 am
Changes proposed by: ishatruk

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Irina Shatruk</td>
<td><a href="mailto:ishatruk@tamu.edu">ishatruk@tamu.edu</a></td>
<td>9798455412</td>
</tr>
</tbody>
</table>

Course prefix  RPTS  Course number  618  

Department  Recreation, Park & Tourism Sc

College/School  Agriculture & Life Sciences

Academic Level  Graduate  
Academic Level (alternate)  Undergraduate

Effective term  2019-2020

Complete Course Title  Quantitative Methods for Recreation, Park and Tourism Management and Research

Abbreviated Course Title  QT MTHS REC PARK TOUR MGMT RES

Catalog course description  
Topics include sources of data, visual displays of data, modeling distributions of data, probability, sampling distributions, hypothesis testing, quantifying relations between and among variables, analysis of trends and statistical process control.

Prerequisites and Restrictions

Concurrent Enrollment  No

Should catalog prerequisites / concurrent enrollment be enforced?  No

Crosslistings  No

Crosslisted With

Stacked  No

Stacked with

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

Repeatable for credit?  No

Three-peat?  No

CIP/Fund Code  5209030019
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)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-RPTS) Doctor of Philosophy in Recreation, Park and Tourism Sciences</td>
</tr>
<tr>
<td>(MS-RPTS) Master of Science in Recreation, Park and Tourism Sciences</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus: RPTS 618 Quantitative Methods for Recreation, Park and Tourism Management and Research.docx

Letters of support or other documentation
- No

Additional information

Reviewer Comments:
- Terra Bissett (t.bissett) (10/01/18 2:59 pm): Updated abbreviated course title to comply with catalog style guide.
- Terra Bissett (t.bissett) (10/01/18 3:00 pm): Rollback: Contact Hours and Semester Credit Hours do not match; please complete section on form to indicate if this course will be a required or an elective course.
- Terra Bissett (t.bissett) (10/03/18 12:06 pm): Rollback: Rolling back as requested. Please see previous comments.
- Terra Bissett (t.bissett) (10/11/18 5:17 pm): Rollback: Please complete section on form to indicate if this course will be a required or an elective course.
- Scott Shafer (sshafer) (10/12/18 3:31 pm): Rollback: Change title to: Recreation, Park and Tourism Sciences

Reported to state?
- Add
- CS
Professor: Gary Ellis, AGLS 441, gellis1@tamu.edu; (979) 845-6018

Office Hours: Please call me for an appointment, or stop by my office. With the exception of times away for University business, I am in the office from 7:30-5:00 each day. I strongly prefer to not try to arrange meeting times via email exchanges.

Prerequisites: None

Meets: MWF 10:20-11:20, AGLS 409I

Resources:

Textbook:

Optional:

e-learning:
An e-learning website has been established for this class. The site includes lecture notes, data sets, the course outline, assigned readings, and other resources for the class.

Minitab and EXCEL:
Minitab and EXCEL are installed in the computing labs on the 4th floor of AGLS. Minitab is also available for rent for $29.99 for six months:

Course Description: Topics include sources of data; visual displays of data; modeling distributions of data; probability; sampling distributions; hypothesis testing; quantifying relations between and among variables; analysis of trends; and statistical process control.

Relevant Professional, University, and Park, Recreation, and Tourism Curriculum Standards:
The class will empower students to apply quantitative analyses to park, recreation, and tourism management processes and to analyze data from behavioral science research. It thus builds on previous coursework in management and behavioral science methods.
Learning Outcomes: By the end of the course, you should be able to...

1. Choose and construct **visual displays of data** in ways that facilitate managerial decision-making and communicate effectively with stakeholders.
2. Choose appropriate **descriptive statistics** to summarize central tendency, shape, and dispersion of distributions of quantitative and qualitative data.
3. Describe basic concepts of **probability** and explain the role of probability in **hypothesis testing**.
4. **Test hypotheses** under the following scenarios, using parametric statistics:
   a. Both independent and dependent variable are categorical (contingency tables)
   b. Independent variable is dichotomous and dependent variable is continuous
   c. Independent variable is polytomous and dependent variable is continuous
   d. Both independent and dependent variables are continuous
5. Use select **nonparametric statistics** to test hypotheses
6. Analyze **trends** and predict future conditions
7. Use **statistical process control** to monitor performance or organizations and improve quality

Learning Activities: A list of learning activities and their relative contribution to your final grade follows.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Contribution to Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Quantitative Applications</td>
<td>25%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
<tr>
<td>Critical Reading Forms</td>
<td>15%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

Example:
Hypothetical student “Gary” earns the following points:

Lab: Mgt Quan. Applications 80% of total points possible
Midterm Exam 90% of highest score in the class
Final Exam 95% of highest score in the class
Critical Reading Forms 75% of all points possible
Attendance and Participation 90% of class sessions attended, with appropriate involvement

Calculation: Grade, B, i.e., (.25 * 80)+(.25*90)+(.25*95)+(.15*75)+(.1*90)=86.5
Assignment Descriptions

- **Management Quantitative Applications.** Our class will act as a team charged by Department management to use quantitative methods to answer a series of questions to monitor performance and inform management actions. Details of the assignment and a grading rubric are provided in a separate document, “Project Charter.” You can download that document from our eCampus site.

- **Exams.** Multiple-choice examinations will be administered at mid-term and during final exam week. The score each student receives will be her or his percentage of the highest score in the class.

- **Critical Reading Forms.** Please complete a “critical reading form” for each assigned reading. That form can be downloaded from our eCampus site. The CRF is intended to assist you identify the most salient content of each chapter and facilitate your understanding by building connections between the material you read and your own research interests and personal history. These are due at the beginning of the class meeting in which the topic is addressed. *Critical reading forms will not be accepted after the class meeting.*

- **Attendance.** If you miss more than 10% of the class meetings due to unexcused absences, your final grade will be reduced by a full letter grade.

**Attendance.** This is a graduate level class and regular attendance and involvement is required. The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). If you must miss a class, please discuss your absence with the professor.

Students will not be permitted to make up work missed due to unexcused absences. All work missed due to excused absences may be completed and submitted on a date agreed to by the student and the instructor.

**Disclaimer:** This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change as class needs change. Any changes will be discussed during class sessions and will be documented in writing.

**Students with documented 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, you can also visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity:** An Aggie does not lie, cheat, or steal, and does not tolerate those who do. Academic dishonesty includes the commission of any of the following acts: cheating, fabrication, falsification,
multiple submissions, plagiarism, and complicity. Plagiarism is failure to credit sources used in an attempt to pass off someone else’s work as one’s own; attempting to receive credit for work performed by another; or failing to credit work obtained in whole or in part from an outside source (http://student-rules.tamu.edu/). These lists are not exclusive of any other acts that may reasonably be called academic dishonesty. A listing of prohibited behaviors can be found at http://www.tamu.edu/aggiehonor/faq.html.

Academic 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 (http://student-rules.tamu.edu/aggiecode.htm). 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. For additional information please visit: http://aggiehonor.tamu.edu.

**Academic Sanctions:** The instructor may assign appropriate academic sanctions based upon the specifics of the incident. The penalty for a violation shall be an "F" in the course. Less severe penalties may be imposed if the instructor considers reasonable extenuating circumstances to be present. Examples of less severe sanctions include, but are not limited to, the following:

- Receiving a course grade reduction
- Receiving a score of zero on an assignment
- Being required to participate in extra requirements for a course
- Being withdrawn from the class
- Requiring attendance at an academic integrity seminar,
- Addition of a requirement to perform appropriate university or community service
- Require restitution for damage that occurred as a result of the incident.

**Grade Descriptions:** The following is a general guideline for your reference. It is not meant to be exhaustive, as each individual assignment may have additional specific criteria not mentioned here, but upon which a passing grade is dependent.

A Excellent. "A" papers completely fulfill the stated purpose of an assignment, demonstrate a mastery of the topic by providing additional insights into the topic, and are interesting and engaging to read. They are concise, logically organized, fully developed, devoid of grammatical errors, thoroughly researched, and accurate. They follow directions completely, use correct documentation, and exemplify a clear, concise, and engaging style of writing.

B Above Average. "B" papers go somewhat beyond the minimum requirements for an assignment. Like "A" papers, they fulfill the stated purpose and follow instructions, yet do not display the kind of engaging and exemplary writing characteristics of an "A" paper. They contain few errors.

C Average. "C" papers represent just-acceptable college-level work and writing ability, and are of the minimum quality likely to be accepted by an employer. Overall they fulfill the assignment and follow instructions, yet may contain errors in design, content, or grammar.
D Poor/Below Average. "D" papers contain major errors or numerous minor errors. They may have failed to adequately develop a topic. They often contain problems with audience and purpose, do not follow directions, and/or show significant problems with general writing skills.

F Failing. "F" papers have one or more of the following problems: failure to follow instructions, failure to adequately demonstrate the student’s mastery of the material assigned, major or numerous minor errors in content and/or format, poor or non-standard written English, reliance on a single or date source, or some form of academic dishonesty. Adapted from-- Anderson, C. (2003). English 301: Technical writing; Policy sheet and syllabus. Grade descriptions

**Electronic Devices:** Cell phones, text messaging, pagers and other devices that disrupt the class must be turned off. Students whose electronic devices disturb class or actions using such devices in class will be asked to leave class and receive a one-day unexcused absence.

**Calendar**
The topics and assignments per class session follow.
<table>
<thead>
<tr>
<th>Meeting</th>
<th>Date</th>
<th>Weekday</th>
<th>Topic</th>
<th>Chapter Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>M</td>
<td>Welcome to RPTS 618</td>
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<tr>
<td>2</td>
<td>W</td>
<td>Data and Data Sources</td>
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<tr>
<td>3</td>
<td>F</td>
<td>EXCEL and Minitab Applications and Features</td>
<td>2</td>
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<tr>
<td>4</td>
<td>M</td>
<td>Graphs, Charts, and Tables</td>
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<tr>
<td>5</td>
<td>W</td>
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<tr>
<td>6</td>
<td>F</td>
<td>Describing Data Using Numerical Measures</td>
<td>3</td>
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<tr>
<td>7</td>
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<tr>
<td>9</td>
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<td>Introduction to Probability</td>
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<tr>
<td>11</td>
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<td>Introduction to Discrete Probability Distributions</td>
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<td>14</td>
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<td>Estimating Single Population Parameters</td>
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<td>15</td>
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<td>Introduction to Hypothesis Testing</td>
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<td>17</td>
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<td>Estimation and Hypothesis Testing for two Population Parameters</td>
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<tr>
<td>18</td>
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<td>Goodness-of-Fit and Contingency Analysis</td>
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<td>Linear regression and correlation</td>
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<td>43</td>
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Course Change Request

New Course Proposal

Date Submitted: 09/27/18 11:18 am

Viewing: STAT 695: Frontiers in Statistical Research

Last edit: 10/01/18 4:58 pm

Changes proposed by: longneck

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<th>Faculty Senate Number</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>------------</td>
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<td>Michael Longnecker</td>
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<table>
<thead>
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<th>Course prefix</th>
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<th>Abbreviated Course Title</th>
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<td>FRONTIERS IN STAT RESEARCH</td>
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<th>Catalog course description</th>
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<tr>
<td>Familiarize the present status of research in a wide variety of new areas of statistical research; content will vary from semester to semester but will always be framed around introducing new research areas.</td>
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<tr>
<th>Prerequisites and Restrictions</th>
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<tr>
<td>Graduate classification in the Department of Statistics or approval of instructor.</td>
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<th>Concurrent Enrollment</th>
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<td>Should catalog</td>
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<td>prerequisites / concurrent enrollment be enforced?</td>
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<td>Contact Hour(s)</td>
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<td>Lecture</td>
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<td>Other</td>
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<th>Repeatable for credit?</th>
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<td>Number of times repeated for credit</td>
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<td>- OR - Maximum number of hours</td>
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<td>When will this course be repeated?</td>
<td>Within a student's career</td>
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<tr>
<td>Three-peat?</td>
<td>Yes</td>
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In Workflow
1. STAT Department Head
2. Curricular Services Review
3. SC Committee Preparer GR
4. SC Committee Chair GR
5. SC College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path
1. 09/25/18 11:56 am
   Michael Longnecker (longneck): Approved for STAT Department Head
2. 09/25/18 4:49 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 09/26/18 2:29 pm
   Michael Longnecker (longneck): Approved for STAT Department Head
4. 09/27/18 10:36 am
   Terra Bissett (t.bissett): Rollback to Initiator
5. 10/01/18 4:53 pm
   Jianhua Huang (jhuang): Approved for Curricular Services Review
6. 10/01/18 5:00 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 10/01/18 7:31 pm
   Kristy Vela (kdvela): Approved for SC Committee Preparer GR
8. 10/02/18 3:41 pm
   Mark J. Zoran (mjzoran): Approved for SC Committee Chair GR
9. 10/02/18 3:43 pm
   Mark J. Zoran (mjzoran): Approved for SC College Dean GR
10. 10/29/18 8:56 am
    LaRhesa Johnson
CIP/Fund Code: 2705020001
Default Grade Mode: Satisfactory/Unsatisfactory (S)
Alternate Grade Modes:

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):

<table>
<thead>
<tr>
<th>Program(s)</th>
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<tbody>
<tr>
<td>(PHD-STAT) Doctor of Philosophy in Statistics</td>
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</table>

---

**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus: stat695_frontiers_in_statistics.pdf

Letters of support or other documentation:
No

Additional information:

Reviewer Comments:
- Terra Bissett (t.bissett) (09/25/18 4:45 pm): Minor edits made to catalog course description and prerequisites to comply with catalog style guide.
- Terra Bissett (t.bissett) (09/25/18 4:49 pm): Rollback: Please attach syllabus for STAT 695. The current attachment does not appear to be the syllabus.
- Terra Bissett (t.bissett) (09/27/18 10:36 am): Rollback: Syllabus: Please include standard ADA statement referencing White Creek location; include attendance and make-up policies with link to Student Rule 7.
- Terra Bissett (t.bissett) (10/01/18 5:00 pm): Updates received.

Reported to state:
Add
CS

---

Key: 18753
STATISTICS 695 - Frontiers in Statistical Research
Spring 2019

• **Course description:** This course will acquaint statistics graduate students with the present status of research in a wide variety of new areas of statistical research. Content will vary from semester to semester but will always be framed around introducing new research areas to the statistics graduate students. This course may be taken multiple times for credit.

• **Instructors:** Members of Statistics Faculty

• **Time and Place:** T 3:35 p.m. - 5:10 p.m., BLOCKER 411

• **Phone:** 845-3141

• **Office Hours:** TBD

• **Prerequisite:** Graduate classification in the Department of Statistics or by permission of instructor

• **References:** Readings from books and journals related to the topic covered during a particular semester.

• **Course Outline:**
  
  • Instructors will introduce topic with lectures and readings during first half of course
  
  • Students will make presentations based on their readings of articles and on a specific project related to their readings

• **Grade Determination:** This course will be graded S/U and will be based on (relative weights given in %):
  
  • **Oral Presentation (50%):** An oral presentation given during the second half of the semester
  
  • **Project (50%):** A project, done individually, will be due near the end of the semester, and presented in class (20 minutes). More details will be given as the semester progresses.

• **Makeup Policy:**
  
  • If you missed a homework assignment or exam, see the university rule on Attendance website Rule 7: http://student-rules.tamu.edu/rule07
• If you fail to submit a homework assignment by the due date because of a university excused absence or due to illness or circumstances beyond your control, notify me in writing or by email (before, if feasible, otherwise within two working days after you return). If your absence is approved, I will notify you on how you may make up the missed assignment.

• If you must miss an exam because of a university excused absence or due to illness or circumstances beyond your control, notify me in writing or by email (before, if feasible, otherwise within two working days after you return). If your absence is approved, I will notify you on how you may make up the exam.

• If you miss a homework assignment or an exam and your reason for missing the assignment or exam is not accepted, then you will receive a score of 0 for the assignment or exam.

• A temporary grade of I (Incomplete) at the end of a semester indicates that the student has completed the course with the exception of a major quiz, final exam, or other work. The instructor shall record an I for your grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student.

STATEMENT ON 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