Course Change Request

New Course Proposal

Date Submitted: 11/05/18 2:15 pm

Viewing: IBUS 440: International Technology Management

Also listed as: ISTM 440

Last edit: 12/10/18 4:31 pm

Changes proposed by: nhara

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natsuki Hara</td>
<td><a href="mailto:nhara@mays.tamu.edu">nhara@mays.tamu.edu</a></td>
<td>979-845-7256</td>
</tr>
<tr>
<td>Veronica Stilley</td>
<td><a href="mailto:vstilley@mays.tamu.edu">vstilley@mays.tamu.edu</a></td>
<td>979-862-8055</td>
</tr>
</tbody>
</table>

Course prefix: IBUS

Course number: 440

Department: College of Business

College/School: Mays Business School

Academic Level: Undergraduate

Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
<th>College/Program Course Level Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Level</td>
</tr>
<tr>
<td>Graduate</td>
</tr>
</tbody>
</table>

Effective term: 2020-2021

Complete Course Title

International Technology Management

Abbreviated Course Title

INTERNATIONAL TECHNOLOGY MGMT

Catalog course description

Examines global information and communications technology (ICT) business environment; challenges and opportunities for technology companies in the region; history, culture, politics, economic issues, and infrastructure influencing ICT support and innovation in the region; combination of classroom work in the spring and a field trip to the selected country in the summer. May be repeated for credit if taken in a different country.

Prerequisites and Restrictions

Junior or senior classification; approval of instructor.

Concurrent Enrollment

No

Should catalog prerequisites / concurrent enrollment be enforced?

No

Crosslistings

<table>
<thead>
<tr>
<th>ISTM 440</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Crosslisted With

Stacked

No

Stacked with

Semester: 3

Contact Hour(s): 3

Lecture: 3

Lab: 0

Other: 0

Credit: 3

In Workflow

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

Approval Path

1. 10/31/18 11:13 am Nancy Simpson (n-simpson): Approved for CLBA Department Head UG
2. 10/31/18 12:46 pm Rich Metters (rmetters): Approved for INFO Department Head
3. 11/01/18 3:00 pm Terra Bissett (t.bissett): Rollback to Initiator
4. 11/05/18 2:50 pm Nancy Simpson (n-simpson): Approved for CLBA Department Head UG
5. 11/05/18 3:06 pm Rich Metters (rmetters): Approved for INFO Department Head
6. 11/05/18 4:38 pm Terra Bissett (t.bissett): Approved for Curricular Services Review
7. 11/27/18 1:52 pm Jon Jasperson (jon.jasperson): Approved for BA Committee Preparer UG
8. 01/11/19 4:48 pm Jon Jasperson (jon.jasperson): Approved for BA Committee Chair UG

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
IBUS 440: International Technology Management

<table>
<thead>
<tr>
<th>Hour(s)</th>
<th>Repeatable for credit?</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number of times repeated for credit</td>
<td>1 - OR -</td>
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<tr>
<td></td>
<td>Maximum number of hours</td>
<td>Within a student's career</td>
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<tr>
<td></td>
<td>Three-peat?</td>
<td>No</td>
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<tr>
<td>CIP/Fund Code</td>
<td>5211010016</td>
<td></td>
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<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
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<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
<td></td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</td>
<td></td>
</tr>
<tr>
<td>Will sections of this course be taught as non-traditional?</td>
<td>Yes</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.

Students are required to attend all lectures and discussions for pre-field trip classroom sessions taught by A&M faculty. The course requirements and evaluation of each student's work are based on performances on quizzes, exams, participation, and topic papers. The course work also consist of in-country quizzes and written blogs. Students must be prepared to discuss assigned readings and presentations when physically attending course meetings, as well as during the international field trip.

Hours

Meets traditional face-to-face hours.

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

The 45 contact hours are met by combining pre-departure meetings with time spent in class and on assignments followed by a 10-day field trip to a different country

Will this course be taught as a distance education course?

No

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

No

Will classroom space be needed for this course?

No

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

Required (select program)

Elective (select program)

(BBA-MISY) Management Information Systems - BBA

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

No

Has/will this course be(en) submitted for
Writing or Communication consideration?
Has/will this course be submitted for ICD or CD consideration?
Yes

Course Syllabus

Syllabus:
Upload syllabus

Upload syllabus

Letters of support or other documentation
No

Additional information

Reviewer Comments
Terra Bissett (t.bissett) (11/01/18 3:00 pm): Rollback: Please update answer to "Undergraduate course level justification" on form; Syllabus: Committees will want to see “Learning Outcomes” instead of “Objectives”; please provide standard, unaltered ADA statement; please include course topics/calendar of activities with class meeting schedule.
Terra Bissett (t.bissett) (11/05/18 4:38 pm): Updates received.
Sandra Williams (sandra-williams) (02/04/19 4:49 pm): UCC approved February 2019.

Reported to state?
Add
CS

Key: 18852
IBUS/ISTM 440 International Technology Management  
Department of Information & Operations Management  
Spring 2019

Instructor: Dr. Dwayne Whitten  
Phone: 979-845-2919  
Email: dwhitten@mays.tamu.edu  
Office: WCBA301P

Course Overview and Learning Outcomes

International developments in information and communications technology (ICT) have become increasingly important for U.S.-based practitioners in related industries. Ireland is recognized internationally as a global ICT hub with many of the world’s leading technology companies maintaining a presence there. This course serves as an introduction to the Irish ICT business environment and the challenges and opportunities for technology companies in the region. Additionally, the course will introduce the history, culture, politics, economic issues, and infrastructure influencing ICT support and innovation. The specific learning outcomes are as follows.

1. Demonstrate knowledge of the Irish culture.  
2. Demonstrate knowledge of the information technology industry in Ireland.  
3. Identify the key success factors that have led to a flourishing information technology sector in Ireland.  
4. Describe the growth, recession and recovery phases of the Irish economy since 1995 as it relates to Ireland's present position within the global information technology community.

Course Prerequisites

Junior or senior classification; approval of instructor

Course Materials

Book> Silicon Docks: The Rise of Dublin as a Global Tech Hub by Pamela Newenham

https://www.export.gov/article?series=a0pt0000000PAu3AAG&type=Country_Commercial__kav

In addition, this course will make use of many publicly available materials including, but not limited to, industry whitepapers and academic journal articles. The instructor will announce any such materials in class and information will be posted on the course website.
Course Structure

The course will include both lectures and discussions culminating in a field trip to Ireland. Given the nature of the course, it is vital that students attend all class sessions to achieve the course learning outcomes. Students must attend the field trip in May.

Grading and Course Requirements

The course requirements and evaluation of each student's work are based upon performance in several areas. Grade contributions and letter grade depicted in the tables below.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Proportion of Grade</th>
<th>Grade Contributions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-departure quizzes \ exams</td>
<td>40%</td>
<td>90 - 100 A</td>
</tr>
<tr>
<td>Participation</td>
<td>25%</td>
<td>80 - 89 B</td>
</tr>
<tr>
<td>Reflective blog</td>
<td>10%</td>
<td>70 – 79 C</td>
</tr>
<tr>
<td>Topic paper</td>
<td>10%</td>
<td>60 – 69 D</td>
</tr>
<tr>
<td>In-country quizzes</td>
<td>15%</td>
<td>0 – 59 F</td>
</tr>
</tbody>
</table>

Attendance and Participation

Class discussions are critical to the learning process in this course. Therefore, students must be prepared to discuss assigned readings and presentations when physically attending course meetings. Preparation for class discussion requires a basic understanding of the facts and details in the class material. Additionally, students should analytically consider the facts and details regarding developing a better understanding of the material in pursuit of the learning outcomes given above. The instructor will rate each student's participation for each meeting based on the following rubric. Consistent performance is necessary for successful participation. Quality of participation is rated more highly than quantity of participation; nevertheless, some quantity of participation that is of acceptable quality is necessary in order to earn participation points.
Students are expected to attend all class regularly and punctually. For late arrivals and absences, it is the student’s responsibility to obtain information from missed classes from other students (this includes changes to due dates and contents of exams, assignments, labs, and projects). A late arrival to the class is considered an absence.

Students having more than 2 absences will drop one letter grade. Students having more than 4 absences will drop two letter grades.

Texas A&M Rule 7 regarding attendance: https://student-rules.tamu.edu/rule07/
Written Deliverables – Blog

Students will be expected to maintain a blog which records impressions, experiences, and connects the information from readings, discussions, and presentations to those impressions and experiences. The blogs will not be graded for technical components of grammar, punctuation, spelling, etc. However, the blogs will be graded for consistency and thoroughness of entries during the trip with an expectation of daily entries except during flight days.

Written Deliverables – Topic Papers

Topic papers should be of the quality and form that one would expect to present to managerial decision makers during formal business presentations. Grading considerations will encompass both, content and technical proficiency. The subject matter of the topic papers will be determined through discussion with the instructor of the course with each student. Topics may cover aspects of Ireland’s culture, business conditions or other matters related to the content of the course. There is no set length for the written assignments and quality of research, thought, and reasoning is preferred over quantity of output.

Late Work Policy

Assignments or projects turned in late will be discounted by 10% per day. "Late" means submitting an assignment or project any time after the assignment has been collected in class by the instructor or the assignment deadline has passed. Projects and assignments turned in more than 72 hours late will not be graded.

Please note that students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructors specified in TAMU student rules. (Student Rules: Rule 7 -http://studentrules.tamu.edu).

Electronic Course Support

I use the Texas A&M University (TAMU) eCampus system (http://ecampus.tamu.edu) as a means of electronic support for class activities. Links to the syllabus and other pertinent course information such as assignments can be found in this system. You should check eCampus regularly to be informed of what is happening in the class.

I rely extensively on electronic communication with the class. As professionals, you should have the habit of regularly checking your e-mail. I will also make use of the announcement system on eCampus.

Students with Disabilities

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

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://student-rules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

Aggie Honor Code

“An Aggie does not lie, cheat, or steal or tolerate 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 TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL, http://aggiehonor.tamu.edu.

For each project that is submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.

“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to product proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. (http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

The steps and processes outlined in the Honor Council Rules and Procedures will be followed in all cases of academic misconduct in this class.

Miscellaneous Notes

Let me know, as early as possible, if you have trouble with the material. Ask questions during class, come see me during office hours, send e-mail messages to me, etc. In short, if you are doing the work and need help, get it! I cannot help you if I am not aware of the problem.

Scores and grades will be posted on eCampus. You will only be able to see your own scores and grades. I do not discuss scores or grades over the phone or via e-mail. If you would like to discuss your scores or grades, please visit me during office hours.
The topics and dates as outlined in the course schedule are subject to change. All necessary changes will be announced and discussed in class. In addition, a notice will be posted via the course website. You are responsible for making sure you are aware of any such changes.

**Course Schedule**

Schedule details related to pre-field trip work will be published as they become available. The field trip to Ireland (cities visited will include Dublin, Galway and Shannon) will be from May 13, 2019 to May 21, 2019.

**Tentative Class Meeting Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Course Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6-10pm Sunday, Feb 3</td>
<td>History of Ireland</td>
</tr>
<tr>
<td>6-10pm Sunday, Feb 10</td>
<td>History of Dublin</td>
</tr>
<tr>
<td>6-10pm Sunday, Feb 17</td>
<td>Technology Industry in Ireland</td>
</tr>
<tr>
<td>6-10pm Sunday, Feb 24</td>
<td>Technology Industry in Ireland</td>
</tr>
<tr>
<td>6-10pm Sunday, Mar 3</td>
<td>Silicon Docks</td>
</tr>
<tr>
<td>6-10pm Sunday, Mar 10</td>
<td>Doing Business in Europe</td>
</tr>
</tbody>
</table>
Course Change Request

New Course Proposal

Date Submitted: 12/11/18 8:41 am

Viewing: **MKTG 427: Retailing Strategy and Metrics**

Last edit: 01/31/19 2:15 pm

Changes proposed by: hannahmcole

<table>
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<th>Contact(s)</th>
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<tbody>
<tr>
<td><strong>Name</strong></td>
<td><strong>E-mail</strong></td>
</tr>
<tr>
<td>Hannah Cole</td>
<td><a href="mailto:hannahmcole@tamu.edu">hannahmcole@tamu.edu</a></td>
</tr>
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Course prefix: MKTG  
Course number: 427

Department: Marketing  
College/School: Mays Business School  
Academic Level: Undergraduate  

Undergraduate course level justification (Select One)

<table>
<thead>
<tr>
<th>Prerequisites</th>
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</thead>
<tbody>
<tr>
<td>All prerequisites will be enforced through COMPASS.</td>
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</tbody>
</table>

Academic Level: Graduate  
Effective term: 2020-2021

Complete Course Title: Retailing Strategy and Metrics  
Abbreviated Course Title: RETAILING STRATEGY & METRICS

Catalog course description:
Survey of the concepts, policies, theories and practices for managing a retail firm in a competitive environment; includes functions of retailers, retail customers, supply chain, legal and ethical behavior, location analysis, pricing, promotion, customer services and layout.

Prerequisites and Restrictions: MKTG 321.

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

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

Approval Path
1. 06/28/18 10:43 am  
   Janet Parish (jparish): Approved for MKTG Department Head  
2. 07/02/18 1:12 pm  
   Terra Bissett (t.bissett): Rollback to Initiator  
3. 07/03/18 12:00 pm  
   Janet Parish (jparish): Approved for MKTG Department Head  
4. 07/05/18 8:32 am  
   Terra Bissett (t.bissett): Rollback to Initiator  
5. 07/05/18 8:50 am  
   Janet Parish (jparish): Approved for MKTG Department Head  
6. 07/05/18 10:09 am  
   Terra Bissett (t.bissett): Rollback to Initiator  
7. 07/24/18 4:49 pm  
   Janet Parish (jparish): Approved for MKTG Department Head  
8. 07/26/18 10:52 am  
   Sandra Williams (sandra-williams): Approved for Curricular Services Review  
9. 08/01/18 12:10 pm  
   Jon Jasperson (j.on.jasperson): Approved for BA Committee Preparer UG
Enforced Prerequisites / Concurrent Enrollment

<table>
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<th>And/Or</th>
<th>Course Prefix/Number</th>
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<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
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<tr>
<td></td>
<td>MKTG 321</td>
<td>D</td>
<td>UG</td>
<td></td>
<td>No</td>
</tr>
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</table>

Crosslistings   No
Stacked          No

Semester  Credit 3  Contact Hour(s) (per week): Lecture: 3  Lab: 0  Other: 0  Total: 3
Repeatable for credit? No
Three-peat?  No
CIP/Fund Code  S218030016
Default Grade Mode  Letter Grade (G)
Alternate Grade Modes  Satisfactory/Unsatisfactory
Method of instruction  Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)  No
Will this course be taught as a distance education course?  No
Is 100% of this course going to be taught in Texas?  Yes
Will classroom space be needed for this course?  Yes

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
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</thead>
<tbody>
<tr>
<td>(BBA-MKTG-RBM) Marketing - BBA, Retail Buying and Management Track</td>
<td></td>
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</tbody>
</table>

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

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

Course Syllabus

Syllabus:  
Upload syllabus
Terra Bissett (t.bissett) (07/02/18 1:06 pm): Minor edits made to form.

Terra Bissett (t.bissett) (07/02/18 1:12 pm): Rollback: Please complete undergraduate course level justification (select one); Syllabus: Please include "Learning Outcomes" - committees will want them to answer the question, After completion of the course the student will be able to...; Please include correct link to Aggie Honor Code, provide correct ADA statement.

Terra Bissett (t.bissett) (07/05/18 8:32 am): Rollback: There are course prerequisites listed - please update Undergraduate course level justification on form; Syllabus states 'Course Overview,' Committees will want to see 'Learning Outcomes'; provide correct link to Aggie Honor Code (http://aggiehonor.tamu.edu)

Terra Bissett (t.bissett) (07/05/18 10:09 am): Rollback: Please see previous comments regarding syllabus. 

Sandra Williams (sandra-williams) (07/26/18 10:52 am): Minor edits made to course description; updates received.

Jon Jasperson (jon.jasperson) (08/10/18 2:56 pm): Rollback: see Leslie for comments from committee

Janet Parish (jparish) (09/25/18 1:45 pm): Rollback: as discussed

Terra Bissett (t.bissett) (12/10/18 3:15 pm): Rollback: Syllabus: update link to Aggie Honor Code(http://aggiehonor.tamu.edu); update ADA statement to standard statement - additional information may be included in a separate paragraph.

Terra Bissett (t.bissett) (12/11/18 12:14 pm): Updates received.

Bob Knight (bob-knight) (01/23/19 5:30 pm): Need learning outcomes not course objectives

Steve Oberhelman (s-oberhelman) (01/31/19 7:52 am): I do not understand how "Team evaluations will be incorporated into your team assignment grade." This should be explained.

Sandra Williams (sandra-williams) (01/31/19 2:16 pm): Update received. Concerns addressed.

Sandra Williams (sandra-williams) (02/04/19 4:50 pm): UCC approved February 2019.
Retailing Strategy and Metrics  
MKTG 427, Sections 501 & 502  
MW 12:45-2:00 & 2:20-3:35  
Room WCBA 154  
Fall 2019

Professor: Mary R. Zimmer, Ph.D.  
Telephone: 847-8876  
Email: mzimmer@mays.tamu.edu  
Office: 201J Wehner Building  
Office Hours: MW 11:30-12:30 and by appointment

Course Overview:

The purpose of this course is to develop an understanding of current strategies and common practices used by retailers in a dynamic competitive environment. We will emphasize how decisions made by retailers affect metrics used by retailers.

Learning Outcomes

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

1. Critically analyze the practice of retailing, the changing environment within which it operates, and the functions performed by retailers.
2. Define and apply retailing terms and concepts.
3. Work on a team to simulate the effects of managers’ decisions on retailing metrics.
4. Write short answers to explain their analysis.

The success of the course depends on both the professor and the students being prepared for each day. The class format will include lectures, class discussions, and retail store simulation assignments. Executives from the retailing industry will serve as guest lecturers providing insights about current best practices and careers in retailing. Class members are responsible for reading the assignments before class and being prepared to participate in class. Lectures will supplement the text with additional material and will clarify important issues covered in the text. However, I will not cover all assigned readings explicitly in class. Class members must rely on self-study to thoroughly understand each aspect of retailing. The more involved you are, the more you will learn.
The prerequisite for this course is MKTG 321.

**Course Materials:**

Alternatively, there is a custom edition for Texas A&M which includes only the chapters I cover (Custom ISBN: 9781305287310).

eCampus at [http://ecampus.tamu.edu](http://ecampus.tamu.edu) will be used to post slides, announcements, and grades.
3 Scantron Test Forms (8.5 X 11 gray forms)
Any additional readings or handouts assigned by the professor.

**Evaluation of Performance:**

Final grades are a function of:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>100</td>
</tr>
<tr>
<td>The House Spreadsheet Simulation 1</td>
<td>30</td>
</tr>
<tr>
<td>The House Spreadsheet Simulation 2</td>
<td>30</td>
</tr>
<tr>
<td>The House Spreadsheet Simulation 3</td>
<td>30</td>
</tr>
<tr>
<td>Attendance</td>
<td>30</td>
</tr>
</tbody>
</table>

420 points

Final grades in the course will be based on the following distribution: A=420-378, B=377-336, C=335-294, D=293-252, and F=251-0. The exams will cover material from the readings, lectures, videos, and executive lecturers. Appeals of an exam question, assignment grade, or attendance points must be submitted by email stating the specific reason why I should reconsider the grade. You will have 1 week after grades are provided to submit an appeal. You may not do additional work to raise your course grade. If you are having difficulty in achieving your course grade objective, please see me as early in the semester as possible. I will help to identify your strengths and weaknesses in the coursework in an effort to improve your performance. Remember, your grade is ultimately your personal responsibility.

In accordance with university regulations, a make-up exam will be given to a student with an excuse deemed sufficient by the university as explained in the Texas A&M University Student Rules. Appropriate documentation is required. If you have an unexcused absence from an exam, your exam grade will be a zero. Please refer to Student Rule 7 regarding what constitutes a university excused absence [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Simulated Retail Store Assignments:**

Team assignments are based on doing spreadsheet analyses for simulated problems faced by “The House,” an apparel and accessories retailer, and then answering questions that pertain to your analysis. The assignments are designed to help you learn how decisions
retailers make influence retail performance metrics and financial ratios. I will provide you with directions to access The House.

You are responsible for forming a team of 3 people by Sept. 17. After that date, you will receive a zero for The House assignments. I will give you time in class to form teams so don’t miss class.

Attendance:

Attendance is mandatory on days when executive lecturers donate their time and expertise to travel to Texas A&M to share their insights about the retailing industry. You are responsible for signing the attendance sheet on each of these days. If the attendance sheet does not circulate to you, then you need to find it and sign it at the end of class. Otherwise, you will not get the attendance points. Only university approved excuses will be accepted for absences and they must be provided within one week of the missed presentation.

Classroom Expectations:

Place your name tent on your desk during each class so I can learn your name and so you can learn one another’s names. Executive lecturers enjoy seeing names with your faces as well. This is a class policy. If you forget your name tent, make one for the day. Please be on time for class and do not leave early unless there is an emergency. It is distracting to me and your classmates when students enter and exit during the class period. Please show respect to all class members. Refrain from talking at times when talking may disturb others in the classroom. At the beginning of class, turn off your phone and refrain from texting, viewing pictures, checking email, and other leisure activities. You may use a laptop to take notes. If you are using a laptop for another purpose, you will lose this privilege. Please dispose of newspapers or anything else you bring to the classroom rather than leave trash on the furniture or floor. Our building facilities personnel work hard as it is.

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality condition of these classrooms for current and future students. Therefore, you need to adhere to the longstanding Mays Business School policy of no food, beverages, tobacco products, or animals in the classroom at any time (even between classes). Water is permitted (preferably in a clear container).

Academic Honesty:

Former Texas A&M University President (and Author and Secretary of Defense and Head of the CIA), Robert Gates, asked all of the Texas A&M University stakeholders to renew their commitment to academic integrity. It is the responsibility of both students and professors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. Academic honesty means performing all academic work without plagiarism, cheating, lying, tampering, stealing, receiving unauthorized or illegitimate assistance from any other person or source of information. Individual assignments (e.g., exams) require individual efforts. Team assignments require efforts of team members only. Work as a group, but don’t share information with other teams. Of particular relevance to marketing, it is important to note that fabrication includes falsifying
research data or analysis results. All students are responsible for maintaining the highest standards of honesty and integrity in every phase of their academic careers. If you have any questions regarding academic honesty, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” The penalties for academic dishonesty will be enforced. Ignorance is not an acceptable defense for academic dishonesty. The Honor Council Rules and Procedures are available on the web at http://aggiehonor.tamu.edu. Academic honesty is part of the Aggie Code of Honor that all Aggies commit to upon admission to Texas A&M University.

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Students with Disabilities:

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

Course Schedule:

You are responsible for any announcements made in class. It is possible for assignment dates to change during the semester. We may make adjustments to accommodate executive lecturers, for example. Remember that the course schedule is tentative and subject to change with notice.

<table>
<thead>
<tr>
<th>DATES</th>
<th>ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 27-29</td>
<td>Introduction to Retailing Concepts and Policies</td>
</tr>
<tr>
<td></td>
<td>Ch. 1 Perspectives on Retailing</td>
</tr>
<tr>
<td>Sept. 3-5</td>
<td>Ch. 1 Perspectives on Retailing: Walmart</td>
</tr>
<tr>
<td></td>
<td>Functions of Retailers</td>
</tr>
<tr>
<td>Sept. 10-12</td>
<td>Ch. 2 Retail Strategic Planning</td>
</tr>
<tr>
<td></td>
<td>***Sept. 12, Katy Lee, VP of Marketing, C.C. Creations</td>
</tr>
<tr>
<td>Sept. 17-19</td>
<td>Ch. 2 Retail Strategic Planning (continued)</td>
</tr>
<tr>
<td></td>
<td>***Read p. 5-17 in The House Assignment.</td>
</tr>
<tr>
<td></td>
<td>***Email team members’ names &amp; email addresses to Katelyn Dennis, <a href="mailto:katelyn5@tamu.edu">katelyn5@tamu.edu</a>, by Sept. 17. Send one</td>
</tr>
</tbody>
</table>
message per team including your class & section number, MKTG 325-501 or MKTG 325-502.

Sept. 24-26
Ch. 3 Retail Customers

***The Center for Retailing Studies’ Career Fair is Tues., Sept. 25.

Oct. 1-3
***Oct. 1, Exam 1
*** Oct. 3, Cory Johnson, Recruiter, College Relations, Macy’s, Inc.

Oct. 8-10
Paradox of Choice article
*** Oct. 10, The House Assignment 1 is due

Oct. 15-17
Ch. 5 Managing the Supply Chain
*** Oct. 17, Samantha Mannino, College Relations & Development Specialist, Stage Stores

Oct. 22-24
Ch. 6 Legal and Ethical Behavior

Oct. 29-31
*** Oct. 29, Courtney McKenzie, Area Manager & Regional Recruiting Coordinator, Buckle
Ch. 7 Market Selection and Retail Location Analysis

Nov. 5-7
*** Nov. 7, Exam 2

Nov. 12-14
Ch. 10 Retail Pricing
*** Nov. 14, The House Assignment 2 due

Nov. 19-21
Ch. 11 Advertising and Promotion

*** Nov. 21 is a Reading Day before Thanksgiving

Nov. 26-28
Ch. 11 Advertising and Promotion (continued)
Ch. 12 Customer Services

Dec. 3-5
Monday is a redefined Friday so our class does not meet. Wednesday is the last regular class day so our class does meet.
Ch. 13 Store Layout and Design
*** Dec. 5, The House Assignment 3 due

Dec. 10
***Final Exam is on Monday at 10:30 for section 501 (12:45).

Dec. 11
***Final Exam is on Tuesday at 3:30 for section 502 (2:20).
Course Change Request

New Course Proposal

Date Submitted: 11/07/18 4:11 pm

Viewing: PHLT 370: Broad Street Learning Community II

Last edit: 01/28/19 9:41 am

Changes proposed by: dcurs

Contact Senate Number

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don Curtis</td>
<td><a href="mailto:dcurs@sph.tamhsc.edu">dcurs@sph.tamhsc.edu</a></td>
<td>9794369403</td>
</tr>
</tbody>
</table>

Course prefix PHLT  
Course number 370

Department School of Public Health
College/School Public Health
Academic Level Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Academic Level Graduate

Effective term 2020-2021

Complete Course Title Broad Street Learning Community II

Abbreviated Course Title BROAD STREET LEARNING COMM II

Catalog course description

International perspectives on public health and healthcare, comparative historical, political and cultural effects on public health; second course in the Broad Street Learning Community sequence.

Prerequisites and Restrictions

Grade of B or better in PHLT 270.

Concurrent Enrollment No

Should catalog Yes

Should prerequisites / concurrent enrollment be enforced? Yes

---

Approval Path

1. 11/06/18 11:42 am
Kerry Noack (k-noack): Approved for CLPH Reviewer

2. 11/06/18 12:02 pm
Dana Hernandez (dparks): Approved for CLPH Reviewer UG

3. 11/06/18 1:51 pm
Don Curs (dcurs): Approved for CLPH Department Head UG

4. 11/06/18 2:25 pm
Jay Maddock (maddock): Approved for CLPH Department Head

5. 11/07/18 1:14 pm
Terra Bissett (t.bissett): Rollback to Initiator

6. 11/09/18 4:43 pm
Kerry Noack (k-noack): Approved for CLPH Reviewer

7. 11/09/18 5:04 pm
Dana Hernandez (dparks): Approved for CLPH Reviewer UG

8. 11/12/18 7:21 am
Don Curs (dcurs): Approved for CLPH Department Head UG

---

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty%20Senate
Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHLT 270</td>
<td>B</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Stacked: No

Repeatable for credit: No
Three-peat: No
CIP/Fund Code: 5122010014
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education): No
Will this course be taught as a distance education course? No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? Yes
This will be a required course or an elective course for the following programs:

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-PHLT) Public Health - BS</td>
</tr>
</tbody>
</table>

Required (select program)

Elective (select program)

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

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: [Syllabus 370Spring 2019b.docx]

Letters of support or other documentation: No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (11/07/18 9:20 am): Updated abbreviated course title, catalog course description, and prerequisites to comply with catalog style guide. Syllabus shows course is graded – updated grade mode to correspond with syllabus.

Terra Bissett (t.bissett) (11/07/18 1:14 pm): Rollback: Please update answer to question “should catalog prerequisites be enforced?” and complete enforced prerequisite table on form; Syllabus: title does not match what is shown on form – please update; prerequisites do not match form/syllabus.

Terra Bissett (t.bissett) (11/13/18 1:30 pm): Updates received.

Szu-hsuan Lin (micheyszu) (12/18/18 6:05 am): 12/14/2018: SPH CC approved the course

Jon Jasperson (jon.jasperson) (01/19/19 1:06 pm): A) prerequisites listed on syllabus do not match prerequisites listed on CARS form (the syllabus specifies 270H)

Sandra Williams (sandra-williams) (01/28/19 9:39 am): Update received. Concerns addressed.

Sandra Williams (sandra-williams) (02/04/19 4:51 pm): UCC approved February 2019.

Reported to state?
Add
CS
Instructor Information
Course title and number  PHLT 370: Broad Street Learning Community II
Term  Spring 2019
Meeting times and location  TR, 8:00am-9:15am
111 Public Health Classroom Building
Instructor Name(s)  Dr. Don Curtis
Teaching Assistant(s)  N/A
Telephone number  979.436.9403
Email address  dcurtis@tamu.edu
Office hours  MTR, 1:00 – 3:30
Office location  SPH 163

Course Description
This course will result in students understanding the origins of Public Health in an historical context: It will also provide students an environment in which they can interact with other students who share similar interests and career goals. Students will gain an awareness of the international impact of health education and the opportunities and importance of international experiences in the context of public health. This course will also assist students in developing critical thinking skills, inter- and intra-personal skills, And gain a sense of responsibility to the community and society both within and outside Texas A&M University

Prerequisites
PHLT 270 with a grade of B or higher.

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to address:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Learning Objective (CEPH Domains, see Appendix A last page of syllabus)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Program Goal:</strong> Understand the history, ethics, and traditions of the field of public health.</td>
<td></td>
</tr>
<tr>
<td><strong>Sub Goal:</strong> Understand the history, politics and culture of Central Europe; development and implementation of Public Health in Europe generally and in Austria specifically.</td>
<td></td>
</tr>
</tbody>
</table>
| Describe the history, ethics, and traditions of public health to include its core values, concepts and functions in society, including its international applications and importance. | • Recall the history of public health. (1.1)  
• Describe public health milestones. (1.1)  
• Express the philosophy of public health in the framework of population health (1.2)  
• Understand the importance of public health in an international context (1.5)  
• Relate core public health values to broader health concerns. (1.3)  
• List core functions and essential services of public health. (1.4)  |
Textbook and/or Resource Material


<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading/Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, Distribution of syllabus. Introduction to Central European History.</td>
<td><em>Faust’s Metropolis</em>, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Pre-history to Charlemange and “German Particularism”, origins of Germany as a political entity.</td>
<td><em>Faust’s Metropolis</em>, Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>The rise of the Prussian state, consolidation of the empire, acquisition of territory and interactions with the Hapsburg Empire, the Reformation.</td>
<td><em>Faust’s Metropolis</em>, Chapter 3 Initial concept paper for research project due Friday at noon.</td>
</tr>
<tr>
<td>4</td>
<td>Germany, Bavaria, and the struggle with Austria and Napoleon, Revolutions of 1848.</td>
<td><em>Faust’s Metropolis</em>, Chapter 4 Initial research bibliography due – Friday at noon.</td>
</tr>
<tr>
<td>5</td>
<td>The move toward empire and the path to WWI. Wilhelm I, Bismarck, and Wilhelm II.</td>
<td><em>Faust’s Metropolis</em>, Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>The First World War, fall of the Hohenzollern dynasty, the Weimar Republic, political and social aspects of post-empire Germany.</td>
<td><em>Faust’s Metropolis</em>, Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>The rise of the Nazis, the Third Reich, WWII and the Holocaust, the Cold War</td>
<td><em>Faust’s Metropolis</em>, Chapter 7 and Conclusion</td>
</tr>
<tr>
<td>8</td>
<td>Postwar East and West Germany, modern Germany and Central European Issues</td>
<td>Midterm Exam - Friday</td>
</tr>
<tr>
<td>9</td>
<td>Student presentations I-IV</td>
<td>Final Research Bibliography due – Friday at Noon</td>
</tr>
<tr>
<td>10</td>
<td>Student presentations V- IX</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Student presentations X - XIII</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Student presentations XIV - XVII</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Student presentations XVIII - XX</td>
<td>Rough draft of research paper due – Friday at noon.</td>
</tr>
<tr>
<td>14</td>
<td>Semester Wrap Up; Make Up Lecture(s) if needed</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Final Research Paper Due (Final Examination not required)</td>
<td>Final Paper due at noon on May 3.</td>
</tr>
</tbody>
</table>

Grading and Attendance

Expectations include attendance and participation in course discussions. The final project will account for 50% of your final grade. The midterm exam will count for 30%, peer critiques of student presentations will count for 10%, and attendance and participation will count for 10%.

Grading Scale:
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 59 or less
**Attendance and Make-up Policies**

**Attendance:**

Attendance is mandatory. Missing classes or arriving late for classes for non-University excused absences will result in five percent of the participation point total being deducted for each instance. Please see the Student Rule on Attendance here: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

A university-excused absence is the **only** excuse acceptable for missing an assignment credit. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Missed unexcused assignments will result in a grade of zero.

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. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details ([http://student-rules.tamu.edu/rule07](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.

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. E-mail contact will be initiated with all students the first week of class.

**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.

**Reference Formatting**

All PHLT course writing assignments require student use the APA referencing format. Students are encouraged to become familiar with referencing software (e.g. RefWorks or EndNote) but are responsible in assuring appropriate citation styles are used.

TAMU Library Website on Citations: [http://guides.library.tamu.edu/CitingSources](http://guides.library.tamu.edu/CitingSources)

Purdue OWL APA Format Website: [https://owl.english.purdue.edu/owl/resource/560/01/](https://owl.english.purdue.edu/owl/resource/560/01/)

Additional details on appropriate citation and how to avoid plagiarism can be found in the Virtual Plagiarism Course section of the syllabus.
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

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.

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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.

Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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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. It is 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 Public Health Domains

| 1. **Overview of Public Health:** Address the history and philosophy of public health as well as its core values, concepts, and functions across the globe and in society |
|---|---|
| 1.1 | Public Health History |
| 1.2 | Public Health Philosophy |
| 1.3 | Core PH Values |
| 1.4 | Core PH Concepts |
| 1.5 | Global Functions of Public Health |
| 1.6 | Societal Functions of Public Health |

| 2. **Role and Importance of Data in Public Health:** Address the basic concepts, methods, and tools of public health data collection, use, and analysis and why evidence-based approaches are an essential part of public health practice |
|---|---|
| 2.1 | Basic Concepts of Data Collection |
| 2.2 | Basic Methods of Data Collection |
| 2.3 | Basic Tools of Data Collection |
| 2.4 | Data Usage |
| 2.5 | Data Analysis |
| 2.6 | Evidence-based Approaches |

| 3. **Identifying and Addressing Population Health Challenges:** Address the concepts of population health, and the basic processes, approaches, and interventions that identify and address the major health-related needs and concerns of populations |
|---|---|
| 3.1 | Population Health Concepts |
| 3.2 | Introduction to Processes and Approaches to Identify Needs and Concerns of Populations |
| 3.3 | Introduction to Approaches and Interventions to Address Needs and Concerns of Populations |

| 4. **Human Health:** Address the underlying science of human health and disease including opportunities for promoting and protecting health across the life course |
|---|---|
| 4.1 | Science of Human Health and Disease |
| 4.2 | Health Promotion |
| 4.3 | Health Protection |

| 5. **Determinants of Health:** Address the socio-economic, behavioral, biological, environmental, and other factors that impact human health and contribute to health disparities |
|---|---|
| 5.1 | Socio-economic Impacts on Human Health and Health Disparities |
| 5.2 | Behavioral Factors Impacts on Human Health and Health Disparities |
| 5.3 | Biological Factors Impacts on Human Health and Health Disparities |
| 5.4 | Environmental Factors Impacts on Human Health and Health Disparities |

| 6. **Project Implementation:** Address the fundamental concepts and features of project implementation, including planning, assessment, and evaluation |
|---|---|
| 6.1 | Introduction to Planning Concepts and Features |
| 6.2 | Introduction to Assessment Concepts and Features |
| 6.3 | Introduction to Evaluation Concepts and Features |

| 7. **Overview of the Health System:** Address the fundamental characteristics and organizational structures of the U.S. health system as well as to the differences in systems in other countries |
|---|---|
| 7.1 | Characteristics and Structures of the U.S. Health System |
| 7.2 | Comparative Health Systems |

| 8. **Health Policy, Law, Ethics, and Economics:** Address the basic concepts of legal, ethical, economic, and regulatory dimensions of health care and public health policy, and the roles, influences and responsibilities of the different agencies and branches of government |
|---|---|
| 8.1 | Legal dimensions of health care and public health policy |
| 8.2 | Ethical dimensions of health care and public health policy |
| 8.3 | Economical dimensions of health care and public health policy |
| 8.4 | Regulatory dimensions of health care and public health policy |
| 8.5 | Governmental Agency Roles in health care and public health policy |

| 9. **Health Communications:** Address the basic concepts of public health-specific communication, including technical and professional writing and the use of mass media and electronic technology |
|---|---|
| 9.1 | Technical writing |
| 9.2 | Professional writing |
| 9.3 | Use of Mass Media |
| 9.4 | Use of Electronic Technology |