Course Change Request

Viewing: CVEN 750: Finite Element Applications in Structural Engineering

Last edit: 12/17/18 11:16 am
Changes proposed by: ljbyrd914

Catalog Pages referencing this course: CVEN - Civil Engineering, Zachry Department of Civil Engineering

Other Courses referencing this course: As A Banner Prerequisite: CVEN 754: Advanced Structural Design Studio

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Byrd</td>
<td><a href="mailto:lbyrd@civil.tamu.edu">lbyrd@civil.tamu.edu</a></td>
<td>979-845-2498</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

Other

Proposed changes to add prerequisites for this course

Course prefix: CVEN
Course number: 750
Department: Civil Engineering
College/School: College of Engineering
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2020-2021

Complete Course Title:
Finite Element Applications in Structural Engineering

Abbreviated Course Title:
FINITE ELEMENT APP STRUCT

Catalog course description:
Role of the finite element method (FEM) in structural engineering; use of commercial finite element software; application of FEM method for various structural engineering problems; selection of appropriate FEM models; types of elements and mesh sizes; use and interpretation of FEM results.

Prerequisites and Restrictions:
CVEN 444, CVEN 445, and CVEN 446; graduate classification in civil engineering or approval of instructor.

Concurrent Enrollment: No
Should catalog prerequisites: No

In Workflow

1. CVEN 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 11:59 am
   Luciana Barroso (lbarroso): Approved for CVEN Department Head
2. 11/21/18 9:27 am
   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 2:30 pm
   Harry Hogan (h-hogan): Approved for EN College Dean GR
6. 01/03/19 8:35 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 01/15/19 10:44 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
concurrent enrollment be enforced? No

Crosslistings No
Crosslisted With

Stacked No
Stacked with

Semester 3
Credit Contact Hour(s)
Hour(s) (per week):

Repeatable for credit? No
Three-peat? No

CIP/Fund Code 1408030006
Default Grade Mode Letter Grade (G)
Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture and Laboratory

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

Will this course be taught as a distance education course? No

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus

Letters of support or other documentation Yes No

Upload files CVEN 750 prerequisites.pdf

Additional information

Reviewer Comments Terra Bissett (t.bissett) (11/21/18 9:24 am): Syllabus not required for this type of change.
Terra Bissett (t.bissett) (11/21/18 9:26 am): Per department, edits made to catalog prerequisites. Prerequisites updated to comply with catalog style guide.

Reported to state? No
<table>
<thead>
<tr>
<th>From:</th>
<th>Byrd, Laura J</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sent:</td>
<td>Wednesday, November 21, 2018 9:15 AM</td>
</tr>
<tr>
<td>To:</td>
<td>Curricular Approval Request System</td>
</tr>
<tr>
<td>Cc:</td>
<td>Sandra Williams</td>
</tr>
<tr>
<td>Subject:</td>
<td>RE: CVEN 750</td>
</tr>
</tbody>
</table>

That is perfect thank you!

Laura B

---

| From: Curricular Approval Request System |
| Sent: Wednesday, November 21, 2018 9:06 AM |
| To: Byrd, Laura J <lbyrd@civil.tamu.edu> |
| Cc: Sandra Williams <sandra-williams@tamu.edu> |
| Subject: RE: CVEN 750                        |

Good morning, Laura,

If all three courses are prerequisites, then it should read as:

**CVEN 444, CVEN 445, and CVEN 446; graduate classification in civil engineering or approval of instructor.**

If you are good with this update, then I will go ahead make the revision to the prerequisites on the proposal and move forward.

Thank you,

Terra

---

**Terra Bissett** | Administrative Coordinator I
Office of the Registrar, Division of Enrollment & Academic Services | Texas A&M University
0100 TAMU | College Station, TX 77843-0100

ph: 979.845.8201 | fax: 979.845.4757 | t.bissett@tamu.edu

---

**TEXAS A&M UNIVERSITY** | FEARLESS on Every Front

This message may contain confidential student information under the Family Educational Rights & Privacy Act (FERPA). If you have received the message in error, please advise the sender by reply e-mail and delete the message.

---

| From: Byrd, Laura J |
| Sent: Wednesday, November 21, 2018 8:51 AM |
| To: Curricular Approval Request System <cars@tamu.edu> |
| Cc: Sandra Williams <sandra-williams@tamu.edu> |
| Subject: RE: CVEN 750 |
Howdy Terra

All three courses are prerequisites for the CVEN 750 class. So can it read as:

Prerequisites and Restrictions

- CVEN 444 – Structural Concrete Design - AND
- CVEN 445 - Matrix Methods of Structural Analysis - AND
- CVEN 446 – Structural Steel Design
- Graduate classification in civil engineering or permission of the instructor

Thank you
Laura Byrd
Program Specialist
Civil Engineering Graduate Ofc.
Ofc: 979-845-2498 | Fax: 979-862-2800
lbyrd@civil.tamu.edu

From: Curricular Approval Request System
Sent: Tuesday, November 20, 2018 4:27 PM
To: Byrd, Laura J <lbyrd@civil.tamu.edu>
Cc: Sandra Williams <sandra-williams@tamu.edu>
Subject: CVEN 750

Good afternoon, Laura,

Per our phone conversation, we are in the process of reviewing CVEN 750 in CARS and are recommending a revision to the catalog prerequisites and restriction to comply with catalog style guide.

Currently, this course’s prerequisites read:

<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>Graduate classification in civil engineering or permission of the instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CVEN 445 – Matrix Methods of Structural Analysis or permission of the instructor</td>
</tr>
<tr>
<td></td>
<td>CVEN 444 – Structural Concrete Design or permission of the instructor</td>
</tr>
<tr>
<td></td>
<td>CVEN 446 – Structural Steel Design or permission of the instructor or approval of instructor</td>
</tr>
</tbody>
</table>

If students have an option to take CVEN 445, CVEN 444, or CVEN 446, here is a proposed update to the catalog prerequisites and restrictions:

**CVEN 444, CVEN 445, or CVEN 446; graduate classification in civil engineering or approval of instructor.**

Please let me know if you have any concerns regarding this update.

Thank you,
Terra
This message may contain confidential student information under the Family Educational Rights & Privacy Act (FERPA). If you have received the message in error, please advise the sender by reply e-mail and delete the message.
**Course Change Request**

Date Submitted: 12/04/18 9:15 am

**Viewing: FINC 602: Corporate Finance**

Last edit: 12/17/18 11:16 am

Changes proposed by: ritzcracker

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Finance</td>
</tr>
<tr>
<td>FINC - Finance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Courses referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>As A Banner Prerequisite:</td>
</tr>
<tr>
<td>FINC 604: Fixed Income Securities</td>
</tr>
<tr>
<td>FINC 605: Valuation and Financial Modeling</td>
</tr>
<tr>
<td>FINC 640: Macro Finance</td>
</tr>
</tbody>
</table>

**Contact(s)**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Dye</td>
<td><a href="mailto:tdye@tamu.edu">tdye@tamu.edu</a></td>
<td>9798453446</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

<table>
<thead>
<tr>
<th>Course prefix</th>
<th>Course number</th>
<th>Department</th>
<th>College/School</th>
<th>Academic Level</th>
<th>Academic Level (alternate)</th>
<th>Effective term</th>
<th>Complete Course Title</th>
<th>Abbreviated Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC</td>
<td>602</td>
<td>Finance</td>
<td>Mays Business School</td>
<td>Graduate</td>
<td>Undergraduate</td>
<td>2020-2021</td>
<td>Corporate Finance</td>
<td>CORPORATE FINANCE</td>
</tr>
</tbody>
</table>

Catalog course description

Theoretical development of principles of corporate financial management; application of principles to problems faced by financial officers, such as capital budgeting, cost of capital, capital structure, dividend policy, financial distress and corporate valuation.

Prerequisites and Restrictions

Admission to MS-FINC program or approval of Department Head. Enrollment limited to MS in FINC students.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Crosslisted With: Stacked with: No

Approval Path

1. 12/04/18 9:23 am
   Richard Dye (tdye): Approved for FINC Department Head
2. 12/11/18 11:35 am
   Terra Bissett (t.bisset): Approved for Curricular Services Review
3. 12/11/18 12:22 pm
   Angela Catlin (acatlin): Approved for BA Committee Preparer GR
4. 12/11/18 1:53 pm
   Michael Shaub (mshaub): Approved for BA Committee Chair GR
5. 12/11/18 2:07 pm
   Shannon Deer (sknight): Approved for BA College Dean GR
6. 01/03/19 8:35 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
7. 01/15/19 10:44 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair
Semester: 3  Credit: 3  Contact Hour(s): 3  Lecture: 3  Lab: 0  Other: 0  Total: 3

Credit Hour(s) (per week):

Repeatable for credit?  Yes  No

Number of times repeated for credit: 2  - OR -  Maximum number of hours

When will this course be repeated?  Within a student's career

Three-peat?  Yes  No

CIP/Fund Code: 5208010016

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.

Previously approved via memo (Spring 2018).

Hours:

Meets traditional face-to-face hours.

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

Previously approved via memo (Spring 2018).

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)

Program(s)

(MS-FINC) Master of Science in Finance

Elective (select program)

Course Syllabus

Syllabus:

Upload syllabus

Upload syllabus

Letters of support or other documentation  No
### Additional Information

**Reviewer Comments**

Sandra Williams (sandra-williams) [02/01/18 5:13 pm]: Rollback: Changes being made - not an Administrative Save.

**Reported to state?**

No

Key: 6336
Course Change Request

Date Submitted: 09/11/18 7:10 pm

Viewing: FINC 643 : Commercial Bank Management
Last edit: 09/12/18 8:40 am
Changes proposed by: tdye

Catalog Pages referencing this course
- Department of Finance
- FINC - Finance

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Dye</td>
<td><a href="mailto:tdye@tamu.edu">tdye@tamu.edu</a></td>
<td>9798453446</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit

The proposed changes are part of a routine curriculum review.

Course prefix: FINC
Course number: 643

Department: Finance
College/School: Mays Business School
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019 Spring

Complete Course Title
Commercial Bank Management

Abbreviated Course Title
COMMERCIAL BANK MGMT

Catalog course description

Financial management problems of commercial bank management including raising funds, investing funds and making loans; nontraditional bank activities; emphasis on actual case situations. Classification 6 students may not enroll in this course.

Prerequisites and Restrictions
FINC 642.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No
Crosslisted With

Stacked
No
Stacked with

In Workflow
1. FINC 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. 09/10/18 10:00 am
   Richard Dye (tdye): Approved for FINC Department Head
2. 09/10/18 3:35 pm
   Terra Bisse (t.bisse): Rollback to Initiator
3. 09/11/18 7:10 pm
   Richard Dye (tdye): Approved for FINC Department Head
4. 09/12/18 8:41 am
   Terra Bisse (t.bisse): Approved for Curricular Services Review
5. 09/12/18 9:35 am
   Angela Catlin (acatlin): Approved for BA Committee Preparer GR
6. 09/12/18 1:01 pm
   Michael Shaub (mshaub): Approved for BA Committee Chair GR
7. 11/29/18 12:52 pm
   Shannon Deer (sknight): Approved for BA College Dean GR
8. 01/03/19 8:35 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
9. 01/15/19 10:44 am
   LaRhesa Johnson (lrjohnson): Approved for GC Chair

Date Submitted: 09/11/18 7:10 pm
Viewing: FINC 643 : Commercial Bank Management
Last edit: 09/12/18 8:40 am
Changes proposed by: tdye
FINC 643: Commercial Bank Management

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
<th>Contact Hour(s)</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total: 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td></td>
<td>(per week):</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>5208030016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 for the non-traditional sections are identical to those of traditional sections.

Hours
Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
Non-traditional section has 28 meetings of 1.25 hours each, plus a final exam, the same as a traditional TR or MW course. Non-traditional meetings will be spread out over parts of at least four weeks.

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>(CERT-CU6) Graduate Certificate in Commercial Banking</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-FINC) Master of Science in Finance</td>
<td></td>
</tr>
<tr>
<td>(MFM-FINM) Master of Financial Management in Financial Management</td>
<td></td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus
643sy 19A Non Traditional.pdf
643sy 19A Traditional.pdf
<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Terra Bissett (t.bissett) (09/10/18 3:35 pm): Rollback: If requesting non-traditional format approval, you will need to attach a traditional syllabus and a non-traditional syllabus (if applicable).</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
Nature of Course

FINC 643 is an upper division elective in commercial banking. Commercial banking in the United States, as well as around the world, is undergoing rapid change due to changes in regulation, technology, and competitive pressures. Traditional banking focused on deposit taking and lending functions with fixed or regulated interest rates on these accounts; however, today’s banking environment can be described by a wide menu of financial services and potentially volatile interest rates. This more challenging operating environment has motivated an emphasis on the management of risk, including credit risk, interest rate risk, investment risk, liquidity risk, payments risk, etc. After completing this course, students should be able to

(1) discuss the banking industry’s history of change in America, paying particular attention to regulatory changes in recent years, including prices, products, and geographic regulations.

(2) recognize the different kinds of risk that banks manage and identify methods of controlling such risks.

(3) list the wide variety of financial services provided by banks, including payments services, deposit taking, commercial lending, real estate lending, consumer lending, trust services, securities investment services, financial expertise, insurance services, etc.

(4) evaluate recent developments affecting commercial banks within the context of news media, invited speakers, and classroom discussions.

The commercial banking industry has experienced unprecedented change in the last decade. In the process, financial innovation has accelerated in an effort to better manage multiple risks facing both banks themselves and their customers. International banking is also growing rapidly due to the expansion of trade around the world that has taken place subsequent to the fall of communism in many countries. More than ever before, educational training in bank management is needed to help prepare future financial services managers for the increasingly complex and dynamic financial marketplace.

FINC 643-620 is a non-traditional section created for students in the Global Banking Track of the Aggies on Wall Street (AOWS) program, offered in a mini-mester format. For Spring 2019, classes will meet MTWR twice per day (9:35-10:50 and 11:10-12:25) for 14 days (April 11 through May 6), matching the 28 meetings offered in a traditional MW or TR class, with a final exam May 7.

Exams, Grading, Attendance, and Make-Up Policy

Three major exams will be given on the dates shown on the "Schedule of Assignments." Each exam is worth 100 points, for a maximum possible total of 300 points from exams.
Another important graded component will be a case study of a commercial bank. Each student will work in a team of three members to write a 15-20 page report on the bank (excluding figures, tables, and other exhibits). All teams will enter the Conference of State Bank Supervisors (CSBS) national case study competition. The report is a comprehensive case study of the bank, including history, organization, leadership, products and services, and financial condition. Also, the case will have a special emphasis on management and board succession. Students will make regular in-class presentations and produce a professionally-written case. Grading for the case will be as follows: work with bankers (50), in-class presentations (50 points), final report (100 points), for a maximum possible total of 200 points from the case study.

If you miss an exam without a valid, documented university excuse, you will receive a grade of zero on that exam. According to university policy, there are ten types of excused absences. These are listed in Texas A&M University Regulations and on the TAMU website at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

You can make up a missed exam only if an absence is excused. To be considered excused, you must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (for example, accident or emergency) you 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. The fact that these are university-excused absences does not relieve you of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Students are expected to attend all class meetings and read chapter assignments before the date shown in the "Schedule of Assignments." Students absent from class without a university excuse will be penalized 10 points per class missed.

The final grade will be based on total points earned out of 500 possible points (300 from exams and 200 from the case study): A – 450 to 500, B – 400 to 449, C – 350 to 399, D – 300 to 349, F – below 300.

**Academic Honesty**
All students are expected to abide by the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Please refer to [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) for further details.

**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).
Other
We have a wonderful building with great facilities. Please make every effort to maintain this quality. NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (UNLESS APPROVED) are permitted within the classroom.

Class Hours and Location
MTWR 9:35-10:50 and 11:10-12:25 from April 11 to May 6
MW WCBA 192
TR WCBA 185
Final Exam May 7

Office Hours
TBD, Room 351R Wehner.
Other office hours by appointment (call 845-4803 or contact me in class).
Email Address: j-kolari@tamu.edu

Textbook and Readings
## SCHEDULE OF ASSIGNMENTS: FINC 643

### Spring 2019

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>R Apr 11</td>
<td>Orientation and Chapter 1 – Functions and Forms of Banking</td>
</tr>
<tr>
<td>2</td>
<td>M 15</td>
<td>Chapter 2 – The Bank Regulatory Environment</td>
</tr>
<tr>
<td>3</td>
<td>T 16</td>
<td>Chapter 3 -- Evaluating Bank Performance and Bank Case</td>
</tr>
<tr>
<td>4</td>
<td>W 17</td>
<td>Chapter 4 – Bank Valuation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bank cases/Guest speaker from Conference of State Bank Supervisors</td>
</tr>
<tr>
<td>5</td>
<td>R 18</td>
<td>Chapter 5 – An Overview of Asset/Liability Management (ALM) and <strong>Exam #1</strong></td>
</tr>
<tr>
<td>6</td>
<td>M 22</td>
<td>Chapter 6 – Techniques of Asset/Liability Management: Futures, Options, and Swaps</td>
</tr>
<tr>
<td>7</td>
<td>T 23</td>
<td>Chapter 7 – Investment Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 11 – Liquidity Management/Bank case</td>
</tr>
<tr>
<td>8</td>
<td>W 24</td>
<td>Chapter 13 – Liabilities Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 12 – Capital Management</td>
</tr>
<tr>
<td>9</td>
<td>R 25</td>
<td>Chapter 12 continued and <strong>Exam #2</strong></td>
</tr>
<tr>
<td>10</td>
<td>M 29</td>
<td>Chapter 14 – Off-Balance Sheet Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 15 – Securities, Investment, and Insurance Services</td>
</tr>
<tr>
<td>11</td>
<td>T 30</td>
<td>Chapter 16 – Other Financial Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 17 – Electronic Banking</td>
</tr>
<tr>
<td>12</td>
<td>W May 1</td>
<td>Chapter 18 – Global Financial Services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 9 – Commercial and Industrial Lending</td>
</tr>
<tr>
<td>13</td>
<td>R 2</td>
<td><strong>Bank Case Presentations</strong></td>
</tr>
<tr>
<td>14</td>
<td>M 6</td>
<td><strong>Bank Case Presentations</strong></td>
</tr>
<tr>
<td>15</td>
<td>T 7</td>
<td><strong>Bank Cases due by 5 pm and Exam #3</strong></td>
</tr>
</tbody>
</table>
FINC 643  
Commercial Bank Management  
Spring 2019  
Dr. James W. Kolari

Nature of Course

FINC 643 is an upper division elective in commercial banking. Commercial banking in the United States, as well as around the world, is undergoing rapid change due to changes in regulation, technology, and competitive pressures. Traditional banking focused on deposit taking and lending functions with fixed or regulated interest rates on these accounts; however, today’s banking environment can be described by a wide menu of financial services and potentially volatile interest rates. This more challenging operating environment has motivated an emphasis on the management of risk, including credit risk, interest rate risk, investment risk, liquidity risk, payments risk, etc. After completing this course, students should be able to

(1) discuss the banking industry’s history of change in America, paying particular attention to regulatory changes in recent years, including prices, products, and geographic regulations.

(2) recognize the different kinds of risk that banks manage and identify methods of controlling such risks.

(3) list the wide variety of financial services provided by banks, including payments services, deposit taking, commercial lending, real estate lending, consumer lending, trust services, securities investment services, financial expertise, insurance services, etc.

(4) evaluate recent developments affecting commercial banks within the context of news media, invited speakers, and classroom discussions.

The commercial banking industry has experienced unprecedented change in the last decade. In the process, financial innovation has accelerated in an effort to better manage multiple risks facing both banks themselves and their customers. International banking is also growing rapidly due to the expansion of trade around the world that has taken place subsequent to the fall of communism in many countries. More than ever before, educational training in bank management is needed to help prepare future financial services managers for the increasingly complex and dynamic financial marketplace.

Exams, Grading, Attendance, and Make-Up Policy

Three major exams will be given on the dates shown on the "Schedule of Assignments." Each exam is worth 100 points, for a maximum possible total of 300 points from exams.

Another important graded component will be a case study of a commercial bank. Each student will work in a team of three members to write a 15-20 page report on the bank (excluding figures, tables, and other exhibits). All teams will enter the Conference of State Bank Supervisors (CSBS) national case study competition. Students should work closely with a commercial bank that is a member of the Commercial Banking Program at Texas A&M University. The report is a
comprehensive case study of the bank, including history, organization, leadership, products and services, and financial condition. Also, the case will have a special emphasis on management and board succession. Students will make regular in-class presentations and produce a professionally-written case. Grading for the case will be as follows: work with bankers (50), in-class presentations (50 points), final report (100 points), for a maximum possible total of 200 points from the case study.

If you miss an exam without a valid, documented university excuse, you will receive a grade of zero on that exam. According to university policy, there are ten types of excused absences. These are listed in Texas A&M University Regulations and on the TAMU website at http://student-rules.tamu.edu/rule07.

You can make up a missed exam only if an absence is excused. To be considered excused, you must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (for example, accident or emergency) you 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. The fact that these are university-excused absences does not relieve you of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

Students are expected to attend all class meetings and read chapter assignments before the date shown in the "Schedule of Assignments." Students absent from class without a university excuse will be penalized 10 points per class missed.

The final grade will be based on total points earned out of 500 possible points (300 from exams and 200 from the case study): A – 450 to 500, B – 400 to 449, C – 350 to 399, D – 300 to 349, F – below 300.

Academic Honesty
All students are expected to abide by the Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.” Please refer to http://www.tamu.edu/aggiehonor for further details.

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.

Other
We have a wonderful building with great facilities. Please make every effort to maintain this quality. NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (UNLESS APPROVED) are permitted within the classroom.

Class Hours and Location
TBD
Office Hours
TBD, Room 351R Wehner.
Other office hours by appointment (call 845-4803 or contact me in class).
Email Address: j-kolari@tamu.edu

Textbook and Readings
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>T Jan 15</td>
<td>Orientation</td>
</tr>
<tr>
<td>1</td>
<td>R 17</td>
<td>Chapter 1 – Functions and Forms of Banking</td>
</tr>
<tr>
<td>2</td>
<td>T 22</td>
<td>Chapter 2 – The Bank Regulatory Environment</td>
</tr>
<tr>
<td>2</td>
<td>R 24</td>
<td>Chapter 2, continued</td>
</tr>
<tr>
<td>3</td>
<td>T 29</td>
<td>Chapter 3 -- Evaluating Bank Performance</td>
</tr>
<tr>
<td>3</td>
<td>R 31</td>
<td>Bank case</td>
</tr>
<tr>
<td>4</td>
<td>T Feb 5</td>
<td>Chapter 4 – Bank Valuation</td>
</tr>
<tr>
<td>4</td>
<td>R 7</td>
<td>Bank cases/Michael L Stevens, Senior Executive Vice President</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Conference of State Bank Supervisors</td>
</tr>
<tr>
<td>5</td>
<td>T 12</td>
<td>Chapter 5 – An Overview of Asset/Liability Management (ALM)</td>
</tr>
<tr>
<td>5</td>
<td>R 14</td>
<td>Exam #1</td>
</tr>
<tr>
<td>6</td>
<td>T 19</td>
<td>Chapter 6 – Techniques of Asset/Liability Management: Futures, Options,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Swaps</td>
</tr>
<tr>
<td>6</td>
<td>R 21</td>
<td>Richard Solomon, Senior Vice President, First Bank &amp; Trust East Texas</td>
</tr>
<tr>
<td>7</td>
<td>T 26</td>
<td>Chapter 7 – Investment Management</td>
</tr>
<tr>
<td>7</td>
<td>R 28</td>
<td>Chapter 11 – Liquidity Management/Bank case</td>
</tr>
<tr>
<td>8</td>
<td>T Mar 5</td>
<td>Chapter 13 – Liabilities Management</td>
</tr>
<tr>
<td>8</td>
<td>R 7</td>
<td>Chapter 12 -- Capital Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Spring Break: March 11-15</strong></td>
</tr>
<tr>
<td>9</td>
<td>T 19</td>
<td>Chapter 12, continued</td>
</tr>
<tr>
<td>9</td>
<td>R 21</td>
<td>Exam #2</td>
</tr>
<tr>
<td>10</td>
<td>T 26</td>
<td>Chapter 14 – Off-Balance Sheet Activities</td>
</tr>
<tr>
<td>10</td>
<td>R 28</td>
<td>Chapter 15 – Securities, Investment, and Insurance Services</td>
</tr>
<tr>
<td>11</td>
<td>T Apr 2</td>
<td>Chapter 16 – Other Financial Services</td>
</tr>
<tr>
<td>11</td>
<td>R 4</td>
<td>Chapter 17 – Electronic Banking</td>
</tr>
<tr>
<td>12</td>
<td>T 9</td>
<td>Chapter 18 – Global Financial Services</td>
</tr>
<tr>
<td>12</td>
<td>R 11</td>
<td>Chapter 9 – Commercial and Industrial Lending</td>
</tr>
<tr>
<td>13</td>
<td>T 16</td>
<td>Bank Case Presentations</td>
</tr>
<tr>
<td>13</td>
<td>R 18</td>
<td>Bank Case Presentations</td>
</tr>
<tr>
<td>14</td>
<td>T 23</td>
<td>Bank Case Presentations</td>
</tr>
<tr>
<td>14</td>
<td>R 25</td>
<td>Bank Case Presentations</td>
</tr>
<tr>
<td>15</td>
<td>T 30</td>
<td>Redefined day (Bank Cases due by 5 pm)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam #3 TBD according to TAMU Final Exam Schedule</td>
</tr>
</tbody>
</table>
Course Change Request

Date Submitted: 10/30/18 10:39 am

Viewing: **FINC 660 : Fixed Income Analysis**

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

Catalog Pages referencing this course:
- Department of Finance
- FINC - Finance

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Dye</td>
<td><a href="mailto:tdye@tamu.edu">tdye@tamu.edu</a></td>
<td>9798453446</td>
</tr>
</tbody>
</table>

Rationale for Course

The proposed changes are part of a routine curriculum review.

Course prefix    FINC  
Department        Finance  
College/School    Mays Business School  
Academic Level    Graduate  
Effective term    2020-2021  

Catalog course description

Characteristics of fixed income securities including Treasury issues, federal agency issues, corporate and municipal bonds, mortgage-backed and asset-backed securities; institutional features fixed income markets; risks of bond investing; fixed income valuation; term structure; trade strategies; modeling and assessing credit risks; hedging with fixed income derivatives.

Prerequisites and Restrictions

Graduate classification; classification 6 students may not enroll in this course. FINC 351 421 or FINC 603 or FINC 632; FINC 361 or FINC 602 or FINC 434 or FINC 629.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

In Workflow

1. FINC 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. 10/30/18 10:39 am
   Richard Dye (tdye): Approved for FINC Department Head
2. 10/30/18 1:05 pm
   Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 10/30/18 2:30 pm
   Angela Catlin (acatlin): Approved for BA Committee Preparer GR
4. 10/30/18 2:53 pm
   Michael Shaub (mshaub): Approved for BA Committee Chair GR
5. 11/29/18 12:52 pm
   Shannon Deer (sknight): Approved for BA 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
<table>
<thead>
<tr>
<th>And/Or</th>
<th>(</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>(</td>
<td>(</td>
<td>FINC 351</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>(</td>
<td>FINC 603 443</td>
<td>D</td>
<td>GR,UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>(</td>
<td>FINC 632</td>
<td>D</td>
<td>GR,UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>(</td>
<td>FINC 361</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>(</td>
<td>FINC 602 434</td>
<td>D</td>
<td>GR,UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td>(</td>
<td>FINC 629</td>
<td>D</td>
<td>GR,UG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Repeatable for credit? No  Three-peat? No  
CIP/Fund Code: 5208040016  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-FINC) Master of Science in Finance</td>
</tr>
<tr>
<td>(MFM-FINM) Master of Financial Management in Financial Management</td>
</tr>
</tbody>
</table>
Syllabus: Upload syllabus

Letters of support or other documentation: No

Additional information: No

Reviewer Comments: No

Reported to state? No
Course Change Request

Viewing: **FINC 674: Market Analysis for Development Real Property Valuation II**
Also listed as: **LDEV 644**
Last edit: 12/17/18 11:17 am
Changes proposed by: tdy

Catalog Pages referencing this course
- FINC 674:
  - Department of Finance
- FINC - Finance

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Dye</td>
<td><a href="mailto:tdy@tamu.edu">tdy@tamu.edu</a></td>
<td>9798453446</td>
</tr>
</tbody>
</table>

Rationale for Course
Edit

The proposed changes are part of a routine curriculum review.

Course prefix: FINC  
Course number: 674

Department: Finance
College/School: Mays Business School
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2020-2021

Complete Course Title
- **Market Analysis for Development Real Property Valuation II**

Abbreviated Course Title
- MARKET ANALYSIS DEVELOPMENT REAL PROP VALUATION II

Catalog course description

Techniques and data sources for market analysis for development; analysis for housing development; trade area analysis and market analysis for retail development; analysis for office, industrial parks and for specialized development. Provides opportunity to develop advanced competencies in analysis and valuation of more complex assignments and properties; draws upon previous coursework in land economics and real estate program including real property valuations, market analysis, real estate investment analysis and real property finance. Classification 6 students may not enroll in this course.

Prerequisites and Restrictions
Enrollment in MRE program; FINC 670.

Concurrent Enrollment: No

In Workflow
1. FINC Department Head
2. LAUP Department Head
3. Curricular Services Review
4. BA Committee Preparer GR
5. BA Committee Chair GR
6. BA 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. 10/26/18 2:23 pm
   Richard Dye (tdye): Rollback to Initiator
2. 10/26/18 2:35 pm
   Richard Dye (tdye): Approved for FINC Department Head
3. 10/28/18 9:05 pm
   Shannon VanZandt (svanzandt): Approved for LAUP Department Head
4. 10/30/18 3:12 pm
   Terra Bisse (t.bisse): Approved for Curricular Services Review
5. 10/30/18 3:17 pm
   Angela Catlin (acatlin): Approved for BA Committee Preparer GR
6. 10/30/18 3:18 pm
   Michael Shaub (mshaub): Approved for BA Committee Chair GR
7. 11/29/18 12:53 pm
   Shannon Deer (sknight): Approved for Curricular Services Review
8. 01/03/19 8:36 am
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
9. 01/15/19 10:44 am
   LaRhesa Johnson

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslisted With LDEV 644 Yes

Stacked No

Semester 3 Credit Hour(s) 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code 5215010016

Default Grade Mode Letter Grade (G)

Alternate Grade Modes Satisfactory/Unsatisfactory

Method of instruction Lecture

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

Will this course be taught as a distance education course? No

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

Will classroom space be needed for this course? Yes

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

Required (select program)

Elective (select program)

Program(s)

(MRE-LERE) Master of Real Estate in Land Economics and Real Estate

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information Shannon VanZandt, department head, Landscape Architecture, is working with FINC on this request.

Reviewer Comments

Richard Dye (tdye) (10/26/18 2:23 pm): Rollback: Additional edits required

Terra Bissett (t.bissett) (10/30/18 3:10 pm): Moving forward, however, committees may want a syllabus for the cross-listed course.
Reported to state?

Change
CS

Key: 6376
Course Change Request

Viewing: HPCH 606: Public Health Informatics

Date Submitted: 12/17/18 8:50 am

Catalog Pages referencing this course

Department of Health Promotion and Community Health Sciences
HPCH - Health Promo Comm Hlth

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catherine Pepper</td>
<td><a href="mailto:cpepper@tamu.edu">cpepper@tamu.edu</a></td>
<td>512-341-4964</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit Other

Explain other rationale

The proposed change is to request the course as "nontraditional", as it is taught entirely online.

Course prefix       HPCH
Course number       606
Department           Hlth Promotion & Comm Hlth Sci
College/School       Public Health
Academic Level       Graduate
Effective term       2020-2021

Complete Course Title
Public Health Informatics

Abbreviated Course Title
PUBLIC HEALTH INFORMATICS

Catalog course description

Provides an overview of the field of public health informatics, and focus on PHI competencies for public health practitioners. Overview of the field of key informatics challenges and current topics, such as evidence-based public health informatics (PHI); informatics competencies for public data and vocabulary standards, privacy and security, interoperability and health practitioners; key informatics challenges and current topics; evidence-based public health; data and vocabulary standards; interoperability and health information exchange; electronic health records for public health use; methods for evaluation of disease registries and public health surveillance systems; searching public health literature; sociotechnical components of public health information systems; matching business process health records, and workflow analysis with user and functional requirements; database design; Structured Query Language (SQL); information visualization; bioinformatics tools. Data integration, are explored. Students will learn techniques for searching public health literature and will practice informatics evaluation skills by assessing a health information system.

Prerequisites and Restrictions

Should catalog prerequisites /
HPCH 606: Public Health Informatics

concurrent enrollment be enforced?  No

Crosslistings No Crosslisted With

Stacked No Stacked with

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

Repeatable for credit? Yes

Number of times repeated for credit 2 - OR - Maximum number of hours

When will this course be repeated? Within a student’s career

CIP/Fund Code 5122120014
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) 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 through eCampus course requirements.

Hours

Meets traditional face-to-face hours.

Describe how hours are met or provide justification why they are not met.
The course provides 45.2 contact hours of formalized instruction, and 90.5 hours of homework, equivalent to requirements for a 3 SCH course.

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>Required (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MPH-HPCH) Master of Public Health in Health Promotion and Community Health Sciences</td>
</tr>
<tr>
<td>(DRPH-HPCH) Doctor of Public Health in Health Promotion and Community Health Sciences</td>
</tr>
<tr>
<td>(PHMD-PHAR) Doctor of Pharmacy</td>
</tr>
</tbody>
</table>
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>[Syllabus-HPCH_606-2019 final.docx]</td>
</tr>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
</tbody>
</table>
| Reviewer Comments | [Terra Bissett (t.bissett) (12/03/18 4:36 pm)]: Rollback: Prerequisites and Restrictions listed on form are not typical catalog course prerequisites or restrictions – these are a better fit to remain within the syllabus; Is this course being cross-listed with a PHAR course? If so, please include course number under “Crosslisted with” section on form and indicate cross-listed course within syllabus; Is this course truly repeatable for credit?  
[Terra Bissett (t.bissett) (12/17/18 3:29 pm)]: Updates received, comments addressed. Per Department, course is not being cross-listed and is truly repeatable for credit.  
[Szu-hsuan Lin (micheyszu) (12/18/18 6:06 am)]: 12/14/2018 SPH CC approved for nontradional delivery, per University Rule 11.03.99.M1.]

---

### Key
- 7797
Course title and number: HPCH 606 Public Health Informatics

Term: Spring 2019

**Instructor Information**

Meeting times: 1. Online—weekly modules (See eCampus Statement, p. 8).

2. Up to two real-time online lectures (depending on speaker availability) (see Schedule)

Instructor Name(s): Cathy Pepper, MLIS, MPH; Margaret Foster, MSLS, MPH;
Kimberly A. Smith, PhD, MT(ASCP)

Telephone numbers: Pepper—512-341-4964; Foster--979-862-1893
Email addresses: Pepper: cpepper@tamu.edu; Foster: margaretfoster@tamu.edu;
Smith: Kimberly.A.Smith@uth.tmc.edu

Office hours: Instructors are available by e-mail and by appointment
Office locations: Ms. Pepper: Round Rock (Austin) campus; Ms. Foster: Medical Sciences Library, College Station; Dr. Smith: UTHealth-Houston

**Course Description**

Public health informatics (PHI) has been defined as “the systematic application of information science and technology to public health practice, research, and learning” (Yasnoff, 2002). The Working Group on Competencies for Public Health Informaticians states that “today’s public health professionals must be able to use information effectively, to use information technology effectively, and to manage information technology projects effectively” (CDC, 2009). Further, PHI connects the often-siloed, yet interdependent, organizational departments of public health and IT, identifying and bridging gaps in data/information flow, human interactions, and information systems.

This course provides a general examination of the field of public health informatics, and builds knowledge and skills in PHI competencies for public health practitioners. In this course, students gain broad exposure to the array of PHI competencies, examples of different public health applications—including electronic health records—and the role of the public health informaticist in bridging public health data/information needs and information technology. Students learn PHI core concepts, methods, and technologies, including terminologies, data standards, and problem development approaches/strategies. Students examine business workflows in public health and how these affect system design, and they create user requirements to guide system design. The policy context of public health informatics and the organizational/governmental environment within which PHI projects are conducted are also considered.

Students will also learn techniques for searching public health literature and will practice informatics evaluation skills by assessing a health information system.

**References**


Learning Outcomes

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

- Describe public health informatics, its emergence and growth as a field, current applications, major researchers and practitioners, and research issues; distinguish public health informatics from clinical and medical informatics.
- Recognize and define a public health informatics problem and translate it into a “searchable” question.
- Search for reliable evidence in peer-reviewed journal literature tools in answer to a public health informatics question.
- Demonstrate basic knowledge of trends and challenges in health information technology.
- Demonstrate a working knowledge of key public health information systems, the systems development life cycle, and the Information Value Cycle.
- Examine and evaluate some of the major tools for collecting, analyzing, and reporting health data.
- Analyze business processes and workflow to identify user/functional requirements for a public health information system.
- Create a data model based on business processes and user/functional requirements.
- Write simple structured query language (SQL) statements and a Health Level 7 (HL7) message.
- Identify and evaluate the flow of data, information, and knowledge within the health system.
- Explain the purpose and structure of electronic health record systems and their role in public health, including the human and technological hurdles to be overcome.
- Examine health information exchange and interoperability among public health information systems.
- Explain sociotechnical aspects of public health information systems’ design and implementation.
- Explain information visualization tools and create a Geographic Information System (GIS) map of public health data.
- Evaluate a disease surveillance system from an informatics perspective.
- Develop a working vocabulary of public health informatics terminology.
- Identify and demonstrate various public health informatics tools and problem-solving methods.
- Identify knowledge and skills requested in current PHI job descriptions.

This course encourages interprofessional collaboration and communication among students in various health professions. The course, therefore, will provide students with opportunities to learn together in an environment that (1) promotes shared problem solving and decision making; (2) develops mutual understanding of, and respect for, the contributions of various health sciences disciplines; and (3) instills an understanding of the requisite competencies for collaborative practice.

Course Requirements

Students are expected to read the syllabus thoroughly. Each student is expected to check the course website daily and to participate actively in discussions via ECampus. Students are expected to complete assignments on time. Foreseeable problems that might interfere with a student’s participation in the course should be communicated to the instructors well ahead of time. **Students are expected to work independently except when explicitly assigned group work.**

Students are expected to read all required readings. Specific descriptions of assignments will be given well in advance. You will download and submit assignments in eCampus.

**NOTE:** Please follow this general filenaming convention when submitting assignments:

[LastName]_[FirstInitial]-[AssignmentName]-2019. For example: Lopez_J-EBP-2019

Since some assignment submissions/lectures may be fairly large files, a fast Internet connection or a zip file compression utility would be desirable. Students will be expected to utilize Microsoft products, including Microsoft Word™, Microsoft Excel™, and Microsoft PowerPoint™.

Course-related communications should be sent within eCampus, which an instructor will check at least once daily.
Prerequisites

**Recommended** course prerequisite: PHLT 313 Health Care and Public Health System.

Basic computer competencies (access ECampus course website, download/upload files, create PowerPoint presentations) and ability to navigate the Internet are expected.

Course Objectives

<table>
<thead>
<tr>
<th>Competencies</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data.</td>
<td>Describe public health informatics, its emergence and growth as a field, current applications, major researchers and practitioners, and research issues; distinguish public health informatics from clinical and medical informatics.</td>
</tr>
<tr>
<td>Discuss the influences of social, organizational and individual factors on the use of information technology by end users.</td>
<td></td>
</tr>
<tr>
<td>Appreciate the importance of working collaboratively with diverse communities and constituencies (e.g. researchers, practitioners, agencies and organizations).</td>
<td></td>
</tr>
<tr>
<td>Use information technology to access, evaluate, and interpret public health data.</td>
<td>Recognize and define a public health informatics problem and translate it into a “searchable” question. Search for reliable evidence in peer-reviewed journal literature tools in answer to a public health informatics question. Appraise the evidence according to standardized assessment criteria for judging validity of research articles. Examine and evaluate some of the major tools for collecting, analyzing, and reporting health data.</td>
</tr>
<tr>
<td>Critically assess peer-reviewed published articles related to environmental impacts on health. Analyze the strength and validity of the hypothesis, study design and methods, results, conclusions, and the public health significance.</td>
<td></td>
</tr>
<tr>
<td>Apply legal and ethical principles to the use of information technology and resources in public health settings.</td>
<td>Demonstrate basic knowledge of trends and challenges in health information technology, including privacy and security.</td>
</tr>
<tr>
<td>Collaborate with communication and informatics specialists in the process of design, implementation, and evaluation of public health programs. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities.</td>
<td>Evaluate disease surveillance systems from a high-level informatics perspective. Demonstrate a working knowledge of key public health information systems, the systems development life cycle, and the Information Value Cycle. Develop a basic understanding of electronic health record systems and the role of EHRs in public health, including the human and technological hurdles to be overcome. Examine health information exchange and interoperability among public health information systems. Identify knowledge and skills requested in current PHI job descriptions.</td>
</tr>
<tr>
<td>Use informatics and communication methods to advocate for community public health programs and policies. Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
<td>Apply the principles of evidence-based practice to public health questions. Identify and demonstrate various public health informatics tools and problem-solving methods.</td>
</tr>
</tbody>
</table>

Textbooks


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Lectures/Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Jan 14</td>
<td>Introduction</td>
<td>Hoyt Ch. 1, 19: p. 373-6, Magnuson, Ch. 1 “Public health informatics.” In <em>Health Informatics: An interprofessional approach</em>, Nelson R., ed., Ch. 11, pp. 178-85 only “Governmental and legislative context of informatics.” In Magnuson, Ch. 4, Online lecture; Tutorial; Self-guided presentations Introduction of Semester Project</td>
<td>Pre-Course Survey (ungraded) Syllabus acknowledgment Declaration on Plagiarism and Collusion Discussion: Class Introductions Reflection #1: News item Quiz #1</td>
</tr>
<tr>
<td>2 Jan 22</td>
<td>Evidence based public health (EBPH) Overview and Steps 1-3: Asking the question; Searching for evidence; Critical Appraisal. National Library of Medicine (NLM), National Institutes of Health (NIH), library resources, PubMed, and other resources; Public health data resources</td>
<td>Lectures Hoyt Ch. 14, 15, 19: p. 385 Magnuson, Ch. 7</td>
<td>Exercise #1: EBPH</td>
</tr>
<tr>
<td>3 Jan 28</td>
<td>Data to Information to Knowledge Frameworks and Mental Models for PHI Data, Information, and Knowledge The Information Value Cycle and Problem-solving in PHI</td>
<td>Webinar (Live)—guest speaker Hoyt Ch. 2 Magnusson Ch. 2 Self-guided presentation</td>
<td>Quiz #2 Reflection #2 (Concept Map)</td>
</tr>
<tr>
<td>4 Feb 4</td>
<td>Key public health information systems Morbidity/National Vital Statistics, Risk Factor Information Systems; Public Health Surveillance Systems and registries; Public Health Laboratories; Data collection and accessibility</td>
<td>Lecture (video) Self-guided presentations Articles Magnuson, Ch. 16 (Labs), 17, 18, 20 Hoyt, Ch. 19: p. 376-82</td>
<td>Semester Project: Milestone #1</td>
</tr>
<tr>
<td>5 Feb 11</td>
<td>Electronic Health Records (EHR) in Public Health Selection and Implementation; Meaningful Use; Challenges/Barriers</td>
<td>Lecture Self-guided presentations Hoyt, Ch. 4, 19: p. 383-5 Magnuson, Ch. 11</td>
<td>Exercise #2: EHR</td>
</tr>
<tr>
<td>6 Feb 18</td>
<td>Business Process Analysis and User/Functional Requirements Business Process and Workflow Analysis in Public Health User and Functional Requirements</td>
<td>Webinar (Guest speaker) Lectures Tutorial Self-guided presentations Articles</td>
<td>Exercise #3: BPA; Requirements</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Required Lectures/Readings</td>
<td>Assignments</td>
</tr>
<tr>
<td>------</td>
<td>----------------------------------------------------------------------</td>
<td>----------------------------------------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>7</td>
<td><strong>Database design</strong></td>
<td>Lecture Hoyt Ch. 22</td>
<td>Exercise #4: Data model; SQL</td>
</tr>
<tr>
<td></td>
<td>From requirements to data model</td>
<td>Tutorial Self-guided presentations</td>
<td>MID SEMESTER EVALUATION</td>
</tr>
<tr>
<td></td>
<td>From data model to database</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Data elements and formats</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>SQL (Structured Query Language)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Extraction-Transformation-Layering (ETL) Tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Health Information Exchange; Interoperability</strong></td>
<td>Magnuson, Ch. 8, 22</td>
<td>Exercise #5: HL7 message</td>
</tr>
<tr>
<td>8</td>
<td>Systems Thinking; Information Architecture; Data Standards; HL7 messages; Data Silos; Systems integration</td>
<td>Hoyt Ch 5, 6 Self-guided presentations Articles</td>
<td>Reflection #3</td>
</tr>
<tr>
<td>9</td>
<td>Spring Break</td>
<td><strong>Semester Project week</strong></td>
<td>Semester Project Milestone #2</td>
</tr>
<tr>
<td>10</td>
<td>Software; Interface Design; Information Visualization</td>
<td>Lectures Tutorial Hoyt Ch 13</td>
<td>Reflection #4</td>
</tr>
<tr>
<td></td>
<td>Software Life Cycle; User-Centered Design; Internet of Things; Emerging Technologies; Geographic Information Systems (GIS); Dashboards</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td><strong>Semester Project week</strong></td>
<td>Work on Semester Project</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td><strong>Evaluation of Public Health Information Systems</strong></td>
<td>Magnuson, Ch. 12, 13 Additional readings on ecampus</td>
<td>Exercise #7: Evaluation and Sociotechnical Design</td>
</tr>
<tr>
<td></td>
<td>Information flow diagrams; Application of the Information Value Cycle; Sociotechnical Component of Informatics</td>
<td>BONUS Exercise (optional): Project Charter for Semester Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project Management in PHI (Optional)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td><strong>Bioinformatics; NCBI tools</strong></td>
<td>Hoyt, Ch. 20, 21 Lecture (Guest speaker) Magnuson, Ch. 26</td>
<td>Quiz #3</td>
</tr>
<tr>
<td></td>
<td>Careers and Jobs in PHI and Data Science</td>
<td></td>
<td>Work on Semester Project Presentation</td>
</tr>
<tr>
<td>14</td>
<td><strong>Semester Project Presentations</strong></td>
<td></td>
<td>Milestone #3: Semester Project Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Course Summary and Conclusion</td>
<td>Self-guided presentation</td>
<td>Reflection #5</td>
</tr>
<tr>
<td></td>
<td>(Reading day May 1, exams May 2-7)</td>
<td></td>
<td>Post-course Survey (ungraded)</td>
</tr>
</tbody>
</table>

**Grading Policies**

Student grades will be based on:

- 3 quizzes (5% each): 15%
- 8 exercises (5% each): 40%
- Reflection postings (5@2 pts): 10%
- Semester Project: (3 milestones): 35%
Completing all the assignments is required in order to receive a course grade. However, if a student has a grade of 94.0 or above at the beginning of the 13th week, you can be exempted from taking Quiz #3.

Assignments not submitted by the due date will earn a grade of 0 (zero). Once the due date/time deadline is reached, the assignment is closed, even if an upload is in progress; therefore, you must plan to allow yourself sufficient time to complete the submission. Assignments will be accepted after the due date only in extraordinary circumstances and at the instructors’ discretion, with a minimum of 10% deduction.

Assignments and discussion postings will NOT be accepted via email. Emailing the assignment of discussion posting will be treated as non-submission and will receive a grade of 0 (zero).

Please inform the instructors at least 2 days in advance of the assignment due date if your assignment will be late due to illness or family emergency. Unexcused late assignments will lose 10% of total possible points.

Semester Project

The semester project will provide you with the opportunity to practice informatics concepts and methods to propose a solution to a public health problem. The semester project is worth 20% of your total grade, and consists of 3 “milestones” over the course of the semester. The proportions of the total project grade of 20% are broken down into these three milestones, which are due at three different times in the semester:

Milestone #1: Topic Selection, Problem Statement, and Literature Review . . . 10%
Milestone #2: Conceptualization ..................................................... 10%
Milestone #3: Class Presentation .................................................. 15%
TOTAL: ............................................................... 35% of final grade

Use of Wikipedia

Wikipedia is not an acceptable resource for assignments for this course. Any submitted assignment that uses Wikipedia as a reference will have 20% deducted from the grade.

COURSE STRUCTURE

The material presented is intended to entail the equivalent of a weekly three-hour class, plus additional time as required to complete assignments. Students should allow 3 hours weekly to view and read lectures and required readings, plus an additional 6-9 hours weekly to complete assignments and/or quizzes. Each week’s topic consists of learning objectives, lectures, readings, and assignments and/or quizzes. Study materials may consist of powerpoint lectures, readings from the recommended textbook and/or journal articles, and/or websites. Students are expected to give the same kind of rigorous attention to the content of this online course as they would for a face-to-face course. Students will complete all assignments, including exercises, quizzes, and discussions, as well a semester project presentation. There is no final examination.

Note on “optional” modules: Some weeks may offer additional, supplementary modules, readings, and/or assignments for students who wish to explore other areas of public health informatics. These optional modules are not required and will not be counted toward your grade.

Course Format: This is an online format, consisting of online weekly modules, a final live web session to present class semester projects, (possibly) three real-time online presentations from guest speakers, which will be recorded for those who cannot attend the live lectures. Students are expected to attend the scheduled webinar sessions if possible.
COURSE REQUIREMENTS

Students are expected to read the syllabus thoroughly. **Students are expected to work independently, except when explicitly assigned group work.** Students are expected to read *all* required readings. Specific descriptions of assignments will be given well in advance. You will download and submit assignments in eCampus.

NOTE: Please follow this general filenaming convention when submitting assignments: [LastName]_[FirstInitial]-[AssignmentName]-2019. For example: Lopez_J-EBP-2019

Students will be expected to utilize Microsoft products, including Microsoft Word™ and, Microsoft Excel™, and Microsoft PowerPoint™.

Course-related communications should be sent within eCampus, which an instructor will check at least once daily.

**Attendance and Make-up Policies**

**Attendance:** Online participation is required in this class. All students are expected to log in to the eCampus course at least once a week.

A university-excused absence is the *only* excuse acceptable for missing a quiz, exercise, or credit. Unexcused absences and incomplete quizzes, exercises, and final semester project will result in a grade of a 0, for missed participation. **Completing all the assignments is required in order to receive a course grade.**

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

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

**Other Pertinent Course Information**

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 eCampus course website. Handouts, changes in assignments or the schedule of class modules will be announced on the eCampus 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 eCampus e-mail address for all official correspondence.

**eCampus Statement**

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. You will need to possess the required computing technology to be successful in an online course. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the eCampus Learn Tutorials (in the right-hand menu of the School’s Office of Academic Assessment and Instructional Technology (http://sphtamu.edu/assessment-instructional/) website); Phuong Huynh, Director of the School’s Office of Academic Assessment and Instructional Technology. Ms. Huynh may be reached at (979) 436-9422 or at phuong@tamhsc.edu.

For login issues (password not working), please contact TAMU Help Desk at helpdesk@tamu.edu via E-mail, or phone at (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#distance-education/technical-specifications.html

All computing problems or other technical issues not related to eCampus or to course assignment software programs, 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 might want to make hard copies of your work, email them to yourself, or save to Dropbox or other cloud storage service 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 E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software
package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

Collusion is also a major form of academic dishonesty that is common in online courses. It is not acceptable to submit assignments that you have prepared with the assistance of, or in collaboration with, another student, unless the assignment instructions explicitly state that it is a group assignment. Rule 20 of the Aggie Code of Honor (https://student-rules.tamu.edu/aggiecode/) states: “Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty or are used in ways that give a student an unfair advantage. Instructors shall make clear to students their expectations about collaboration and information sharing. Students should seek clarification when in doubt. While Texas A&M values and affirms all cultures, it is important to recognize that only one standard of academic integrity will be tolerated; this is the Aggie Code of Honor.” https://student-rules.tamu.edu/wp-content/uploads/2018/09/Rule-20.pdf

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

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

Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, 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: https://spal.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in eCampus. 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.”
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/ECampus 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 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: 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 scientific basis 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 qualitative and quantitative 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

HPCHC. MPH in Health Promotion and Community Health Sciences Concentration Competencies
HPCHC.1. Analyze the determinants of health at both individual and social levels to identify intervention points.
HPCHC.2. Apply behavioral theories, concepts, and tools in addressing health problems in different populations and at different levels.
HPCHC.3. Judge appropriate quantitative and qualitative methods at various stages of health promotion program development, implementation and evaluation.
HPCHC.4. Develop and defend communication materials to inform policymakers and community members.
HPCHC.5. Apply program management principles and tools to develop a program management plan, organize resources and work, and address frequently encountered problems.

Dr.PH in Health Promotion and Community Health Sciences Competencies
DRHC.1. Analyze critical themes in public health history in order to argue how these relate to the evolution of public health, public health problems, and the future of public health.
DRHC.2. Develop appropriate conceptual models for addressing community health issues that integrate behavioral theories, concepts, and tools.
DRHC.3. Design an evaluation plan appropriate for a multi-level community health/health promotion program.
DRHC.4. Formulate a multi-level health promotion/community health-focused intervention, utilizing at least 2 of the 5 socio-ecological levels, and which integrates evidence-based theories and strategies.
DRHC.5. Develop an organizational leadership/management plan, acquire and manage resources, supervise staff, and address frequently encountered problems in health promotion/community health contexts.