Course Change Request

New Course Proposal

Date Submitted: 11/20/18 12:06 pm

Viewing: BMEN 613: Principles and Analysis of Physiological Control Systems

Last edit: 12/17/18 11:15 am
Changes proposed by: mlyons

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Lyons</td>
<td><a href="mailto:mlyons@tamu.edu">mlyons@tamu.edu</a></td>
<td>9798452312</td>
</tr>
</tbody>
</table>

Course prefix  BMEN  Course number  613
Department  Biomedical Engineering
College/School  College of Engineering
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2020-2021
Complete Course Title  Principles and Analysis of Physiological Control Systems
Abbreviated Course Title  PRIN ANALYS PHYS CTRL SYSTMS

Catalog course description
Techniques for generating quantitative mathematical models of physiological control systems and devices; the behavior of physiological control systems using both time and frequency domain methods.

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  Yes
Stacked with
BMEN 401 - Principles and Analysis of Biological Control Systems

Semester  3  Contact Hour(s)  3  Lecture:  3  Total  3  Lab:  0  Other:  0
Credit Hour(s)
Repeatable for credit?  No
Three-peat?  No

In Workflow
1. BMEN Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN 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. 11/19/18 8:29 pm  Roland Kaunas (rkaunas): Approved for BMEN Department Head
2. 11/20/18 11:06 am  Terra Bissett (t.bissett): Rollback to Initiator
3. 11/20/18 1:40 pm  Michael McShane (mcsheane): Approved for BMEN Department Head
4. 11/20/18 1:46 pm  Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 11/29/18 10:14 am  Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
6. 12/04/18 2:24 pm  Harry Hogan (h-hogan): Approved for EN Committee Chair GR
7. 12/04/18 2:28 pm  Harry Hogan (h-hogan): Approved for EN College Dean GR
8. 01/03/19 8:34 am  LaRhesa Johnson (lrjohnson): Approved for GC Preparer
9. 01/15/19 10:43 am  LaRhesa Johnson

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
CIP/Fund Code 1405010006
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>(MS-BMEN) Master of Science in Biomedical Engineering</td>
</tr>
<tr>
<td>(MEN-BMEN) Master of Engineering in Biomedical Engineering</td>
</tr>
<tr>
<td>(PHD-BMEN) Doctor of Philosophy in Biomedical Engineering</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus BMEN 613 Syllabus.doc

Letters of support or other documentation No

Additional information

Reviewer Comments Terra Bissett (t.bissett) (11/20/18 11:06 am): Rollback: Missing 10 numerical digit CIP Code on form – please update; Syllabus: Please update ADA statement and include link to Disability Services; If course is stacked, please include within syllabus and indicate additional work required for graduate students.
Terra Bissett (t.bissett) (11/20/18 1:46 pm): Updates received.

Reported to state? Add
CS
SYLLABUS

Course: BMEN 401/613: Principles and Analysis of Physiological Control Systems
Term: Spring 2020
Meeting times/location: TR 8:00 – 9:15 am; ZACH 262
Instructor: Dr. Vladislav (Vlad) Yakovlev, Professor of Biomedical Engineering
ETB 5025, E-mail: yakovlev@tamu.edu

Course Description:
Techniques for generating quantitative mathematical models of physiological control systems and devices; the behavior of physiological control systems using both time and frequency domain methods.

Class credits: Three credits
Prerequisites: 401: BMEN 321
613: Graduate classification or approval of instructor

Textbooks:
Guyton, A.C., Textbook of Medical Physiology, Saunders, Inc.
Ogata, K., Modern Control Engineering, Prentice Hall Inc.

Office Hours: Friday 3:00 pm – 5:00 pm (or by appointment)

Learning Outcomes:
The learning outcomes include the following ABET criteria (A, C, E, G, J and K)

• an ability to apply knowledge of mathematics, science, and engineering. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.

• an ability to design a system, component, or process to meet desired needs within realistic constraints. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.

• an ability to identify, formulate, and solve engineering problems. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.

• an ability to communicate effectively. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.

• a knowledge of contemporary issues. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.

• an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice. This outcome is assessed by select homework assignments, select problems on the mid-term exam, and design project and presentation based on a minimum standard of 70% mastery.
**Goals:**
The course is designed to give seniors and graduate students in Biomedical Engineering an introduction to the use of frequency and time domain techniques for the quantitative generation of mathematical models for the design of linear and nonlinear control systems. Particular emphasis is placed on the analysis and synthesis of physiological control systems.

**Course Topics, Calendar of Activities, Major Assignment Dates (Tentative schedule)**

Introduction and Mathematical Background (1 week)


Exam 1 (Week of February 5)

Characteristics, dynamics, and design examples of parametric control systems and regulators. Mass action kinetics, diffusion, transport lags and compartments. Parasympathetic nervous control of heart rate. (1 week)

Design and analysis of hydraulic systems: storage and loss functions, fluid capacitance. Parametric control systems. Regulation of intraocular pressure, glaucoma. Review of signal flow graph and state variable representation of linear systems. (1 week)


Exam 2 (Week of March 5)

Design Projects (6 weeks).

**Grading Policy:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (2)</td>
<td>30%</td>
</tr>
<tr>
<td>Design Projects</td>
<td>30%</td>
</tr>
<tr>
<td>Homeworks</td>
<td>30%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

For graduate students, extra assignments include an additional problem on each exam and additional components to the design project assignment.

A = 100-90  B = 89.9-80  C = 79.9-70  D = 69.9-60  F = 59.9-0

**Attendance:** Work missed due to absences will only be excused for University-approved activities in accordance with Texas A&M University Student Rules [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You are responsible for all course material presented. A request for a rescheduled exam or quiz must be made at least one week before the regularly scheduled date (except in unavoidable situations, such as a medical emergency consistent with Student Rules).

**Grading disputes:** If you wish to dispute the grading of a specific assignment, quiz or exam, please approach the instructor **within 1 week** of the grade being handed back to the class; thereafter the grade will not be changed. If you want to dispute the final grade you will need to quickly see the instructor before grades are submitted at the end of the semester, as outlined in [http://student-rules.tamu.edu/rule48](http://student-rules.tamu.edu/rule48) (48.1) with appeals consistent with rules found in [http://student-rules.tamu.edu/rule48](http://student-rules.tamu.edu/rule48) (48.2).

**Academic Misconduct:** Academic misconduct (see [http://www.tamu.edu/aggiehonor/academischconduct.htm](http://www.tamu.edu/aggiehonor/academischconduct.htm) for definitions) will not be tolerated. Academic misconduct will be dealt with according to Student Rules.
**Aggie Honor Code:** “An Aggie does not lie, cheat, or steal, or tolerate those who do.” It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Conduct contradicting to this policy will be punished according to the current rules and regulations. For details, see [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, 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)
Course Change Request

New Course Proposal

Date Submitted: 10/22/18 11:17 am

Viewing: ISEN 673 : Prospective Analytics for the Service Industry

Last edit: 12/17/18 11:18 am
Changes proposed by: kstram

Course prefix | ISEN | Course number | 673
Department | Industrial & Systems Eng
College/School | College of Engineering
Academic Level | Graduate
Academic Level (alternate) | Undergraduate
Effective term | 2020-2021
Complete Course Title | Prospective Analytics for the Service Industry
Abbreviated Course Title | PROSP ANLYCS SERVICE INDUSTRY

Catalog course description
Models and methods based on operations research for predictive and prescriptive analytics applied to the service industry; emphasis on forecasting, decision-analysis, multi-objective optimization, revenue management and decision-making under uncertainty; applications include healthcare, hospitality, transportation, call-centers, data centers, electrical utilities, finance and retail.

Prerequisites and Restrictions
Graduate classification; 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 | 3
Lab | 0
Other | 0
Total | 3
Repeatable for credit? | No

In Workflow
1. ISEN Department Head
2. Curricular Services Review
3. EN Committee Preparer GR
4. EN Committee Chair GR
5. EN 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. 11/20/18 11:05 am Mark Lawley (malawley): Approved for ISEN Department Head
2. 11/20/18 3:45 pm Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 11/29/18 10:14 am Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 12/04/18 2:26 pm Harry Hogan (h-hogan): Approved for EN Committee Chair GR
5. 12/04/18 2:29 pm Harry Hogan (h-hogan): Approved for EN College Dean GR
6. 01/03/19 8:36 am LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 01/15/19 10:44 am LaRhesa Johnson (lrjohnson): Approved for GC Chair
Three-peat? No
CIP/Fund Code 1435010006
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory
Method of instruction Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

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

Describe how learning outcomes are met or provide justification why they are not met.
Learning outcomes are met by incorporating online lecture, discussion, and assignments into ensure that all student in non-traditional courses will be able to use mathematical models to make effective decisions in the service industry. Students will be graded on homework, quizzes, and examinations to ensure they are learning the required material.

Hours
Does not meet traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Students will be able to log on through ecampus to retrieve assignments, watch lectures and presentations, and participate in discussion. Some assignments and projects will allow for independent learning and these assignments will not require students to be logged on for a specific minimum period of time.

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:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-INEN) Master of Science in Industrial Engineering</td>
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<tr>
<td>(MS-ENSM) Master of Science in Engineering Systems Management</td>
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<tr>
<td>(MEN-INEN) Master of Engineering in Industrial Engineering</td>
</tr>
<tr>
<td>(PHD-INEN) Doctor of Philosophy in Industrial Engineering</td>
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Course Syllabus
<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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<tbody>
<tr>
<td></td>
<td><strong>ISEN 673.docx</strong></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**

Terra Bissett (t.bissett) (11/20/18 3:45 pm): Moving forward to meet curricular deadline, however, ADA statement needs to be updated within syllabus.

**Reported to state?**

Add
CS
Course title and number    ISEN 673 Prescriptive Analytics for the Service Industry
Term (e.g., Fall 200X)    Fall 2019
Meeting times and location  TBD

Course Description and Prerequisites

Models and methods based on operations research for predictive and prescriptive analytics applied to the service industry; emphasis on forecasting, decision-analysis, multi-objective optimization, revenue management, and decision-making under uncertainty; Applications include healthcare, hospitality, transportation, call-centers, data centers, electrical utilities, finance, and retail.

Prerequisites: Graduate Classification; approval of instructor

Learning Outcomes

Students will be able to

- Apply mathematical models for making effective decisions in service industry.

Instructor Information

Name    Natarajan Gautam, Ph.D.
Telephone number  979-458-2345
Email address    gautam@tamu.edu
Office hours    TBD
Office location    4012 Emerging Technologies Building

Textbook and/or Resource Material

Service Systems Engineering and Management by A. Ravi Ravindran, Paul M. Griffin, and Vittaldas V. Prabhu.
Grading Policies

Homework, Assignments and Quizzes: 25%
Exam 1: 25% (around week 5 of the semester)
Exam 2: 25% (around week 10 of the semester)
Final Exam: 25% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. Make-up for the exams and quizzes will be offered for excused absences in accordance with the university’s attendance policy. The university rule regarding excused absences and make up work can be found at http://student-rules.tamu.edu/rule07.

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>Overview of Service Systems: goods versus services, service industries, quality of service</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Forecasting: Time series, moving average, seasonality and trends, multi-period forecasting</td>
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</tr>
<tr>
<td>3</td>
<td>Decision-making and analysis: network flows, set-covering, queuing models</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Multiple criteria decision making: Ranking, hierarchy, data envelopment</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Revenue management: demand management, capacity planning, overbooking, pricing; Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Decision-making under uncertainty: secretary problem, newsvendor problem, safety stock</td>
<td></td>
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<tr>
<td>7</td>
<td>Healthcare industry: patient flow, health information, nurse scheduling, resource management</td>
<td></td>
</tr>
</tbody>
</table>
Hospitality: pricing and revenue management in hotels and car rentals; restaurant customer management

Transportation: airline classes, scheduling, and fleet management; public transportation industry

Call Centers: Analysis of time-varying data; staffing; quality of service; customer classification; Exam 2

Data Centers: Server and database management; energy management; reliability and maintenance

Electrical Utilities: Pricing, forecasting, renewable energy, storage systems

Finance: Portfolio selection, bonds, investment, stock prices, options

Retail: supply chain, warehouse, distribution, online retailers

Other Pertinent Course Information

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“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. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: http://student-rules.tamu.edu/; http://student-rules.tamu.edu/aggiecode; and http://student-
rules.tamu.edu/rule20. The complete information of university regulations regarding the handling of academic misconducts (including the appeal process) can be found at http://aggiehonors.tamu.edu/.

I, <insert instructor name>, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the Aggie Honor Code, “An Aggie does not lie, cheat, or steal or tolerate those who do.”

In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Course Change Request

New Course Proposal

Date Submitted: 11/16/18 3:46 pm

Viewing: LAW 7321 : Healthcare Compliance

Last edit: 12/17/18 1:35 pm

Changes proposed by: arguthrie

| Faculty Senate Number |

<table>
<thead>
<tr>
<th>Contact(s)</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
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<tr>
<td>Amy Guthrie</td>
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<table>
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<tbody>
<tr>
<td>LAW</td>
<td>7321</td>
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<table>
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<th>Academic Level</th>
<th>Academic Level (alternate)</th>
<th>Effective term</th>
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<tbody>
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<td>School of Law</td>
<td>Professional Law</td>
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<td>2020-2021 Professional</td>
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<table>
<thead>
<tr>
<th>Complete Course Title</th>
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</thead>
<tbody>
<tr>
<td>Healthcare Compliance</td>
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</table>

<table>
<thead>
<tr>
<th>Abbreviated Course Title</th>
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<tbody>
<tr>
<td>HEALTHCARE COMPLIANCE</td>
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</tbody>
</table>

Catalog course description
Understanding the complexities of the healthcare compliance process from practical, business and legal perspectives; components of an effective compliance plan and program as well as the issues that arise in the implementation and administration of a compliance plan; discover the many roles the compliance staff fulfill in encouraging compliance with laws, regulations and ethical principles and gain familiarity with some of the more significant issues that arise when allegations of noncompliance come to the attention of the federal and state governments.

Prerequisites and Restrictions
One year of law school in the full-time or part-time program.

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

<table>
<thead>
<tr>
<th>Crosslistings</th>
<th>Crosslisted With</th>
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</thead>
<tbody>
<tr>
<td>No</td>
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</table>

<table>
<thead>
<tr>
<th>Stacked</th>
<th>Stacked with</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
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</tbody>
</table>

Semester | Credit Hour(s) | Contact Hour(s) (per week): | Lecture: | Lab: | Other: | Total |
<table>
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Repeatable for credit? | No
Three-peat? | No

CIP/Fund Code | 2201010008

In Workflow
1. Curricular Services Review
2. SL Committee Preparer
3. SL College Dean
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. 11/16/18 4:24 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
2. 11/16/18 4:39 pm
   Amy Guthrie (arguthrie): Approved for SL Committee Preparer
3. 11/19/18 2:05 pm
   Terri Helge (thelge): Approved for SL College Dean
4. 11/27/18 11:12 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
5. 01/15/19 10:44 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
Default Grade Mode: Plus-Minus Letter Grade - Law (J)
Alternate Grade Modes: Pass/Fail - Law
Method of instruction: Lecture

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

Will 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>(JD-JDLW) Juris Doctor</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: [Healthcare Compliance.pdf]

Letters of support or other documentation: No

Additional information

Reviewer Comments: Paula Sullenger (psullenger) (11/30/18 1:09 pm): p.4 of the syllabus contains this statement: You will need the capability to speak and hear so you can watch videos and participate in the live online office hours. That statement seems to be in violation of ADA.

Reported to state? Add CS

Key: 18995
PART 1: COURSE DETAILS

CONTACT INFORMATION

INSTRUCTOR

Instructor: Mary Crossley
Office Hours: Online office hours are by appointment and will use the Blackboard Collaborate feature for meeting live. Please email Professor Crossley to request a time.
Phone: 412-648-5300
E-mail: crossley@pitt.edu
Best way to contact: Email or office hours
Reply policy: I will try and respond to emails within 24 hours. If you do not receive a reply to your email within a reasonable period of time, please send it again. Sometimes email is captured by SPAM filter, is addressed incorrectly, or just simply does not get sent.

TECH SUPPORT
For technical support, please contact the Helpdesk at:

Phone: 239-325-3198
Email: support@lawstudentonline.com

COURSE DESCRIPTION
This course provides an overview of healthcare compliance from conceptual, substantive, and operational perspectives. Students will explore the need for compliance programs within healthcare organizations. The course will provide an overview of the federal laws that generate the most significant compliance obligations, including False Claims Act, Anti-Kickback Statute, Stark Law, HIPAA, HITECH, antitrust laws, EMTALA, and tax laws. Students will also examine legal and practical issues related to the operation of a compliance program.

COURSE LEARNING OUTCOMES
Upon completion of this course, students will be able to:

- Explain the role of compliance in healthcare organizations and the benefits of an effective compliance program.
Healthcare Compliance  
2017 Summer Syllabus

- Describe the federal laws creating compliance obligations for healthcare organizations.
- Identify and analyze the compliance challenges that federal laws create for healthcare organizations.
- Explain the roles that boards, management, compliance officers and legal counsel play in compliance programs.
- Identify and explain the elements necessary for an effective compliance program.
- Identify and analyze issues arising from the operation of a compliance program.

PART 2: MATERIALS AND COURSE REQUIREMENTS

READINGS

REQUIRED TEXT


TECHNOLOGY REQUIREMENTS

Students are expected to meet basic technology requirements to successfully participate in this online course. Failure to meet these requirements may cause problems accessing the course materials. It is the student's responsibility to ensure all requirements are met prior to the start of the course.

- Access to the Internet is required. While any browser can be used, Firefox and Chrome are recommended.
- Access to D2L and Blackboard Collaborate
- See Part 3: Accessing the Course for more details.
- You will need the capability to speak and hear so you can watch videos and participate in the live online office hours. Make sure that the device(s) you will be using have a microphone and speakers or that you have access to a headset. A webcam is optional but not required.
- I may use Blackboard Collaborate to conduct live office hours with students, when needed. To join the online classroom, you will need to install Blackboard Collaborate Launcher.
PART 3: ACCESSING THE COURSE

TIME ZONES
Please note that this course is setup to run in the Eastern Time zone. Check your syllabus for all assignments deadlines. Modules close on Sundays at 11:59 pm ET.

<table>
<thead>
<tr>
<th>Eastern</th>
<th>Central</th>
<th>Mountain</th>
<th>Pacific</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:59 pm</td>
<td>10:59 pm</td>
<td>9:59 pm</td>
<td>8:59 pm</td>
</tr>
</tbody>
</table>

Daylight Saving Time: Daylight Saving Time (DST) may impact when your assignments are due.

As a student in a distance education course, it is your responsibility to learn and observe the time deadlines for assignments. Late work will not be accepted due to time zone differences.

COURSE SITE (D2L)
The course will be taught entirely online in an asynchronous environment using the Learning Management System – Desire2Learn (D2L).

The course is designed to give students a dynamic online learning experience. Students will receive notice of a student orientation which will familiarize you with the basics of navigating this platform. Students will also receive their log in information (username and password) via email.

To access the course:

- Go to: https://mycourses.lawonline.me
- Enter the username and password you have been provided.
- Locate and click on the course name under My Courses.

If you have trouble logging in, please contact the Helpdesk at 239-325-3198 or via email support@lawstudentonline.com

OFFICE HOURS VIA COLLABORATE
Online office hours will be available through Blackboard Collaborate Online Rooms. Students will have the opportunity to speak with the instructor during these office hours. Students can also choose to share their web cam or be given permission to share documents with the instructor via the online rooms.
To join the online office hours, you will need to first install the Blackboard Collaborate launcher. Please follow the instructions in the course in D2L to ensure that you have no issues accessing the Online Office Hours.

PART 4: COURSE STRUCTURE

OVERVIEW
The course is organized into fifteen units called modules. Modules will typically consist of the following:

- Readings
- Videos (lectures and other videos)
- Discussion Question(s)
- Assignment
- Quiz

Multiple modules will be covered each week. Students should pay close attention to the Course Schedule to keep track of due dates for the Discussion Question(s), Assignment(s), and quiz for each module.

CONTENT DELIVERY
- Readings: Your readings will include assignments from the HCC Reader, as well as PDFs and sources linked out to from the course site. Unless otherwise indicated in the instructions for a module, you should complete all assigned readings for a module before viewing the video lectures for the module.

- Course Lectures. There will be approximately 150 minutes on average of course lecture videos to watch each week. Each module will include multiple video lectures ranging in length from 5 minutes to 25 minutes. These videos will be linked to from the course site.

ASSIGNMENTS AND ACTIVITIES
- Discussion Board: Online discussion is an important part of this course. Discussion Questions related to the content in each Module will be posted on the Discussion Board at the beginning of the Module. Students are expected to post their own responses to each question (by the mid-week Thursday deadline). In addition, students should comment on the response of at least one classmate (by the end-of-week Sunday deadline. Postings should be thoughtful and substantial, integrating the course readings and your own analysis, and should demonstrate mastery of the material assigned at that
point in the course. Review the grading criteria to ensure maximum credit. (See the “Getting Started” module for more instructions on discussion board posting.)

- Assignments. Modules will typically also include an Assignment. These Assignments will call for written responses to questions or problems based on the assigned reading and/or videos for the Module. Some Assignments may require a modest amount of online research. The Assignments will not be individually graded, but submitting each Assignment on time is mandatory, and a portion of your grade will reflect whether you have completed Assignments in good faith (in the instructor’s judgment).

- Quizzes: Some Modules include short quizzes that include short answer questions. These quizzes are open book.

- Final Exam. The final exam will be 3 hours and will consist of short answers and essay questions. Students can use any materials that they prepared during the course, e.g., notes, outlines, etc., as well as the book. Please review the final exam instructions and materials in D2L.

**PART 5: STUDENT RESPONSIBILITIES**

**MANAGING YOUR STUDIES**
The following attributes will greatly contribute to your success in this course.

- **Be self-motivated.** You should be able to manage and direct your own learning environment and methods to fulfill course requirements and achieve individual academic success.

- **Be an independent learner.** Successful online students are self-starters. They work well with the flexibility that the 24/7 any time--any place format provides. You should be able to learn on your own and at an accelerated pace without direct supervision.

- **Have a minimum level of computer literacy.** Although it is not essential to have advanced computer skills, you should possess a working knowledge of email, the Internet, as well as basic keyboarding skills.

- **Manage your time well.** You must be able to organize and plan your own best "time to learn." There is no one best time for everyone, but the key to success is to make the time to learn.

- **Acquire effective communication skills.** You must use email and discussions to communicate with your peers and me. The ability to read and to write clearly in order to communicate ideas and assignments is essential. Also, sharing reflections - of your own work as well as your course mates' - is a crucial component of a successful experience.
This method provides you with rapid feedback as well as a means to inform me of any concerns or problems that you may be experiencing.

- **Be personally committed to successfully completing this online course.** Because of the flexibility in scheduling in this course, you must have a strong desire to learn and acquire knowledge and skills via online courses. Making a commitment to learn in this manner is a very personal decision and requires a strong desire to perform in order to achieve academic success.

**RESPECTING THE ACADEMIC COMMUNITY**

Netiquette consists of the rules and guidelines for acceptable behavior in electronic communication. Remember, while working in an online course you are in an academic setting and should conduct yourself accordingly.

All students are expected to follow netiquette guidelines as outlined below:

- You are not text messaging friends. This means text message acronyms (such as LOL, IMHO, BCNU, etc.) are not acceptable. Express yourself with proper spelling, grammar, and punctuation.
- Out of respect for your fellow course mates’ and instructor’s time, keep your communications as clear, straightforward, and concise as possible.
- Use appropriate mixed case text; avoid using all lowercase or all uppercase text (SHOUTING).
- You are your words. Your communication in an online course represents you. Always review and edit your communication before submitting.
- Give respect to your classmates. Be courteous, respectful of others opinions, sensitive to diversity, and polite.
- Respect other people’s privacy. Do not share other individual’s personal information (i.e., e-mail addresses, phone numbers, etc.) without permission.
- It’s okay to disagree with someone's opinion or constructively criticize an idea. It is never okay to personally attack another student. Debate the idea; do not attack the person.
- Free speech is not an absolute right in an online course.
- Obey copyright laws and cite others' work appropriately.

**INSTRUCTOR EXPECTIONS OF STUDENTS**

As the instructor for this course, I expect the following:

- Students are expected to keep up with the class, to read the required readings, to watch the required recordings, and to respond to Discussion Questions, submit Assignments, and take quizzes by the applicable deadlines.
• Students should log on to D2L at least every other day to check for announcements, tests, and the final exam.
• Students are expected to independently complete all questions, assignments, quizzes, and the final exam. Students should not discuss any of these with other students prior to submitting their own work.
• Students are expected to read the required readings each week before reviewing the lectures.
• To receive maximum points for questions, students should follow the instructions carefully, follow word limits as instructed, and use Spell Check. There will be deductions if these guidelines are not followed.

As the instructor, I will seek to review your work and provide feedback on a timely basis. While I will occasionally provide feedback on Discussion Questions directly to individual students, I will typically post a message that responds to the class’s responses overall.

PART 6: GRADES AND GRADING POLICIES

GRADED COURSE ACTIVITIES
The following formula will be used to calculate your final grade:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>Quizzes</td>
</tr>
<tr>
<td>15%</td>
<td>Discussion Questions</td>
</tr>
<tr>
<td>15%</td>
<td>assignments (unscored, with credit granted based on good faith completion)</td>
</tr>
<tr>
<td>60%</td>
<td>final exam including essay and short answer questions</td>
</tr>
</tbody>
</table>

GRADING SCALE
Your grade will conform to your school's grading policy as to whether +s and –s are given and to any applicable grading curve.

GRADING POLICIES
JD students will follow the grading scale and grading policies outlined in Academic Standards 8.1-8.54, which may be found in the Student Handbook.
LL.M. and M.Jur. students will follow the grading scale and grading policies for graduate students set forth in University Student Rule 10 at http://student-rules.tamu.edu (rule 10).

Students are expected to submit responses to Discussion Questions and Assignments on time. Late submissions within 12 hours of the deadline will be penalized 10%. Late submissions within 24 hours of the deadline will be penalized 20%. No submissions will be accepted 24 hours beyond the deadline. I reserve the right to take deductions for the failure to follow instructions.
PART 7: OTHER COURSE POLICIES

ATTENDANCE  JD students are required to adhere to the law school’s attendance policy as outlined in the Student Handbook. LL.M. and M.Jur. students are required to adhere to the attendance policies and makeup policies for graduate students set forth in University Student Rule 7 at http://student-rules.tamu.edu (rule 7).

All course activities run on a weekly schedule that runs Monday through Sunday. Students have weekly deadlines to turn in assignments and to post in discussion boards. Students who have met these weekly deadlines are counted as present. Students may miss no more than 1 online weekly class. Students with excessive absences will be withdrawn from the course and receive no credit.

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 and the law school Student Handbook.

LAW SCHOOL DISABILITY POLICY:  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 Assistant Dean of Students, Rosalind Jeffers. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers. For additional information visit http://law.tamu.edu/current-students/student-affairs/exam-accommodation.

USE OF ONLINE RESOURCES  Unless otherwise instructed, students are permitted to use online resources relating to topics under discussion in the course when completing Discussion Questions, Assignments, or quizzes. If an online resource is relied on, however, proper citation for that resource is required (using document name and URL). Students should not copy language from an online resource and paste it into their work. Any use of another person’s words should be indicated by quotation marks. Any failure to follow these instructions will be referred to a student’s home school as an academic integrity matter.

PART 8: RESOURCES

TECHNOLOGY RESOURCES  D2L Learning Environment Help or visit the Student Orientation course in D2L

COLLABORATE RESOURCES  Directions for installing and using Collaborate (Online Rooms) is included above in Online Course Technical Requirements.
PART 9: COURSE TOPICS

The following is a list of topics which will be covered in the course. Please refer to the course schedule for details on topics, assignments, and due dates. Any change related to the course schedule will be communicated to the students through an announcement to all students or by modifying the course syllabus and notifying students of the modified syllabus.

<table>
<thead>
<tr>
<th>Topic</th>
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<td>5</td>
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<tr>
<td>6</td>
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CREDIT HOUR POLICY:
Credit Hour Policy: ABA accreditation standards include a formula for calculating the amount of work that constitutes a credit hour. According to ABA Standard 310(b)(1), “a “credit hour” is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.” This is a 3-credit hour class. Applying the ABA standard to the number of credits offered for this class, you are expected to spend, on average, a minimum of 9 hours per week (3 in class and 6 out-of-class hours) on course-related work.” For more information, see Credit Hour Policy.
**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) and the law school Student Handbook.

**Credit Hour Policy:** ABA accreditation standards include a formula for calculating the amount of work that constitutes a credit hour. According to ABA Standard 310(b)(1), “a “credit hour” is an amount of work that reasonably approximates: (1) not less than one hour of classroom or direct faculty instruction and two hours of out-of-class student work per week for fifteen weeks, or the equivalent amount of work over a different amount of time.” This is a 3-credit hour class. Applying the ABA standard to the number of credits offered for this class, you are expected to spend, on average, a minimum of **9 hours per week (3 in class and 6 out-of-class hours) on course-related work.**” For more information, see [Credit Hour Policy](http://aggiehonor.tamu.edu).
Course Change Request

New Course Proposal

Date Submitted: 11/19/18 1:33 pm

Viewing: PHPM 648 : Systematic Review and Meta-Analysis for Population Health Sciences

Last edit: 12/18/18 5:56 am
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>Monica Garner</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    648
Department       Health Policy & Management
College/School   Public Health
Academic Level   Graduate
Effective term   2020-2021

Complete Course Title
Systematic Review and Meta-Analysis for Population Health Sciences

Abbreviated Course Title
SYST REV META ANLYS POP HLTH

Catalog course description
Preparation of systematic reviews for population health sciences using meta-analysis.

Prerequisites and Restrictions
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)
3
(per week):
Total 3
Lab: 0
Other: 0

Repeatable for credit?
No

CIP/Fund Code
5122010014

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. PHPM Reviewer
2. PHPM Department Head
3. Curricular Services Review
4. PH Committee Preparer
5. PH Committee Chair
6. PH College Dean
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. 10/16/18 3:31 pm
Monica Garner (monica-a-garza): Approved for PHPM Reviewer
2. 10/17/18 9:41 am
Mike Morrisey (morrisey): Approved for PHPM Department Head
3. 10/22/18 12:04 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 11/05/18 8:46 am
Rick Danko (danko): Approved for PH Committee Preparer
5. 11/05/18 9:59 am
Szu-hsuan Lin (micheyszu): Rollback to Initiator
6. 11/19/18 1:34 pm
Monica Garner (monica-a-garza): Approved for PHPM Reviewer
7. 11/19/18 1:40 pm
Mike Morrisey (morrisey): Approved for PHPM Department Head
8. 11/19/18 1:48 pm
Terra Bissett (t.bissett): Approved for Curricular Services Review
Learning Outcomes

Meets traditional face-to-face learning outcomes.

Describe how learning outcomes are met or provide justification why they are not met.

Learning outcomes are met through face-to-face and e-campus course requirements

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.

Hours are met through face-to-face and e-campus requirements

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)

(MPH-PHPM) Master of Public Health in Health Policy Management

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus: PHPM 648 Systematic Review Fall 2020 syllabus.docx

Letters of support or other documentation: No

Additional information

Reviewer Comments: Terra Bissett (t.bissett) (10/22/18 12:03 pm): Minor edits made to catalog course description to comply with catalog style guide.
Szu-hsuan Lin (micheyszu) (11/05/18 9:59 am): Please update the new course proposal form as non-traditional delivery.

Szu-hsuan Lin (micheyszu) (11/05/18 9:59 am): Rollback: Please update the course proposal form as non-traditional delivery.

Szu-hsuan Lin (micheyszu) (12/18/18 5:57 am): 12/14/2018 SPH CC approved for nontraditional delivery, per University Rule 11.03.99.M1.
Instructor Information

Course title and number: PHPM 648, Systematic Review and Meta-Analysis for Population Health Sciences

Term: Fall 2020

Meeting times and location: Hybrid Onsite/Online, T/TR

Instructor Name(s): Gilbert Ramirez, DrPH

Teaching Assistant(s): n/a

Telephone number: 979-436-9419

Email address: ramirez@sph.tamhsc.edu

Office hours: Online: M/W, 8:30am – 9:30am

Face-to-Face: T/TR: 8:30-9:30; or by appointment

Office location: SPH Building, Rm 104

Course Description

Systematic reviews are the highest level of evidence for population health research when conducted rigorously. Systematic reviews often include a meta-analysis of findings from individual studies which include an ever-evolving array of statistical methods and software. This course will prepare students to design a systematic review under a typology of multiple review purposes, and then when appropriate, incorporate meta-analytic methods for integrating summary statistics. The course is target to doctoral students in population health sciences.

Note: This course will use lectures, labs and self-learning pedagogies in providing a basic understanding of systematic review and meta-analytic methods.

Prerequisites

Any graduate level statistics course and research methods course.

Course Competencies and Objectives

<table>
<thead>
<tr>
<th>CEPH Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
</table>
| Apply epidemiological methods to the breadth of settings and situations in public health practice. | • Understand the difference between a systematic review and a meta-analysis.  
• Formulate an appropriate systematic review question for population health. |
| Select quantitative and qualitative data collection methods appropriate for a given public health context | • Choose appropriate effect size metrics.  
• Estimate effect sizes from reported summary statistics. |
| Analyze quantitative and qualitative data using biostatistics, informatics, computer-based programming and software, as appropriate | • Develop a meta-analytic protocol to include methods for:  
  o Fixed effect &/or random effects pooled effect size estimates and confidence intervals;  
  o Homogeneity statistics;  
  o Forest, funnel and galbraith plots. |
| Interpret results of data analysis for public health research, policy or practice | Correctly interpret statistical significance of pooled effect sizes and homogeneity statistics. |

**Textbook and/or Resource Material**

No required textbook; published journal articles and other documentation will be used throughout the course to provide baseline knowledge for each week’s topic.

Available online:
- [http://handbook.cochrane.org/](http://handbook.cochrane.org/)
- [http://www.cebm.net/critical-appraisal/](http://www.cebm.net/critical-appraisal/)
- Other articles as relevant and posted to e-Campus
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assigned Readings</th>
<th>Pre-Readings</th>
<th>Instructor’s “Bottom Line” Summaries</th>
<th>Videos</th>
<th>Face-to-Face / “Meta-Chats” (online discussion board)</th>
<th>Homework</th>
<th>1-on-1 Session</th>
<th>Weekly Progress Journal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>Course Syllabus • eCampus Handouts • PRISMA-P articles</td>
<td>-</td>
<td>-</td>
<td>Face-to-Face (classroom) • Course overview: structure &amp; processes • PRISMA-P • &quot;My 1st Review Question&quot; activity – Round 1</td>
<td>-</td>
<td>No</td>
<td>Yes</td>
<td></td>
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<tr>
<td>2</td>
<td>Introduction to Systematic Review</td>
<td>Systematic Review Overview articles • Systematic Review Typologies articles</td>
<td>-</td>
<td>-</td>
<td>Face-to-Face (classroom) • “Systematic” review typologies and types of review questions • “My 1st Review Question” activity – Round 2 • Introduction to Stata (computer lab)</td>
<td>-</td>
<td>No</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Introduction to Meta-Analysis</td>
<td>Meta-Analysis Primer &amp; other Introductory articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • What is meta-analysis? • What is “vote-counting”?</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
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<tr>
<td>4</td>
<td>Operationalizing a Review Question with Inclusion &amp; Exclusion Criteria</td>
<td>PICO Review Question Format • Developing PICO-based Inclusion &amp; Exclusion Criteria articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Is there more than one way to write a review question?</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Effect Sizes</td>
<td>“It’s the effect size, stupid” article • Other effect size calculation articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Online effect size calculators</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fixed Effect Meta-Analysis Model</td>
<td>Fixed Effect Model articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Stata commands and options for fixed effect meta-analysis: Helpful hints • Issues interpreting fixed effects results and how to use Stata scalars</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Random Effects Meta-Analysis Model</td>
<td>Random Effects Model articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Stata commands and options for fixed effect meta-analysis: Helpful hints • Issues interpreting random effects results and how to use Stata scalars</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Writing a Systematic Review Protocol</td>
<td>Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Is PRISMA the only format for conducting a systematic review? • Stata Random Effects Meta-Analysis Tutorial</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Searching Literature Databases, Abstracting Study Data, &amp; Developing Evidence Tables</td>
<td>Searching literature database articles • Abstracting studies, coding sheets, &amp; evidence tables articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • What kind of review are you considering? • Coding sheet draft • Evidence table draft • Schedule individual meetings with Search Librarian</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Quantifying Heterogeneity</td>
<td>Measuring &amp; interpreting heterogeneity articles</td>
<td>-</td>
<td>-</td>
<td>Meta-Chats • Obtaining heterogeneity statistics in Stata</td>
<td>-</td>
<td>Yes</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Updated 08/01/18
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Pre-Readings</th>
<th>Instructor’s “Bottom Line” Summaries</th>
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<th>1-on-1 Session</th>
<th>Weekly Progress Journal</th>
</tr>
</thead>
</table>
| 11   | Explaining Heterogeneity: Stratified Meta-Analysis | • Introduction to Explaining Heterogeneity articles  
• Stratified Meta-Analysis articles | • Is there an acceptable level of heterogeneity, or must all of it be explained? | • Stratified meta-analysis in Stata | Meta-Chats  
• Group feedback on Stata stratified analysis exercise | • Stratified meta-analysis exercise in Stata | Yes | Yes |
| 12   | Explaining Heterogeneity: Meta-Regression | • Meta-Regression Articles | • Can I use any regression analysis program to do a meta-regression? | • Meta-regression in Stata | Meta-Chats  
• Group feedback on Stata meta-regression analysis exercise | • Meta-regression exercise in Stata | Yes | Yes |
| 13   | Producing Forest Plots, Funnel Plots, & other “meta-Plots” | • Forest Plot, and other Meta-Plot articles  
• Stata instructions for “meta-plots” | • What do these “meta”-plots tell us about meta-analysis results? | • Which meta-plots are available with which Stata “meta” commands? | • Focus on systematic review protocol completion; encourage taking advantage of 1-on-1 consultations | • Meta-plots exercises  
• Systematic review protocol – 3rd draft | Yes | Yes |
| 14   | Publication Bias & Other “meta-Biases” | • Publication Bias articles  
• Cochrane Meta-Bias Assessment documents | • Is publication bias real?  
• How do I assess “meta-biases”? | Meta-Chats  
• Group feedback on assessing “meta-biases” | • Develop meta-bias assessment strategy for systematic review protocol  
• Finalize systematic review protocol | Yes | Yes |
| 15   | Advanced Meta-Analytic Methods | • Advanced meta-analysis methods articles | • Cumulative meta-analysis  
• Robust Variance meta-analysis  
• Diagnostic Test meta-analysis  
• Prevalence meta-analysis  
• Network meta-analysis | n/a | • Submit Final Systematic Review Protocol  
• Turn in Weekly Progress Journal  
• Complete Course Evaluation and Feedback to improve this course | No | No |
Course Topics, Calendar of Activities, Major Assignment Dates*

*Date/topics/reading subject to revision.

Grading Policies

- Grading Scale
  - 90-100 % = A
  - 80-89 % = B
  - 70-79 % = C
  - 60-69 % = D
  - < 60 % = F

Students will:
1. Develop a systematic review protocol.
2. Develop coding sheets and evidence tables for systematic reviews.
3. Estimate effect sizes using effect size calculators and formulas.
4. Conduct multiple meta-analyses using Stata.
5. Produce tables and figures appropriate for meta-analyses.
6. Interpret published meta-analytic reports.
8. Maintain a weekly progress journal documenting decisions made throughout the course of their systematic review protocol project.

<table>
<thead>
<tr>
<th>Course Grade Assessment Items</th>
<th>100% Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. “My first review question” activity</td>
<td>2.5%</td>
</tr>
<tr>
<td>2. Stata Tutorial</td>
<td>2.5%</td>
</tr>
<tr>
<td>3. Interpret 2 published meta-analyses</td>
<td>2.5%</td>
</tr>
<tr>
<td>4. Operationalization of review question</td>
<td>5.0%</td>
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<tr>
<td>5. Inclusion/Exclusion criteria for review question</td>
<td>2.5%</td>
</tr>
<tr>
<td>6. Effect size calculation exercise</td>
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<tr>
<td>7. Fixed effect model analysis exercise</td>
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<tr>
<td>8. Fixed effect meta-analytic results interpretation</td>
<td>5.0%</td>
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<tr>
<td>9. Random effects model analysis exercise</td>
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<tr>
<td>10. Random effects meta-analytic results interpretation</td>
<td>5.0%</td>
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<tr>
<td>11. Systematic review protocol – draft 1</td>
<td>5.0%</td>
</tr>
<tr>
<td>12. Coding sheet draft</td>
<td>2.5%</td>
</tr>
<tr>
<td>13. Evidence table draft</td>
<td>2.5%</td>
</tr>
<tr>
<td>14. Individual meeting with search librarian</td>
<td>2.5%</td>
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<tr>
<td>15. Estimating heterogeneity in Stata exercise</td>
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</tr>
<tr>
<td>16. Systematic review protocol – draft 2</td>
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<tr>
<td>17. Stratified meta-analysis exercise</td>
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<tr>
<td>18. Meta-regression exercise</td>
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<tr>
<td>19. Meta-plots exercise</td>
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<tr>
<td>20. Systematic review protocol – draft 3</td>
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<td>21. Meta-bias assessment strategy</td>
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<tr>
<td>22. Systematic review protocol – final version</td>
<td>10.0%</td>
</tr>
<tr>
<td>23. Weekly progress journal</td>
<td>10.0%</td>
</tr>
</tbody>
</table>
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.

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 Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). For login issues (password not working), please contact TAMU Help Desk at 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

All computing problems or other technical issues not related to eCampus, please contact:

- TAMHSC related account: helpdesk@tamhsc.edu via E-mail, or phone to (979) 862-8029
- TAMU related account: 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](http://disability.tamu.edu).

**Academic Integrity**

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: [http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html](http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html). A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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

**Copyright Statement**

The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted 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  
dof@tamu.edu  
979-845-4274

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: SCHOOL OF PUBLIC HEALTH COMPETENCIES

1. Council on Education for Public Health (CEPH)

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

Systems Thinking
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: 10/30/18 1:59 pm

Viewing: SCMT 637 : Modeling and Optimization

Last edit: 12/17/18 11:19 am

Changes proposed by: vsliley

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<tr>
<th>Name</th>
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<th>Phone</th>
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<tbody>
<tr>
<td>Veronica Slley</td>
<td><a href="mailto:vsliley@mays.tamu.edu">vsliley@mays.tamu.edu</a></td>
<td>979-862-8055</td>
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Course prefix: SCMT  Course number: 637

Department: Information & Operations Mgmt
College/School: Mays Business School
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2020-2021

Complete Course Title: Modeling and Optimization
Abbreviated Course Title: MODELING & OPTIMIZATION

Catalog course description:
Application of quantitative decision-making techniques to management decision problems; focus on model development, solution and implementation of results with particular emphasis on linear and mixed-integer programming.

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

Crosslistings: No  Crosslisted With
Stacked: No  Stacked with

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

Repeatable for credit?: No
Three-peat?: No
CIP/Fund Code: 5213010016
Default Grade Mode: Letter Grade (G)

In Workflow
1. INFO Department Head
2. Curricular Services Review
3. BA Committee Preparer GR
4. BA Committee Chair GR
5. BA 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. 10/29/18 4:46 pm
   Rich Meers (rmeers): Approved for INFO Department Head
2. 10/30/18 1:37 pm
   Terra Bisse (t.bisse): Rollback to Initiator
3. 10/30/18 2:05 pm
   Rich Meers (rmeers): Approved for INFO Department Head
4. 10/30/18 4:38 pm
   Terra Bisset (t.bissett): Approved for Curricular Services Review
5. 10/31/18 10:05 am
   Angela Catlin (acatlin): Approved for BA Committee Preparer GR
6. 12/03/18 2:55 pm
   Michael Shaub (mshaub): Approved for BA Committee Chair GR
7. 12/11/18 4:49 pm
   Shannon Deer (sknight): Approved for BA College Dean GR
8. 01/03/19 8:36 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
9. 01/15/19 10:45 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
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)
(MS-FINC) Master of Science in Finance

Elective (select program)
(MS-MISY) Master of Science in Management Information Systems

Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus
SCMT 637 - Modeling and Optimization - Syllabus.pdf

Letters of support or other documentation
No

Additional information

Reviewer Comments
Terra Bissett (t.bissett) (10/30/18 1:37 pm): Rollback: Syllabus: update link to Aggie Honor Code.
Terra Bissett (t.bissett) (10/30/18 4:38 pm): Update received.

Reported to state?
Add
CS

Key: 18933
SCMT 637 Modeling and Optimization

Instructor: TBD
Office Hours: TBD
Phone: TBD
Office Location: TBD
Class Web Site: eCampus.tamu.edu

Course Description: Application of quantitative decision-making techniques to management decision problems; focus on model development, solution and implementation of results with particular emphasis on linear and mixed-integer programming.

Prerequisites: None

Course Content & Course Objectives:
Decision Support Systems can be defined as “computer based systems that use data and quantitative models to solve problems and to help managers make decisions.”

This is a course on making quantitative decisions. The course introduces the student to numerical methods used in business – primarily linear optimization. These concepts are studied in the context of applications from operations management, supply chain management, and other areas of business.

Spreadsheets are intuitive and user-friendly platforms for organizing information. Hence, spreadsheets have become indispensable tools of modern business analysis. This course focuses on structuring, analyzing, and solving managerial decision problems using Excel spreadsheets. Good decisions must be supported by valid data and sound logical analysis. We address problems of resource allocation (how to use available resources optimally), transportation and logistics (shipment of goods), outsourcing production (make vs. buy), purchasing (quantity discount, using multiple suppliers), and many other business problems. In each area, we consider specific managerial decision problems, model them on Excel spreadsheets, analyze and solve the models, and then interpret the solutions obtained.

Although very large problems can be solved using special purpose software, we limit ourselves to using Excel. As an added benefit of this course, we will learn to use advanced features of Excel. This includes some of the built-in functions, named ranges, pivot tables, charts, conditional formatting, and some simple macros.

Learning Outcomes:
Upon completion of the course the student will be
(1) qualified to use many capabilities of Excel in any context
(2) able to formulate and solve optimization models arising in finance and operations management.

Grading Policy:
Exam #1 (35%)
Homework Assignments and Quizzes (25%)
Final Exam (40%)

A: 90%+, B: 80%-89%, C: 70%-79%, D: 60%-69%, F: below 60%

Homework:
All homework except HW#1 will be Excel spreadsheets submitted via eCampus. Late homework will not be accepted. Assignments will be graded in Excel 2016 running on Windows 10, so students are responsible for
ensuring that their work operates correctly in this environment; it is on the PC’s in the labs in Wehner. Please do not ask me for technical help on your Macintosh. Doing so will only frustrate us both.

Quizzes:
In-class or on-line (out-of-class) quizzes may be given from time to time, so bring a pencil to class. The intent is to give students an opportunity to evaluate their knowledge of the material before the two major exams. Students may not make up a quiz for a class that they missed without a documented university-excused absence.

Required Textbook:

*Optimization Modeling with Spreadsheets, Third Edition* by Kenneth R. Baker  
ISBN: 978-1-118-93769-3

*Optimization Modeling with Spreadsheets, Second Edition* by Kenneth R. Baker  

A PDF version of the second edition of this book is available online FOR FREE DOWNLOAD through the TAMU library’s website (library.tamu.edu). Search for the book by title. Click “Connect to the full text of this electronic book” for the SECOND EDITION in the search results. DOWNLOAD the PDF files for the chapters listed below and SAVE them to your portable drive. Bring them or the actual physical book to EVERY class. You can access the third edition via TAMU library’s website only as an electronic book, only for seven days, only if two or fewer others are doing so.

Additional problems will be made available on eCampus. DOWNLOAD and SAVE them to your portable drive so that you have access to them EVERY class. Do not expect to have immediate access to online resources: eCampus is notorious for intermittent blackouts. It runs slowly when all students try to access a particular course simultaneously. Furthermore, as mentioned above, the library limits the number of users who can access an online book at any particular time.

The main topics we will cover from Baker’s book include

- Ch. 1: Introduction (ignore Section 1.5)  
- Ch. 2: Linear Programming: Allocation, Covering and Blending  
- Ch. 3: Linear Programming: Network Models (ignore Sections 3.5, 3.6, 3.7)  
- Ch. 6: Integer Programming: Binary Choice Models (ignore Section 6.7 & 6.8)  
- Ch. 7: Integer Programming: Logical Constraints (ignore 7.5 & 7.6)

Recommended Textbook:

A very good Excel reference book is  
*Excel 2016 Bible* by John Walkenbach  

Available for approximately $25 from BN.com or Amazon.com. Electronic version is also available. Topics covered are listed on two pages hence.

Make-up policy. If a student will miss an exam because of a planned university-excused absence per Student Rule 7.1, he or she may take the exam in advance. To be excused, the student must notify the instructor in writing (acknowledged e-mail message is acceptable) two weeks prior to the date of absence and provide appropriate documentation for the absence. The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify or to document properly may result in an unexcused absence and no right to make up a missed test. The reasons absences are considered excused by the university are listed in Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).
For an unplanned absence (e.g., documented illness, accident, or death in family), the student will be allowed to make-up the exam or quiz within 21 calendar days (7 calendar days for quizzes) from the last day of the absence. In such cases for which advance notification is not feasible, the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Written documentation of the cause for missing the exam is also required. To make-up an exam missed for health reasons requires a note signed by a physician that confirms your illness and inability to attend class on the day of the exam. The “Explanatory Statement for Absence from Class” form that is available from the A&M website is not acceptable.

Falsification of documentation is a violation of the Texas A&M University Honor Code.

**Classroom Behavior:**
I welcome all students into an environment that creates a sense of community, pride, courtesy, and respect; we are all here to work cooperatively and to learn together. This is a twice-weekly business meeting in which important work is done.

In order to create a smooth and harmonious learning community, please make every attempt to come to all the class sessions, to come to class on time, and to stay until the end (unless you have informed me that you must leave early). In fact, **students should arrive early enough to download the day’s spreadsheets from eCampus and save them to their machines or removable USB drives before class starts. Problems with logging in or downloading cannot be addressed after class has started.** Internet access may be unavailable during class. Once the class session has begun, please do not leave the room and then reenter unless it is an emergency. **If you miss a class meeting for any reason (excused or unexcused), you are responsible for obtaining the needed information and materials from classmates. Do NOT ask the instructor. This includes course content, changes in assignments (due dates or requirements), scheduling, or anything else discussed or distributed in class.** If you do not know anyone in the class, this is a good way to introduce yourself to classmates.

A schedule of the problems to be covered in each class is on eCampus. **Please read and think about the problems before each class so that you are prepared to analyze and solve them.** Such preparation enhances your learning during class time. It also helps to prevent you from getting behind as class progresses.

Please turn off all cell phones prior to class. Looking at such devices during class causes the student to forfeit his or her right to ask questions in the class for the period. It is also highly correlated with falling behind as class progresses. **A prerequisite for solving a problem is the ability to sustain focus on that problem.** This is a key skill that we seek to develop in this class; it will serve you well in your business career. If a student cannot stay awake during a particular class session (illness, all-nighter, etc.), he or she should not attend. Placing one’s head on the desk is not acceptable business behavior.

Students should feel free to ask questions during class. Please do not feel shy or embarrassed: if you are unclear on an idea, the chances are high that many of your classmates are as well. If you have a question while reading or reviewing the material outside of class, you are welcome to email me. I do, however, recommend first discussing the matter with a classmate, as this is often a learning experience for both of you.

**Mays Food & Beverage Policy:**
We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the Wehner Building and Cox Hall classrooms. This is especially important within the labs, as these substances could damage the computers. Your assistance is greatly appreciated.

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

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold
the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor
System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the
requirements or the processes of the Honor System. For additional information please visit:
http://aggiehonor.tamu.edu/.

By registering in this course, the student indicates his or her acceptance and understanding of all policies,
schedules, and requirements listed herein.

How to do well in this class:
1. Come to class prepared. Read and think about the problems that will be considered before class meets.
2. Pay attention in class.
3. Rework the problems done in class soon after class.
4. Start each homework one week before it is due. The solution is not always immediately obvious. Give
   your brain time to ponder the problem.
5. Take responsibility for learning the material: Do not expect the instructor to spoon information into your
   head. Learning happens when you contemplate a concept on your own.
6. Download all online materials so that you are not dependent on eCampus or the library’s website.
### Course Schedule

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<thead>
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