Course Change Request

Date Submitted: 11/27/18 11:59 am

Viewing: **ECEN 641 : Microwave Solid-State Integrated Circuits**

Last edit: 03/05/19 11:18 am
Changes proposed by: katieann06

Catalog Pages referencing this course

- Department of Electrical and Computer Engineering
- ECEN - Electrical & Comp Engr

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Katie Bryan</td>
<td><a href="mailto:k.bryan@tamu.edu">k.bryan@tamu.edu</a></td>
<td>9798457622</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

Other

Explain other rationale

- **Prereq change per faculty member's request.**

Course prefix: ECEN  
Course number: 641

Department: Electrical & Computer Eng

College/School: College of Engineering

Academic Level: Graduate

Academic Level (alternate): Undergraduate

Effective term: **2020-2021**

Complete Course Title

- Microwave Solid-State Integrated Circuits

Abbreviated Course Title

- MICROWAVE IC

Catalog course description

- Microwave two-terminal and three-terminal solid-state devices; waveguide and microstrip solid-state circuits; theory and design of microwave mixers, detectors, modulators, switches, phase shifters,
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>ECEN 322, 351</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
<th>Total 3</th>
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</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>Repeatability for credit?</td>
<td>Three-peat?</td>
<td>CIP/Fund Code</td>
<td>Default Grade Mode</td>
<td>Alternate Grade Modes</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td>No</td>
<td>1409020006</td>
<td>Letter Grade (G)</td>
<td>Satisfactory/Unsatisfactory</td>
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</table>

5. 03/08/19 3:27 pm
Harry Hogan (h-hogan): Approved for EN College
Dean GR
6. 03/25/19 1:13 pm
LaRhesa Johnson (lrjohnson): Approved for GC
Preparer
7. 04/04/19 3:28 pm
LaRhesa Johnson (lrjohnson): Approved for GC
Chair
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 No

Additional information

Reviewer Comments

Reported to state? No

Key: 4349
Course Change Request

Date Submitted: 02/18/19 10:12 am

Viewing: EDAD 623 : Advanced Fieldwork Methods

Last edit: 03/05/19 11:35 am
Changes proposed by: ksmith

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
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<tbody>
<tr>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
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</table>

Rationale for Course Edit

Other

Requesting approval to teach course in a non-traditional format.

Course prefix: EDAD  
Course number: 623

Department: Educ Admn & Human Resource Dev

College/School: Education & Human Development

Academic Level: Graduate

Effective term: 2018-2019 Summer

Catalog course description:
To explore by conducting exemplary field examples, qualitative methods, their strengths and weaknesses; to learn how to keep and utilize ethnographic reflexive journals and methodological...
logs; and to understand the methodological decision points which indicate one method which may be preferable to another.

Prerequisites and Restrictions
EDAD 690 or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
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<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<td>(</td>
<td>EDAD 690</td>
<td>D</td>
<td>GR</td>
<td>No</td>
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</table>

Crosslistings
No

Stacked
No

Semester
3

Credit

Contact Hour(s) (per week):
3

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code
1304060004

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
No

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 objectives are met by students completing the course assignments, participating in class discussions, conducting a sample qualitative study and write up the results in case study format.

Hours

Meets traditional face-to-face hours.

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

This is a web-based online course. Hours are met online with 2 required face-to-face meetings. All course materials are in e-campus and activities are in SLACK. The instructor holds online course discussion/tutorial sessions weekly in e-campus using Collaborate.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  
Yes  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)

(EDD-EDAD) Doctor of Education in Educational Administration

Elective (select program)

Course Syllabus

Syllabus: 
Upload syllabus

Upload syllabus  EDAD 623 Advanced Fieldwork Methods Syllabus.pdf

Letters of support or other documentation  
No
<table>
<thead>
<tr>
<th>Additional information</th>
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<tr>
<td>Reviewer</td>
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<td>Comments</td>
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<tr>
<td>Reported to state?</td>
<td>No</td>
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Key: 4615
EDAD 623 Advanced Fieldwork Methods
Summer 2019
Web-Based Course TEN WEEKS May 30-August 7 (All course materials will be in ecampus and studio/team workspace will be available in edad623.slack.com)

Instructor Information
Name: Dr. Candace Hastings
Phone: 979-777-2031 (Cell) Text or call me anytime between 8 a.m. and 8 p.m. any day of the week.
Email: candace@tamu.edu
Office Hours: Via Blackboard Collaborate, Tuesday evenings at 7. Collaborate meetings will be recorded. I am also available by appointment for F2F meetings.
Office Location: My office is in the University Writing Center on the second floor of Evans Library. If you want to visit with me there, please make an appointment ahead of time.

Course Description and Prerequisites
EDAD 623 Advanced Fieldwork Methods

To explore by conducting exemplary field examples, qualitative methods, their strengths and weaknesses; to learn how to keep and utilize ethnographic reflexive journals and methodological logs; and to understand the methodological decision points that indicate one method that may be preferable to another.

Prerequisite: EDAD 690 or approval of instructor.

Learning Outcomes

Cognitive Learning Outcomes

In your learning experience this semester, you will demonstrate your ability to...

- Develop working definitions of philosophical assumptions associated with qualitative research.
- Articulate how philosophical assumptions guide and direct research methods in qualitative research.
- Apply impeccable ethical standards in your work with human subjects.
- Develop research questions appropriate for qualitative studies.
- Construct research designs for qualitative studies that incorporate best practices in qualitative research.
- Conduct qualitative studies based on emergent design.
- Collect and analyze data.
- Communicate through written academic discourse (APA 6th edition) the context, philosophical assumptions, methods, and findings of a study.
- Demonstrate in writing your ability to be reflexive as a qualitative researcher.
Affective Learning Outcomes

It is my hope that in your learning experience, you will...

- Develop confidence in your ability as a qualitative researcher.
- Develop an understanding of ethical considerations in conducting research on human subjects.
- Develop an appreciation and enthusiasm for qualitative research as a path to new knowledge.
- Understand the process of research design, data collection, analysis, and evaluation (including authenticity and trustworthiness) in qualitative research.
- Understand the choices you have in writing and/or presenting your data analysis in written form.
- Gain a greater understanding and appreciation of yourself and your peers through the co-construction of knowledge in class discussions, team assignments and other instances where we interact and learn from each other.

Textbook and Other Resources

REQUIRED TEXT:


NOTE: The Fourth Edition is required. Do not buy an earlier edition. Earlier versions do not have the additional information on newer forms of research design approaches.

REQUIRED READINGS:

The text will be supplemented with readings available in ecampus (listed on assignment calendar).

SUGGESTED REFERENCE TEXT:


NOTE: Do not purchase this text. Log into the TAMU Library and search for the text. You will receive a link to the full version of the text online, along with multitudes of other information on qualitative methods via Sage. See image below for information:
STUDIO SPACE

Although our formal discussions and course assignments will be in e-Campus, I’m setting up a studio space for us in Slack.com. You will be working in teams throughout the semester, so I wanted you to have a space where you can meet and have a studio workspace. I’ll be in there too and available to answer questions and offer assistance. I will send you an invitation, but here is the link: edad623.slack.com.

Grading Policies

This course teaches the process of conducting qualitative research. Although there are specific deliverables in this course, this is not a product-based course. This course is not your proposal course or an opportunity to collect data for your dissertation or record of study. In fact, you are strictly forbidden to use the data you gather in any publishable form, since you will not be getting IRB approval for the study. (See information on IRB rules for classroom studies later in this document.) The aim of this advanced qualitative field methods class is to practice the process of conducting a qualitative study, removed from the pressure of your topic of study or the pressure of making progress toward the dissertation/record of study.

The whole point of this course is to help you develop your skills as a qualitative researcher and as a scholar who reads qualitative research studies. I want you to be confident and knowledgeable about the choices you make as a qualitative researcher, based on your experience in this course. Even if you never conduct a true qualitative study, having gone through the process will help you understand why a journal article you read uses a particular framework or research method and how successful that method or framework was (or wasn’t).

So what does that information have to do with grading policies? First, it sets you free to select a social problem or issue that has nothing to do with your “real” topic. And in ten weeks, you wouldn’t be able to give your “real” dissertation/record of study project adequate time anyway, so this project is a chance and an opportunity to make a mess—to learn the process of conducting a qualitative study and to learn how messy qualitative research can be. It’s like guided finger painting. Get your hands all messy this summer, and enjoy learning the fine art of qualitative research by learning, practicing, and doing. And at the end of the summer, you’ll be able to wash your hands of it, be proud of what you’ve learned, and be ready to apply what you’ve learned in multiple contexts. By focusing on process, we can take away the anxiety and second-guessing that a high-stakes project can cause. The timeline or pressure to be error-free actually makes us cut corners and second-guess our best work. So our whole focus is going to be on process.

So does that mean I’m not going to assign grades or that you don’t have to turn anything in? Not so fast. If you are learning a process, it’s important to get feedback. That’s what I’m here to do—give you feedback. So I’ll be providing both formative and summative feedback as you move through the course, and you will have an opportunity to get formative feedback from your team members as well. And I will provide you with opportunities to revise your work with my guidance, because if I’m asking you to get messy and learn a process, then I must also acknowledge that there is much to be gained from learning from our mistakes. I have set time limits on revising work to make sure you have time to finish each step.
of the process by the end of the semester, but revision is a part of writing and researching, so I want you to experience that process as well.

Finally, I expect you to be fully present, work hard, and do your absolute best on each activity and in each step of the process, including doing the readings and preparing yourself for discussions and activities. Individual preparation is key. Many things we can do together, but this is a class of applying what you know, so you will need to carve out the time it takes to do the individual preparation, even though I know you have many other obligations in your daily life. So yes, do your very best, but don’t try to be perfect—perfection has nothing to do with doing your best. Perfection is an illusion that can cause writer’s block, performance anxiety, plagiarism, and all other kinds of things that interfere and inhibit learning. Commit to doing your best and I will commit to doing my best to help you reach your goals in this course.

**Course Deliverables**

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Points</th>
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<tbody>
<tr>
<td>CITI IRB Training</td>
<td>10 points</td>
</tr>
<tr>
<td>Team Participation</td>
<td>10 points (5 points assigned by the class; 5 by the instructor)</td>
</tr>
<tr>
<td>Team and Individual Discussion Deliverables</td>
<td>20 points (5 @ 4 points each)</td>
</tr>
<tr>
<td>Proposal</td>
<td>15 points</td>
</tr>
<tr>
<td>Study</td>
<td>35 points</td>
</tr>
<tr>
<td>Reflexive Journal</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td>100 points</td>
</tr>
</tbody>
</table>

This class goes very fast, so please turn your work in on time. If you are anticipate being late on an assignment, let me know ahead of time so we can reset a due date. I will allow you to turn in one major assignment (other than the Team and Individual Discussion Deliverables) up to four days late with no penalty if you work that out ahead of time with me. Otherwise your assignment will be deducted a half point per day. Team and individual discussion deliverables are particularly time sensitive, so those assignments cannot be turned in late. All work you submit may be shared with the class for instructional purposes, so write with an audience of emerging scholars in mind. In addition, you will be getting and giving feedback to your team as well.

If the assignment is completed fully, written in the language of academic discourse (with the exception of participant data, of course), and turned in on time, you will get one of three comments from me: ACCEPT (full credit), REVISE AND RESUBMIT (full credit if revisions completed successfully and resubmitted by our agreed deadline), or CONSULT, REVISE, AND RESUBMIT (full credit if we consult about what needs to be done, the revisions are completed successfully, and the work is resubmitted by our agreed deadline). Points will be deducted for incomplete or unrevised work or revised work submitted after our agreed deadline.

All assignments will be due on Sunday evenings. I do not really care what time those come in, but they need to be in eCampus (or emailed to me if required) before I drink my first cup of coffee on Monday morning.
I am going to get you feedback on your assignments as quickly as possible so you can move on to the next step of the process. If there is anything you do not understand about my feedback, please email, call, or text. If for some reason you do not get feedback from me within a week, please ask me about it. It is important to keep the process moving so you can finish the class on time.

**Grading Scale**

90-100=A  
80-89=B  
70-79=C  
60-69=D  
59 or below=F

**Americans with Disabilities Act ADA**

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

**Academic Integrity**

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

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

I expect you to be honest in your work and to be ethical in all you do as a qualitative researcher and as a student in the course. The work you do this semester must be generated from the assignments in this course and should not include any material you have done for another class. I do understand that sometimes students have questions and difficulties as they navigate new material, especially if they are short on time or confused. If you have questions about the ethics of something, or if you are confused about what would constitute academic dishonesty in this course, we can have a conversation and get those questions answered in a no judgment zone. I have heard people say it is easier to ask for forgiveness than permission. Not in this class. The ethical stakes are high because what we do does not just affect us in the classroom. It can affect our participants as well. Be open, honest, and true.

**Communication**

All written work/communication should be in APA 6th edition format and style, including the use of inclusive language. The language we use either invites or excludes others. Please do your best to communicate to create an environment where co-construction of knowledge occurs. We can disagree respectfully, so let us support each other in our learning and have the best intentions in our speech and actions. We all make mistakes (myself included!), so let’s be slow to judge and quick to help each other reach our individual and collective goals.
Important IRB Rules You Need to Know for Completing the Coursework for this Class

The IRB at Texas A&M University has strict rules for conducting research on human subjects. We must follow those rules in this class. I am copying those rules, policies and guidelines here for two reasons. 1) You are responsible for adhering to the rules in this section of the syllabus when you conduct your research and are agreeing to those rules tacitly by being enrolled in this course and completing the assignments of the course. 2) I want you to know that these are not rules I invented or am applying capriciously. You must follow these rules to be IRB compliant. Please review this information carefully.

Taken from the Student/Classroom Research Projects (IRB Guidance Document):

Research Methods Training/Curriculum
Research Methods Training/Curriculum Research projects for which the overriding and primary purpose is a learning experience in the methods and procedures of research does not meet the federal definition of research and is therefore generally not subject to (i.e., is excluded from) IRB review/approval. Curriculum projects in which students conduct research involving human subjects need not be reviewed by the IRB if the following conditions are satisfied:

1. The project involves minimal risk to subjects (i.e., when "the risks of harm anticipated in the proposed research are not greater considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests"). ^A

2. The project does not involve sensitive topics or confidential information that could place a participant at risk if disclosed. ^B

3. The project does not involve persons from vulnerable populations as participants. ^C

4. The project must involve the voluntary participation of individuals without any coercion or pressure being placed upon them by the researcher.

5. The results of the project will not be distributed outside the classroom and/or institutional setting or used for publication, although the results may be presented to instructors or peers for educational purposes or as part of a class assignment.

Responsibility for Oversight of Student Projects/Classroom Activities Each faculty and department has the responsibility for: (1) assessing whether student projects/classroom activities involving human participants meet eligibility for review or exclusion from IRB review; (2) overseeing these activities; and (3) assuring that ethical principles are adhered to in the conduct of those activities.

Faculty advisors of both undergraduate and graduate students must be certified to conduct research with human subjects. IRB Training Certification is offered through CITI (for more information please visit http://rcb.tamu.edu/humansubjects/training). For questions regarding TAMU’s policies relating to the conduct of human subjects research, please visit the IRB website at http://rcb.tamu.edu/humansubjects or contact irb@tamu.edu.
With regard to classroom projects, faculty instructors are encouraged to become fully familiar with each student’s project(s). A checklist is available for assessing whether or not classroom projects meet the criteria for exclusion from IRB review. It is also important that instructors who teach research methods courses educate students regarding the existence of Human Subjects Panels and discuss the relevant ethical issues surrounding the use of human subjects in research. The IRB staff is available to conduct presentations on human subjects research in your class. For further information, please contact irb@tamu.edu.

Footnotes

A Minimal Risk - Student research projects that fit the categories below are generally considered minimal risk. For additional information or specific questions regarding this standard, please contact irb@tamu.edu.

1.) Research conducted in an educational setting involving normal education practices, such as research that examines or compares regular and special education curriculum including but not limited to instructional strategies/techniques, curricula, or classroom management methods.
2.) Research involving the use of educational tests, survey procedures, and interview procedures.
3.) Observation of public behavior if confidentiality or anonymity is maintained.
4.) Research with subjects who are elected or appointed public officials or candidates for public office, regardless of whether the subjects may be identified or the information is sensitive.
5.) Research on individual/group characteristics or behavior in such areas as perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, social behavior, etc. provided that confidentiality or anonymity is maintained.
6.) Research employing oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.
7.) Collection of data from voice, video, digital, or image recordings for research purposes.
8.) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if one of the following is true: the sources are publicly available or the information is recorded by the investigator in a way that subjects cannot be directly or indirectly identified.

B Sensitive Topics – Any interview, survey or questionnaire that proposes to investigate opinions, behaviors, and/or experiences regarding, but not limited to, any of the following sensitive topics requires IRB approval:

• sexual orientation, incest, rape, sexual molestation, deviant sexual behaviors or attitudes regarding sexual conduct (pedophilia, bestiality, etc.), practices of contraception, abortion and/or pregnancy
• substance use and/or abuse including, but not limited to, alcohol, marijuana, steroids, amphetamines, narcotics and any prescription medication legally or illegally obtained
• questions regarding mental health (e.g., suicide, depression, obsessive compulsive behaviors including, but not limited to, gambling, smoking, eating, etc.)
• traumatic experiences of an individual, including war or combat experiences of veterans

C Vulnerable Populations (for the purposes of classroom research) may include: pregnant women, fetuses, children (with the exception of observational studies), prisoners, persons at high risk of incarceration or deportation, or mentally disabled. Projects involving such subjects require IRB review and submission of a protocol for approval prior to beginning the research. Projects must comply with
the regulations set forth in the Family Educational Rights and Privacy Act (FERPA) and the Protection of Pupils Rights Amendment (PPRA).

****

I will provide a copy of the following document to sign and return to me before you will be allowed to collect data:

Classroom Research Project Checklist

This document is intended to assist Texas A&M instructors in assessing whether classroom research projects may be excluded from review and approval by the Texas A&M Institutional Review Board (IRB). All items below must be satisfied for classroom projects to proceed outside of IRB review. For questions relating to such projects, contact irb@tamu.edu.

• The research project is to be performed by students enrolled in a graduate or undergraduate course at Texas A&M as a requirement for completion of the course.

• The overriding and primary purpose of the project is as a learning experience in the methods and procedures of research.

• The advisor is aware of all aspects of the research project and will take responsibility for overseeing the project and assuring that ethical principles are adhered to in the conduct of those activities.

• There is no intent to produce generalizable knowledge or to disseminate the findings beyond presentation to instructors or peers in a Texas A&M classroom setting.

• The project involves minimal risk to subjects (i.e., when "the risks of harm anticipated in the proposed research are not greater considering probability and magnitude, than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests").

• The project does not involve sensitive topics or confidential information that could place a participant at risk if disclosed.

• The project does not involve persons from vulnerable populations as participants.

• The project involves the voluntary participation of individuals without any coercion or pressure being placed upon them. The instructor/students have considered whether a consent document should be provided to participants.

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In addition, you will need to complete IRB training before you will be allowed to start data collection. I will provide a consent form template that you will fill out and submit with your proposal. You will be collecting data via field notes only. No audio or visual recording of participant interviews will be allowed.
**Course Calendar**

Weeks run Monday-Sunday (Assignments are due Sundays. Readings and activities should be done earlier in the week to prepare for assignment deadlines.) Each reading, activity, and assignment will be described in detail in eCampus. This calendar is just to provide a general guide to deadlines and timelines.

*QIRD-Qualitative Inquiry and Research Design, Creswell and Poth*

<table>
<thead>
<tr>
<th>DATES</th>
<th>TOPICS</th>
<th>READINGS (COMPLETE EARLY IN THE WEEK)</th>
<th>ACTIVITIES (COMPLETE DURING THE WEEK)</th>
<th>ASSIGNMENTS (DUE SUNDAYS)</th>
</tr>
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<tbody>
<tr>
<td>Week 1 (5/30-6/4)</td>
<td>Introductions, Philosophical Assumptions, IRB Training</td>
<td>Read Chpts 1-3 in QIRD*</td>
<td>COMPLETE IRB TRAINING</td>
<td>Completion Proof of IRB Training Due (email <a href="mailto:candace@tamu.edu">candace@tamu.edu</a>)</td>
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<td><a href="http://rcb.tamu.edu/humansubjects/training">http://rcb.tamu.edu/humansubjects/training</a></td>
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<td>Get to know your teams</td>
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<td>Log into EDAD623.slack.com and discuss</td>
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<td>the first team question.</td>
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<td>Week 2 (6/5-6/11)</td>
<td>Frameworks, Research Design</td>
<td>Read Chpts. 4-5 in QIRD*</td>
<td>Work with team to answer your “You Be the Advisor” Case #1 questions in your team channel in Slack.</td>
<td>Team Answers on “You Be the Advisor” Case #1 Due in ecampus. Proposed Topic Due (email <a href="mailto:candace@tamu.edu">candace@tamu.edu</a>)</td>
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<td>Week 3 (6/12-6/18)</td>
<td>Writing the Proposal, Data Collection</td>
<td>Read Chpt. 6 and Appendices C,D,E, and F in QIRD</td>
<td>Work on your proposal for your practice study</td>
<td>PROPOSAL DUE</td>
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<td>Post your proposal draft in your team area early in the week to get (and give) feedback from your team.</td>
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<td>Week 4 (6/19-6/25)</td>
<td>Interviewing Techniques, Connecting Research Questions to Interviews and Observations</td>
<td>Read Chpt.7 in QIRD.</td>
<td>Put interview questions in team area and get (and give) feedback from your team</td>
<td>Interview Questions and Consent Form Due</td>
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<tr>
<td>Week 5 (6/26-7/2)</td>
<td>Data Collection Techniques/Conducting a Quality Qualitative Research Project</td>
<td>Read Chpt. 8 in QIRD AND &quot;Qualitative Quality: 8 'Big Tent Criteria&quot;</td>
<td>Collect Data</td>
<td>Self Checkpoint: Be sure to keep up with scheduling interviews and collecting data.</td>
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<tr>
<td>Week 6 (7/3-7/9)</td>
<td>Data Coding</td>
<td>Read Excerpt from Case Study Research by Yin</td>
<td>Finish Data Collection</td>
<td>Team Answers on “You Be the Advisor” Case #2 Due in ecampus. Self Checkpoint: Start working on reflexive journal.</td>
</tr>
</tbody>
</table>
| Week 7  | Writing the Findings: Presenting Data | Read Chpt. 9 in QIRD | Create Data Transcripts and Coding | Field Notes Due  
Self-Checkpoint: Keep working on reflexive journal. |
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<tr>
<td>(7/10-7/16)</td>
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<tr>
<td>Week 8</td>
<td>Evaluation</td>
<td>Read Chpt. 10 QIRD AND “What Can you Tell From an N of 1”</td>
<td>Coding and Writing</td>
<td>Self-Checkpoint: Transcripts Should be Done by this Date. Keep working on reflexive journal.</td>
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<tr>
<td>(7/17-7/23)</td>
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<tr>
<td>Week 9</td>
<td>Writing the Findings</td>
<td>No Readings</td>
<td>Writing and Revising</td>
<td>FINAL COPY OF STUDY Due</td>
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<tr>
<td>(7/24-7/30)</td>
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<tr>
<td>Week 10</td>
<td>Reflection-Where have we been, and where do we go from here?</td>
<td>Read “Talking about Pictures,” “Researching the Native Maori,” “The Moral Activist Role of CRT” AND Telling Stories About School”</td>
<td>Breathe and Reflect Team Discussions</td>
<td>REFLEXIVE JOURNAL Due</td>
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<tr>
<td>(7/31-8/6)</td>
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Major Course Assignments

**Practice Qualitative Study (35 points/Due July 30)**

The written presentation of your study and your findings is the most important deliverable; all other assignments and class activities are designed to prepare and guide the practice study.

The Practice Qualitative Study Requirements:

- A short case study of no more than 25 pages. The final report should include the following:

  - Introduction and contextualization of the problem or issue, including a clear statement of the purpose of the study and the research question

  - The philosophical assumptions that drove the choices you made in the study, including the positionality of the researcher and methods used in the study

  - The presentation of findings in the case, including the presentation of data that answers and/or addresses the research question

  - Interpretation of the findings. What do these findings mean? Are there implications for practice?

  - Reflections on your experience and problems you encountered while collecting, analyzing, and reporting your data.

You will interview 4-7 participants in this study and will follow all sample population and data collection guidelines found in the IRB section of the syllabus. I will approve your topic early in the semester. I would encourage you to focus on something bounded and limited, and I would encourage you NOT to do any topic surrounding your area of interest or area of study in your professional life. When I conducted my practice study when I was in grad school, I interviewed mothers of teenage daughters who play club or select soccer—yes, “soccer moms.” It was such a great opportunity to learn how to conduct qualitative research, and those women shared so much unexpected wisdom with me that I have never forgotten.

***

**IRB CITI Training Completion (10 points/Due June 4)**

Details below taken directly from the TAMU IRB Web Site (http://rcb.tamu.edu/humansubjects/training)

*Training for Research with Human Subjects*

*Human subjects' training must be renewed every five years, i.e., before the five-year anniversary of the investigator's most recent human subjects in research training. The online refresher course provided by*
CITI takes approximately one hour to complete. The completion report for the refresher will be due at the time of expiration. CITI provides a 30, 60, and 90 day reminder on expiration dates. Once an investigator's training has expired, any approvals or exemptions will be withdrawn until training is updated.

Initial Training Course

CITI is a web-based ethics training course for those conducting research with human subjects. All principal investigators, co-investigators, and study personnel must complete CITI training with a minimum score of 90 percent. The course may be re-taken as many times as necessary to obtain a 90 percent average overall. Investigators can re-enter the modules with their lowest score and re-take the associated quizzes to reach a score of 90 percent.

Initial and continuing reviews require an up-to-date study personnel form in which you will list all the personnel on the project and their CITI completion dates. Completion records of all study personnel should be maintained by the principal investigator and are subject to periodic inspection. Follow the steps below to sign up for the CITI course:

Step 1: Go to www.citiprogram.org
Step 2: Select “Register” under Create an account

Step 3: Search for/select organization “Texas A&M University” and select “Continue to step 2” to continue CITI registration

Step 4: Enter the following information

First Name
Last Name
Email address - the email used needs to match the email address in My Assistant information in iRIS. CITI allows two email addresses to be given in case a researcher wants an additional email used

Step 5: Enter the following information

User Name
Password

Step 6: Enter demographic information

Step 7: Determine if Continuing Education Credits are applicable to you

Step 8: Provide additional information requested by Texas A&M

Step 9: Select courses appropriate to the type of research you conduct. Please note that the Responsible Conduct of Research training does not fulfill the human subjects training requirement of the Human Subjects Protection Program.

Group 1: Biomedical Research
Group 2: Social and Behavioral Research
Team and Individual Discussion Deliverables (20 points/Due throughout the semester)

<table>
<thead>
<tr>
<th>Deliverable Description</th>
<th>Instructions</th>
<th>Due Date</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Answer to “You Be The Advisor” Case #1</td>
<td>As a team, respond to the case study question your team is assigned, using the readings or other class information for evidence to support your answer. You should do your teamwork and drafting in slack.com and post your final answer in e-campus. (There will be a discussion posting set up for you to put your final answer in.)</td>
<td>Team Final Answer Due 6/11; 4 points</td>
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</tr>
<tr>
<td>Possible Study Topic</td>
<td>Post your proposed study topic in your team slack studio to get feedback from your team. Submit the final copy to me.</td>
<td>Final proposal topic Due 6/11; 4 points. Email to <a href="mailto:candace@tamu.edu">candace@tamu.edu</a></td>
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<tr>
<td>Interview Questions/Consent Form</td>
<td>Post your interview questions in your team slack studio to get feedback, then submit your final proposed interview questions to me. Also send me your consent form.</td>
<td>Final proposed interview questions Due 6/25; 4 points Email them to <a href="mailto:candace@tamu.edu">candace@tamu.edu</a></td>
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<td>Team Answer to “You Be The Advisor” Case #2</td>
<td>As a team, respond to the case study question your team is assigned, using the readings or other class information for evidence to support your answer. You should do your teamwork and drafting in slack.com and post your final answer in e-campus. (There will be a discussion posting set up for you to put your final answer in.)</td>
<td>Team Final Answer Due 7/2; 4 points</td>
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<tr>
<td>Field Notes</td>
<td>A copy of your written field notes (not the originals). You may scan them or take photos of them and email them to me at <a href="mailto:Candace@tamu.edu">Candace@tamu.edu</a>.</td>
<td>Copy of field notes Due 7/16; 4 points (It might be that you add more later—just send any you collect after 7/16 to me sometime before you turn in your study on 7/30) Email them to <a href="mailto:candace@tamu.edu">candace@tamu.edu</a></td>
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</table>
Practice Study Proposal (15 points/Due June 18)

Turn in a two-page proposal of your practice study (single-spaced is okay if you need the space). Write the proposal in paragraph form (not a list), and include the following elements:

- Issue or problem you are interested in exploring
- Importance of the issue or problem
- Purpose of the study
- Research question (just one)
- Research Design, including the philosophical assumptions that drive your research design
- Proposed Data Collection and Analysis strategies including population, sampling, observations or other ways of gathering data, interviewing, and data coding/analysis

I understand that you will be using emergent design and your study may change along the way. I just want to make sure that you have set up a research design that is consistent with qualitative practices and one that you can complete in the short amount of time you have to work on this project.

Note that this short proposal has a high value of 15 points, and there is a particular reason for that. Putting thoughtful time and effort at this stage can prevent you from having a number of problems at the end of the semester when your final practice study is due. If you would like this assignment to receive an “accept” the first time you submit it, please think through each element and let your choices be guided by best practices in qualitative research design. This might be a good time to review some of the text information and/or talk to me ahead of time informally. I’m happy to have you bounce ideas off me, and of course your teammates will be providing feedback as well.

Team Participation (10 points-5 assigned by your teammates; 5 assigned by the instructor—Final Ratings are Due August 6; Participation is ongoing.)

At the end of the semester, your teammates will assign you a score between 0 and 5 (5 being best), and I’ll average those together. I will assign the other 5 points based on my observation of your team participation and collegiality. To get full credit for team participation, participate in your team discussions, carry your weight in answering the two case studies, help your teammates improve their work without being judgmental or hypercritical. In addition, provide help in a timely fashion. We all know students who do all of their discussion postings at the end of the semester, way after if would have been helpful. Your teammates and I will assign points on the timeliness of your comments as well as the substance you provide to your team. Be a mensch.

***
Reflexive Journal 5 entries (5 points - 1 entry per week from July 2 to July 30 Final journal Due August 8)

Each entry should be no more than 200 words and should reflect on your thoughts and ideas about the research you are doing. These entries could have just about anything in them as long as they focus on your study—what’s going well, what’s going wrong, what you wished you’d done, what you are happy about or surprised by. You’ll need to figure out the best way to get that to me—electronically or by mail.
Course Change Request

Date Submitted: 02/13/19 9:18 am

Viewing: **EDCI 604 : E-Learning Classroom Management**

Last edit: 03/05/19 11:35 am
Changes proposed by: ambyrrios

Catalog Pages referencing this course
- Department of Teaching, Learning and Culture
- EDCI - Educ Curriculum & Dev.

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
<td>9798628122</td>
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Rationale for Course Edit

**Other**

The proposed changes are part of a routine curriculum review.

Explain other rationale

Submitting this course for distance education course equivalency approval.

<table>
<thead>
<tr>
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<th>Course number</th>
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<tr>
<td></td>
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<tr>
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<th>Effective term</th>
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<tr>
<th>Complete Course Title</th>
<th>E-Learning Classroom Management</th>
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<tr>
<th>Abbreviated Course Title</th>
<th>E-LEARN CLASSROOM MGMT</th>
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| Catalog course description |                                |

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

**Prerequisites and Restrictions**
Graduate classification.

**Concurrent Enrollment**
No

**Should catalog prerequisites / concurrent enrollment be enforced?**
No

**Crosslistings**
No

**Stacked**
No

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<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture:</th>
<th>Lab:</th>
<th>Other:</th>
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**Repeatable for credit?**
No

**Three-peat?**
No

**CIP/Fund Code**
1303010004

**Default Grade Mode**
Letter Grade (G)

**Alternate Grade Modes**
Satisfactory/Unsatisfactory

**Method of instruction**
Lecture

**Will this course be taught at another branch?**
No

**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 the assignments, assessments, readings, and class lectures/activities, as indicated on the syllabus

Hours

Meets traditional face-to-face hours.

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

Assignments are designed to engage students rigorously in the course and, between the readings and the assignments, will require the same engagement that a face to face course would.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes No

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:

Required (select program)

Elective (select program)

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus [EDCI 604 Summer Outline[1].pdf]

Letters of support or other documentation

No

Additional information

This course was originally designed to be taught online (hence the title); however, it missed being submitted in the original memo as we did not have a faculty content expert to teach the course. After hiring a new tenure-line faculty member with Classroom Management expertise, we would now like the course to be considered for distance education equivalency.
Reviewer Comments
Reported to state? No
E-Learning Classroom Management (Online)
EDCI 604; Section 700
Syllabus: Summer Two
3 credit hours

Professor: Dr. Candice Ashley, PHD, MED, LPC-S, NCC Office: 344 Harrington Tower
E-mail: crashley@tamu.edu
Phone: 979-845-8384 (to leave a message in main office) Fax: 979-845-9663

Course materials uploaded on eCampus

Required Textbook:

Course Description:
Focuses on the development of effective management skills crucial to successful instruction and student achievement; application of theory and research to practice and establish oneself as a professional in the area of classroom management; applicable to elementary, middle level, and secondary school settings.

Course Objectives:
1. Identify the basic research principals and strategies of classroom management for various grade levels.

2. Identify the current issues in classroom management for the 21st century learner.

3. Demonstrate an understanding and application of expectations and procedures for managing the classroom.

4. Demonstrate an understanding and application of self-control procedures when dealing with disruptions and difficult situations.

5. Demonstrate various techniques for responding to serious behavior problems through a research paper.

6. Examine, analyze, and critique various case studies concerning classroom management issues.

Course Goals:

1. The course will focus on classroom management as a function of a holistic approach to exemplary teaching rather than as a particular
methodology.

2. This course will teach how to motivate students to be their own change agents at different age groups.

3. This course will teach teachers how to train students to recognize, evaluate, and respond to different interpersonal, classroom, school, and social situations with limited outside intervention.

4. This course also addresses the current issues in schooling: school violence, social media, school and cyber bullying.

5. This is an advanced classroom management courses, so knowing basic terminology from your undergraduate experience will be necessary; this course will focus on the application of research and case studies of classroom management.

Texas A&M University Rules and Regulations applicable. See student rules on the TAMU website.

Americans with Disabilities Act 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 the Department of Student Life, Services for Students with Disabilities, in Room B118 of the Cain Hall or call 845-1637.
Statement on Plagiarism: According to Student Rule 20.1.3, plagiarism occurs when a writer does not cite sources of information or uses work done by someone else as if it were his or her own. You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. You will have the right to submit a written appeal to the department head, as outlined in Student Rule 52.

TLAC Policy Statement on Diversity: The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

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IMPORTANT COURSE INFORMATION

Course Evaluation

The course evaluation information will be e-mailed to your tamu account during the last days of classes. The address for submitting evaluation is https://pica.tamu.edu

Grades: Your grade in this course will be based on the production of the assignments and discussions listed in the expanded schedule (see below).
Grades: I do not give extra bonus points, round up, or give extra assignments at the end of the course. Please do not contact me to give you extra points or round up your grade at the end of the course. Your grade will be based out of 600 points. If you receive 539 points, you will get a B, 479 points you will get a C. Please do not contact me that you are one point from an A or a B. You will earn the grade based on your productions in this course.

- I do not accept late work under any circumstances.
- Work not submitted on time will result in a grade of zero for that particular assignment.

Because everything in the course will be posted in advance, please feel free to work ahead on any and all assignments.

Grading Scale
A = 540 - 600 points
B = 480 - 539 points
C = 420 – 479 points
D = 380 – 419 points
F = 329 and below points

Please submit all assignments using word.

__________________________ __________________________
__________________________ __________________________

Expanded Schedule:

Wednesday - July 5:
Introduction on Discussion Tab
Please post an introduction and upload a picture on the eCampus website. Please write a short paragraph explaining your teaching certification level and years of teaching. Include one challenging behavior that you would like to learn how to remediate this semester. Respond to one other person in the class.

*Grade Book: (Grade 25 points)*
*Due 11:59 pm on Wednesday, July 5*

**Assignment:**

Read the chapter called *Logical Consequences* by Rudolf Dreikurs. Based on your reading of the article, write a one page paper on the first question in the “Explore Your Philosophy” Section.

The question is: "Defend or refute the assumption that humans are motivated by their need to gain attention, exercise power, exact revenge, or display inadequacy” (p. 122). In your paper, include references to the article.

*Assignment: Grade: 50 points Due: Wednesday, July 5@11:59 p.m.*

**Friday - July 7:**


Assignment: On pages 28 -29 there is a case study about Dakota and on page 55 - 57 there is a case study about Jada. Select either Dakota or Jada and write a one page paper answering the questions on page 29 or 57 of these two chapters.

*Assignment: Grade: 35 points Due: Friday, July 7,@11:59pm*
Sunday, July 9, :  


**Discussion:** On pages 105-107 there is a case study about 15 year old Ani. Answer the two questions on page 107 about Ani and respond to two other people in the class about rationale.  

**Discussion:** Grade: 40 points (30 for your rationale, and five for each person you respond to (2 people).  
**Due: Sunday, July 9@1159pm**

**Wednesday, July 12:**  


**Discussion:** On page 133, there is a case study about a second grade child named Chad. Discuss the first question on page 134. What do you consider an appropriate replacement behavior for Chad and why? Respond to two others in the class.  

**Discussion:**  
Grade 25 points (15 for your replacement behavior and 10 for responses to two other people). Due: Wednesday, July 12 @1159pm

**Friday, July 14:**  

Assignment: These chapters discuss the positive and negative reinforcement functions. Both of the case studies in these two chapters discuss high school students. Your assignment is to develop an intervention plan for one of the two students: Roland or Carter. (Put in a chart format):

1. A brief description of the student

2. The student’s classroom behavior

3. An ABC recording chart presenting the antecedents and settings event

4. How will you decrease challenging behavior

5. How will you increase appropriate behavior

6. You may use the questions/suggestions on pages 159 and 192 to guide your assignment.

**Assignment:**

**Points:** 75 points

**Due:** Friday, July 14 @ 1159pm
Thursday, July 20:


**Discussion**: In considering your own classroom, grade level, or school setting, discuss 5 issues from these chapters in which you observe sensory regulations and stimulation can be improved. Give specific examples.

Respond to **two** other people in the class. (25 for your post and 10 for responses).  
**Discussion:**

Points: 35 points
Due: Thursday July 20 @1159pm

Sunday, July 23:


**Assignment**: On page 270 there are two questions. Answer these questions in a one-page summary for each question.

**Assignment:**

Points: 50
Due: Sunday, July 23 @11:59pm

Thursday, July 27:

**Discussion: Arming Teachers**

1. There has been much debate about whether or not teachers should be armed in schools. Once again, there are two journal articles that oppose each other on this stance.

2. There is a great set of questions on page 165 which can be used to help you critically reflect on this issue. Please consider questions 1, 2,
and 4. Put yourself in these shoes and speak your feelings on this very volatile issue.

Discussion:
Grade: 50 points
Due: Thursday, July 27 @ 11:59 pm

Saturday, July 29:

Log on to https://mediamatrix.tamu.edu/
Watch the movie: Bully or any other movie on bullying or cyberbullying (email me with the name of the movie for approval)
Discuss the issues that these children faced and what your school is doing to prevent bullying in the school and district. What did you learn from this movie as it applies to your district. Respond to two others in the course.

Discussion:
Points: 50 points
Due: Saturday, July 29 @ 11:59 pm

Thursday, August 3:

Assignment: You will need to find an article about School Violence from the Texas A&M Library online. What did you learn from this article? How is your school being proactive when it comes to school violence and zero tolerance? Write a two page paper about the article and your own school.

Assignment:

Points: 35 points
Due: Thursday, August 4 @ 11:59 pm

Sunday, August 6:

Discussion: Cyber Bullying
View the short Power Point Slides that I have posted about the topic and post comments about your journal article and respond to two other people in the class.

Discussion:
Points: 30 points

Due: Sunday, August 6 @ 1159pm

Wednesday, August 9:

Assignment:

Final Power Point of what you have learned (or Prezi, whatever you wish) Submit a Power Point slide for each of the weeks discussing three things that you learned and a reflection.

Assignment:
Points: 100
Due: Wednesday, August 9 @ 1159pm
Texas A & M University
Teaching, Learning, and Culture Concern/Opportunity/Acknowledgment Form (COAF)

Name________________________________ UIN:_______ - ______ - ______
Date: __________ Ad-

dress____________________________________________________________

Street Telephone: Home ( )
Work ( ) Classification: Graduate Student

EDCI 604: E-learning Classroom Management

City
Zip Major:_______________________

Email________________________

Projected Graduation Semester__________________ Year_____________

Explain Opportunity/Concern/Acknowledgment (Please be specific with your narrative.)

If this is a concern, what are possible solutions? a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

______________________________________________

Date__________________________ Advisor/Professor/Facilitator

______________________________________________

Department Head Recommendation yepingli@tamu.edu

______________________________________________

Department Head/Desigee Action/Follow-up:
Course Change Request

Date Submitted: 02/13/19 8:43 am

Viewing: **EHRD 638 : Issues in Adult Education**
Last edit: 03/05/19 11:35 am
Changes proposed by: ksmith

Catalog Pages referencing this course

**EHRD - Ed. Human Res. Develop.**

<table>
<thead>
<tr>
<th>Contact(s)</th>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kerri Smith</td>
<td><a href="mailto:ksmith@tamu.edu">ksmith@tamu.edu</a></td>
<td>979-847-9098</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

**Other**

Seeking approval to offer this course via distance education.

Course prefix: EHRD  
Course number: 638

Department: Educ Admn & Human Resource Dev
College/School: Education & Human Development
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: **2018-2019 Summer**

Complete Course Title
Issues in Adult Education
Abbreviated Course Title
ISSUES ADULT EDUCATION

Catalog course description
Pressing contemporary issues within the field of adult education; explores issues and their impact on adult education research, theory, and practice. Specific topics addressed each semester offered.

In Workflow
1. EAHR Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED 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. 02/13/19 8:45 am Mario Torres (mstorres): Approved for EAHR Department Head
2. 02/13/19 9:48 am Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 02/18/19 4:31 pm Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/27/19 5:14 pm Beverly Irby (irbyb): Approved for ED Committee Chair GR
5. 02/27/19 5:15 pm Beverly Irby

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
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<tbody>
<tr>
<td>Concurrent Enrollment</td>
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<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
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<td>Crosslistings</td>
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<table>
<thead>
<tr>
<th>Semester 3</th>
<th>Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total 3</th>
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<td>CIP/Fund Code</td>
<td>Letter Grade (G)</td>
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<td>Default Grade Mode</td>
<td>Satisfactory/Unsatisfactory</td>
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<td>Alternate Grade Modes</td>
<td>Lecture</td>
</tr>
<tr>
<td>Method of instruction</td>
<td></td>
</tr>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</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>
</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.

Upon completing the readings and assignments comprising this course, students will:

• Identify and describe major characteristics of social systems and the nexus of contexts that affect individual and social agency;
• Critically analyze social systems and their influence on people of diverse backgrounds;
• Cultivate improved awareness to interact with diverse individuals and facilitate dialogue effectively among disparate individuals/groups;
• Articulate the role of learning in individual development and furthering social justice;
• Identify systemic barriers to equity and inclusiveness and ways to advocate for and implement means of dismantling them.

Hours

Meets traditional face-to-face hours.

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

The course format requires to be actively engaged every week in student-student interaction through threaded discussion sessions, and through assigned group work. The instructor provides reading assignments, and lecture in video format, and offers synchronous/live office hours via video conferencing to provide student-instructor opportunities for interaction. The individual reading assignments and learning activities are the same as they would be in a conventional learning environment, and are the same as for a regular fall or spring semester offering. All assessments and graded participation points are the same as they would be in a conventional classroom, only adapted for the online environment. The online version of the course will be a 10-week, intensive online format that covers all of the same material that would be/was covered in the regular fall semester.

Will this course be taught as a distance education course?

Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes  No

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:

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-EHRD) Master of Science in Educational Human Resource Development</td>
</tr>
<tr>
<td>(PHD-EHRD) Doctor of Philosophy in Educational Human Resource Development</td>
</tr>
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</table>
**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
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</tr>
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<tbody>
<tr>
<td>Upload syllabus</td>
<td>Syllabus_EHRD638_Fall2017.pdf</td>
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<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
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<tr>
<td>Additional information</td>
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<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
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Key: 4981
Syllabus: EHRD 638 Special Issues in Adult Education
Intersectionalities of Race, Class, Gender, Sexual Orientation, etc.

Fall 2017, Online Course
Three (3) semester hours of graduate credit

Instructor: Elizabeth A. Roumell
Assistant Professor, Adult Education
Office: Harrington Tower 525
Email: earoumell@tamu.edu
Work Phone: 979-845-7273
Office hours: TBD

I. COURSE DESCRIPTION

An examination of theory, research and practice in individual and group transformation, empowerment, and advocacy development within multicultural and diverse learning contexts. This course provides a unified framework for helping students understand and critically analyze several forms of social oppression including racism, classism, sexism, heterosexism, ableism, religious oppression, and ageism, as well as the parallels and interconnections among them. The course relies on a series of interactive, experiential pedagogical activities to help students understand the meaning of social difference and oppression in their personal lives and social systems. The course also allows students to explore the intersectionalities of race, class, gender and sexual orientation as it is written about in the field of adult education. Students will be working with issues of diversity and social justice throughout the course.

II. MAJOR COURSE OBJECTIVES

Upon completing the readings and assignments comprising this course, students will:

- Identify and describe major characteristics of social systems and the nexus of contexts that affect individual and social agency;
- Critically analyze social systems and their influence on people of diverse backgrounds;
- Cultivate improved awareness to interact with diverse individuals and facilitate dialogue effectively among disparate individuals/groups;
- Articulate the role of learning in individual development and furthering social justice;
- Identify systemic barriers to equity and inclusiveness and ways to advocate for and implement means of dismantling them.

III. REQUIRED RESOURCES


Suggested Texts


Last Updated: 8/22/2017


Tatem, B. D. (2003). *Why Are All the Black Kids Sitting Together in the Cafeteria: And Other Conversations about Race*.


Several readings and resources will also be posted in Blackboard.

**IV. EVALUATION: ASSIGNMENTS & GRADING**

<table>
<thead>
<tr>
<th>POINTS POSSIBLE</th>
<th>LEARNING ACTIVITY</th>
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<tbody>
<tr>
<td>25</td>
<td>Participation (ongoing throughout semester)</td>
</tr>
<tr>
<td>20</td>
<td>Personal Power Analysis &amp; Subjectivities Statement (Oct 1)</td>
</tr>
<tr>
<td>20</td>
<td>Institutional Power Analysis, Institutional Racism Assessment (Oct 29)</td>
</tr>
<tr>
<td>20</td>
<td>Action Plan/Design for an Inclusive Learning/Working Environment</td>
</tr>
<tr>
<td>15</td>
<td>Final Reflection Paper</td>
</tr>
<tr>
<td><strong>TOTAL = 100</strong></td>
<td></td>
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</tbody>
</table>

Grades for this course will be based on the following:

- 90 to 100 = A
- 80 to 89 = B
- 70 to 79 = C
- 60 to 69 = D
- and below 60 = F.

**Active Course Participation (25 points, ongoing throughout semester):** Class participation will be evaluated based on weekly contributions to discussion boards as well as by the overall quality of involvement in the learning community activities. Participation is required, and comprises a significant portion of the overall individual learner assessment. It is essential to be “present” and “visible” in order to participate, even in the online environment.

Every week in the threaded discussion section of the course, you will need to post the equivalent of 400-500 words of your response to the week’s course content. The purpose of this writing is to provide a forum for in-depth discussion and inquiry about the topics being covered. These are not superficial topics, and they require a great deal of thoughtful and respectful discussion and reflection. In addition to your weekly, written response to the course content, you will need to respond to at least two of your classmates with questions/statements/ponderings/thoughts that are substantive, and a minimum of 3 lines each. That is to say, going through and posting “Wow, great thought!” and/or “I totally agree, you are on
point,” are not considered to be substantive responses. You can begin with statements like these, but you will need to engage in more active discourse with your colleagues.

The point of the course is not to convince anyone of any particular view, but rather to thoughtfully engage in active discussions that challenge us to work through ideas and thoughts that may seem uncomfortable to us. By the end of the course, even if you still hold the same worldviews, you will have respectfully listened to other world views, done some perspective taking, and can more clearly articulate the reasoning behind your own views. In other words, the best way to build your own views and arguments are to know and express well how they contrast with other views and arguments, which requires you to understand multiple sides.

This forum is a space where we have the opportunity to exercise civil discourse amongst diverse people with diverse backgrounds and experiences. It is not uncommon for people from similar backgrounds to come to entirely different conclusions and to hold very different world views, so it is to be expected that a diverse group will hold very distinctive world views. We all value the personal liberty to continually develop ourselves and our world views over time (e.g. lifelong learning). We also, however, need to expose ourselves to ideas different than our own in order to learn how to make space in society for those who do not conform to our world view, and learn how to cooperate with the diversity of people who live in our communities.

There are a couple of ways I can approach a class: 1) I can take the position that I want you to think like me and similar to me by the end of the semester, or 2) I can take the position that I want you to be better able to clearly articulate why you think what you think, and I want you to think like you. My teaching philosophy falls into category 2. I may challenge views, I may ask questions, and I may even provide some of my own arguments or information that serve as a foundation for some of my own understandings, but I want you to know that I ultimately expect you to think like you. I also expect you to listen to others, to challenge yourself, to participate in perspective taking, and to interrogate your own worldviews. I want you to identify the ideologies that inform what you believe and how you see and act in the world, and I want you to think about how those views may contrast with the experiences and views of Others. No one has an ultimate monopoly on what experiences are more valid than others, which viewpoints are more important than others, or who is ultimately “right.”

That said, this class also does not support a position of moral relativism. Not all views are equal, nor are all opinions substantiated. This is a place for civil discourse. When views become disparaging to others, or are aimed at silencing or harming others, at taking away voice or the rights of others, or aim at blaming broad groups of people, wielding labels and stereotypes, I will mediate the discussion, and retain the right as the instructor to do so. I do not expect everyone to agree all the time, but I do expect you to articulate yourselves as respectful, intelligent scholars who offer evidence for your views. I also expect you to be respectful at all times. When you begin having strong feelings about a topic, I want you to pause, and to reflect deeply on the source of those feelings. Usually, when strong feelings are triggered, the topic is approaching an idea or value that we hold dear, and we need to think about what causes that response. Does the other point of view feel threatening? Why is your response to someone else’s views extreme enough to conjure these feelings? Interrogate yourself before you interrogate one of your colleagues. What are the underlying values and big ideas that may be clashing? We all hold views that we feel strongly about, and it is in our best interest to develop the self-understanding that goes along with those feelings and views. Can you explain the basis of your views in a way that does not disparage someone else?

This is a place to practice how to offer the reciprocity of respect and dignity that you would expect and demand for yourself, and this is the filter you must pass your posts through before responding to others, i.e. how might someone else receive my words, and can I offer my views in a more civil manner? How do I make room for views that do not align with my own? How can I express my thoughts without insulting others, and likewise, how can I listen respectfully and play host to the ideas of Others in a civilized and generous manner?
Personal Power Analysis & Subjectivities Statement (20 points, DUE Oct 1): Each person will conduct a self-study in this course, identifying their own positionality in society, describing where they exercise power and where power is exercised over them, how these dynamics affect their own personal agency, and outlining their subjectivities. Where are you socially advantaged over others, and where are you socially disadvantaged? How closely do you reside to the “normative” identities in society? Where might you be marginalized, and where might you have status and advantages that are conferred on you simply by the virtue of who you are, where you were born, who you were born to, what means you have been given, etc.? This is an opportunity to develop individual reflexivity, as well as exercise respect for the variety of contexts brought to an adult learning environment. The written product of this self-analysis should be between 10 and 20 pages in length (APA style, 12 pt, Times New Roman, double spaced, and include relevant citations and references). The paper should include a subjectivities statement at the beginning (see the article on subjectivities), as well as an analysis of the social intersectionalities that both “give” you power as well as “curtail” your power within your lifeworld. Which roles can you choose for yourself, and which roles are imposed on you? Which roles confer status, and which roles delimit your status, and so on? You may also want to analyze your “power style” (a good resource for this is Cahane’s chapters on power and love) in order to identify where you effectively exercise power, and where you may be able to exercise a different kind of power. All forms of power have a generative side and a degenerative side. Think about and articulate how these paradoxes play out in your own personal experiences and life.

Institutional Power Analysis (20 points, DUE Oct 29): Building on the first assignment, each person will conduct a power analysis of their professional setting (or other organization or role in which you participate). Here, organizational policies will be identified and scrutinized, stakeholders will be identified, the directions of power flow described, as well as who is held accountable to whom, who is supposed to be served and to what end, whether the environment communicates openness and inclusiveness, common language used, and a critical analysis of the environment offered. You will also use the assessment scale provided to analyze the level of systemic racism within your organization, and what steps could be taken to further improve the equity in institutional social structures. The written product of this institutional-analysis should be between 10 and 20 pages in length (APA style, 12 pt, Times New Roman, double spaced, and include relevant citations and references).

Action Plan/Design for an Inclusive Learning/Working Environment (20 points, DUE Nov 26): Based on the current course content and what has been covered throughout the semester, this assignment puts the previous analyses into a personal plan for action. How can we address our working and learning environments in meaningful and powerful ways that make them more inclusive, build and communicate trust, and work toward empowerment of all? This may include policy adjustment, adjustments to working/learning environments, pedagogical/andragogical techniques, attending various kinds of trainings, just to name a few possibilities. The highlights of your plan will be presented to the rest of the class as a post in a threaded discussion. Your plan may be a personal development plan, i.e. your personal course of action in improving your own exercise of power, or it could be a plan you devise for your department, organization, or other affiliations/contexts in which you participate to improve equity and climate issues. The written product of this action plan should be between 10 and 20 pages in length (APA style, 12 pt, Times New Roman, double spaced, and include relevant citations and references).

Final Reflection Paper (15 points, DUE Dec 10): Based on the readings, course content, new perspectives, previously completed assignments, and course participation throughout the semester, the final reflection paper should review what the learner has accomplished to meet the outlined course learning objectives, and how the content of this course has contributed to their overall learning and professional development. This final reflective essay should be 10-15 pages in length (APA style, 12 pt, Times New Roman, double spaced, and include relevant citations and references).
## V. COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assigned Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><del>1</del> Aug 28th – Sept 3rd</td>
<td>Introduction</td>
<td>Johnson CHs 1-3</td>
<td>• Participate in the eCampus discussion boards (personal introductions)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>** The Invisible Knapsack</td>
<td>• Watch Theo E. J. Wilson TED talk</td>
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<td></td>
<td>• Watch Peggy McIntosh video clip</td>
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<tr>
<td><del>2</del> Sept 5th – Sept 10th</td>
<td>How does Identity work? Subjectivities</td>
<td>Johnson CHs 4-6</td>
<td>• Participate in the eCampus discussion boards</td>
</tr>
<tr>
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<td></td>
<td>** Racial and Ethnic Identity Development</td>
<td>• Watch Tim Wise’s “White Privilege, Racism, White Denial, and the Cost of Inequality” video clip</td>
</tr>
<tr>
<td><del>3</del> Sept 11th – Sept 17th</td>
<td>Positionality and Privilege</td>
<td>Johnson CHs 7-9</td>
<td>• Participate in the eCampus discussion board</td>
</tr>
<tr>
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<td></td>
<td>** Race, Culture and Positionality</td>
<td>• Watch “A Class Divided” video clip</td>
</tr>
<tr>
<td><del>4</del> Sept 18th – Sept 24th</td>
<td>What is power? How does it work?</td>
<td>Kahane CH 1-3</td>
<td>• Participate in the eCampus discussion boards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>**The Ethnographic, the Reflective, and the Uncanny: Three “Tellings” of Autobiography</td>
<td>• Watch Arlie Hochschild interview</td>
</tr>
<tr>
<td><del>5</del> Sept 25th – Oct 1st</td>
<td>Understanding Intersectionalities</td>
<td>Race, Class &amp; Gender Section I</td>
<td>• Participate in the eCampus discussion boards</td>
</tr>
<tr>
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<td></td>
<td>**Peshkin Subjectivities article</td>
<td>• Watch video clip “Microaggressions in Everyday Life”</td>
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<td></td>
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<td></td>
<td>• DUE Oct 1- Personal Power Analysis &amp; Subjectivities Statement</td>
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<tr>
<td>Week</td>
<td>Topic</td>
<td>Readings</td>
<td>Assigned Tasks</td>
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<td>-------------------------------------------------------------------------------------------------------------------------------------------------</td>
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</tbody>
</table>
| ~6~ Oct 2\(^{nd}\) – Oct 8\(^{th}\) | Critical Theory and Critical Pedagogy      | Race, Class & Gender Section II                                                                                                   | • Participate in the eCampus discussion boards  
• Watch “Stress, Portrait of a Killer” documentary |
| ~7~ Oct 9\(^{th}\) – Oct 15\(^{th}\) | Feminism and Theories/Philosophies of Difference | Race, Class & Gender Section III  
**A Slam on Feminism in Academia**  
• Watch Jackson Katz “Violence Against Women: It’s a Men’s Issue” and  
• “Tough Guise: Violence, Media & the Crisis in Masculinity” | • Participate in the eCampus discussion boards  
• Watch “Roxanne Gay: Confessions of a Bad Feminist”  
• Watch Arlie Hochschild’s talk on “The Second Shift” |
| ~8~ Oct 16\(^{th}\) – Oct 22\(^{nd}\) | Strategies for Interrupting Heated Moments | Race, Class & Gender Section IV  
**Racism definitions doc**  
**Common Racist Attitudes**  
**Unlearning Racism in Teacher Ed**  
**Managing Hot Moments**  
**Tips Racially Diverse Classrooms** | • Participate in the eCampus discussion boards  
• Watch “Unconscious Prejudice Part 1 and 2” |
| ~9~ Oct 23\(^{rd}\) – Oct 29\(^{th}\) | Institutional Racism                      | Race, Class & Gender Section V                                                                                                   | • Participate in the eCampus discussion boards  
• DUE Oct 29 - Institutional “Power Analysis” and Institutional Racism Assessment |
| ~10~ Oct 30\(^{th}\) – Nov 5\(^{th}\) | How do we exercise personal agency?       | **AE and the Empowerment of the Individual in a Global Society**  
**AE an Agent for Change or Instrument of the Status Quo?** | • Participate in the eCampus discussion boards  
• Watch the video “The Myth of Globalisation”  
• Watch the video clip “How to Change the World” |
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Readings</th>
<th>Assigned Tasks</th>
</tr>
</thead>
</table>
| ~11~Nov 6th – 12th | Where is the balance? Systems perspectives… | ** Breaking Down the Barriers: Challenging the Hegemony of Privileged Positionalities  
** The Intersection of Education, Hegemony, and Marginalization in the Academy  
** Marcuse, Repressive Tolerance  | • Participate in the eCampus discussion boards  
• Go to the website [http://www.nationalreview.com/article/420094/left-and-discriminating-tolerance-fred-bauer](http://www.nationalreview.com/article/420094/left-and-discriminating-tolerance-fred-bauer) and read the summary on “repressive tolerance.” |
| ~12~Nov 13th – Nov 19th | Erasure and Identity Politics | ** Epistemic Injustice CHs 1-2  
** Epistemicide!  
** How the Irish became White  
** Epistemology of a Brown Body | • Participate in the eCampus discussion boards  
• Watch the talk “Culture, Language and the Politics of Forgetting…” |
| ~13~Nov 20th – Nov 26th | How do we make an impact on Institutions? | ** A Rationale for a Transformative Approach to Education  
** Adult Education for Community Empowerment | • Participate in the eCampus discussion boards  
• ** DUE Nov 26 - Action Plan/Design for an Inclusive Learning/Working Environment |
| ~14~Nov 27th – Dec 3rd | Critical Disability Studies | ** Dis/entangling Critical Disability Studies  
** Critical Disability Studies and Mad Studies: Enabling New Pedagogies in Practice | • Participate in the eCampus discussion boards  
• Watch the presentation of “Mainstreaming Critical Disability Studies”  
• Watch “Imagine there was no stigma to mental illness” |
| ~15~Dec 4th – Dec 10th | Wrapping Up |  | • Post your final thoughts to the eCampus discussion boards  
• ** DUE Dec 10- Final Reflection Paper |
VI. ATTENDANCE POLICY
This class is designed as online learning modules. Attendance will be based on your participation in and engagement with the course online modules. I anticipate that you will have approximately 3-5 hours weekly of web-based work, not including time spent reading and working on assignments. Practically, online participation would require you to be on-line a minimum of 4 times weekly and that you make your presence known through substantive contributions to the course, discussions, and learning activities. Substantive contributions mean at least 3 contributions per week. These can be in the form of participation in the threaded discussions or learning activities.

The course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.

Discussion Forums
e-campus discussion forums will be used for class discussion. The learning discussion forum represents a major mode of learning in this course. Throughout the semester, learning discussion forums will be vital parts for each week’s content. Here are some key characteristics of the learning discussion forums:

- All forums will be read, assessed, and supported by the instructor.
- All forums will be tied to specific weekly content, and participation is expected to take place during that specific week.
- Some forums will be open to the entire class, while others may be restricted to members of small groups. Any small groups will be constructed using random assignment.
- All forums will require a certain level of participation. Specific guidelines for each learning discussion forum will be spelled out in the directions each week.

Please don’t downplay the importance of the learning discussion forums in this course. Such forums can be an essential support—and a great comfort—in a course containing as many challenging readings as this one does. The forums will give you a chance to share ideas, learn from one another, and do some collaborative sense-making.

VII. Establishing a Safe, Respectful Classroom Environment
Learning takes place best when a safe environment is established in the classroom. I will seek to support an environment that nurtures individual and group differences, encourages engaged, honest discussions, and allows us to communicate across differences. I also hope that together we create a safe environment where everyone feels comfortable to share and explore ideas. In the course of class discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Therefore,
- Everyone gets a fair hearing.
- Seek first to understand, then to be understood.
- Share “air time.”
- If you are offended, say so, and say why.
Honest disagreements in the spirit of critical academic exchange are encouraged. While you can disagree, don’t personalize it; stick to the issues. No name-calling or stereotyping.

Derogatory comments based on race, ethnicity, class, gender, sexual orientation, or nationality will not be tolerated.

Speak for yourself, not others.

One person speaks at a time.

What we say stays here, unless we agree to change that. What we learn here, though, we can share with others.

Adapted from The Guide for training study circle facilitators (1998) by the Study Circle Resource Center, © Topsfield Foundation.

VIII. ACADEMIC INTEGRITY

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. The Honor Council Rules and Procedures are on the web at http://www.tamu.edu/aggiehonor

Cheating or any form of academic dishonesty will not be tolerated. The use of material from improperly cited or credited sources will be considered plagiarism. You are encouraged to collaborate with your classmates, unless otherwise directed, but all work intended for a grade must clearly be your work as an individual.

IX. 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, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

If you have a letter from that office indicating you have a disability which requires academic accommodations, please present the letter from me as soon as possible so that we can discuss any accommodations you might need in this class.

X. VETERANS AND STUDENT SOLDIERS

Veterans and student soldiers with special circumstances or who are currently active are encouraged to notify the instructor in advance.
Course Change Request

Date Submitted: 11/07/18 2:24 pm

Viewing: FINC 645: International Finance

Also listed as: IBUS 645

Last edit: 03/05/19 11:02 am

Changes proposed by: nhara

Rationale for Course Edit

Other

The proposed changes are part of a routine curriculum review.

Explain other rationale

The proposed changes are to fulfill the non-traditional requirement for study abroad courses

<table>
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<th>Course prefix</th>
<th>FINC</th>
<th>Course number</th>
<th>645</th>
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<tr>
<td>College/School</td>
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<td>Academic Level (alternate)</td>
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</tr>
<tr>
<td>Effective term</td>
<td>2020-2021</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete Course Title</td>
<td>International Finance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbreviated Course Title</td>
<td>INTERNATIONAL FINANCE</td>
<td></td>
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</table>
Problems confronted by financial managers of firms with international business operations; international money and capital markets; exchange rate risks and political risks. Classification 6 students may not enroll in this course.

Prerequisites and Restrictions
- FINC 341, 612 or FINC 409, FINC 602, FINC 612, or FINC 635.

Concurrent Enrollment
- No

Should catalog prerequisites / concurrent enrollment be enforced?
- No

Crosslistings
- Yes
- Crosslisted With: IBUS 645

Stacked
- No
- Stacked with:

Semester 1-3
<table>
<thead>
<tr>
<th>Credit</th>
<th>Contact Hour(s) (per week):</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3</td>
<td>Lecture: 1-3 Lab: 0 Other: 0 Total 1-3</td>
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</tbody>
</table>

Repeatable for credit?
- No

Three-peat?
- No Yes

CIP/Fund Code
- 5211010016

Default Grade Mode
- Letter Grade (G)

Alternate Grade Modes
- Satisfactory/Unsatisfactory

Method of instruction
- Lecture

Will this course be taught at another branch?
- No

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.

Only applies when course is taught as a study abroad. Students are required to attend all pre-departure meetings and discussions led by A&M faculty. Students also sit for class at our partner institution, EM Strasbourg. The FINC 645 material is co-taught by A&M faculty and a faculty member from EM Strasbourg. The course requirements and evaluation of each student’s work are based on performances on quizzes, exams, participation, presentations, and topic papers. Students must be prepared to discuss assigned readings and presentations when physically attending course meetings.

Hours

Meets traditional face-to-face hours.

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

Only applies when course is taught as a study abroad. The 45 contact hours are met by combining pre-departure meetings with time spent in class and on assignments over the 4 weeks while in France at EM Strasbourg Business School.

Will this course be taught as a distance education course?

No

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

No

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus 2019 France FINC IBUS 645 Course Syllabus.pdf

Letters of support or other documentation

No

Additional information
Terra Bissett (t.bissett) (03/04/19 1:34 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.
Terra Bissett (t.bissett) (03/04/19 1:34 pm): A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.

Reported to state?
- CS
- No

Key: 6356
Today’s financial environment is heavily influenced by globalization, information technology, and ethics. Relatively recent global developments include: the American credit crisis; the European sovereign debt crisis and its impact on the “euro”; continued pegging to anchor currencies like the U.S. dollar and the Japanese yen; and the emergence of the Chinese yuan in the SDR basket, all of which have serious business implications world-wide. With the liberalization of international trade and investment on a multilateral basis, it is imperative that all business majors, especially those in the finance field, have a fundamental understanding of International Financial Management.

PREREQUISITES
FINC 341 or FINC 409 or FINC 602 or FINC 612 or FINC 635

COURSE OBJECTIVES
The goal of this course is to provide you with a strong foundation in international financial management, which will:

- Provide you with a solid understanding of exchange rate systems and their determinants
- Enable you to interpret and respond to the day-to-day financial challenges faced by firms in a global geopolitical setting
- Empower you to measure and manage foreign exchange risk with key currency derivatives
- Enable you with some basic analytical tools that would help you to make sound long-term foreign direct investment

COURSE CONTENT
This is a structured course, which examines the problems, techniques, and policies of financial decision-making in a global geopolitical environment. The course is divided into three segments. First, we will survey the macro environment, i.e., the geopolitical and international monetary environment, including the balance of international payments, the workings of the international credit and foreign exchange markets, exchange rate determination, the role of international economic policy institutions, and key theories of international finance. Second, we will examine at the micro level, the role of exchange rates in international corporate decision making, i.e., foreign exchange risk measurement/management, and financing international trade. Finally, we will analyze why (and how) firms go abroad and how foreign direct investment and acquisitions are financed. The course’s pace will be quite rapid because of the subject matter’s broad scope. It may not be possible, therefore, to explore all aspects of international financial management nor with the preferred degree of depth. A background in principles of macro and microeconomics,
and business finance (FINC 341) will be required for this course. If you have any questions about your eligibility to be enrolled in this course, please contact Undergraduate Advising. This challenging course will be of great interest for students seeking a career in domestic or international business, or with federal or multilateral institutions. Yet, rapid globalization of business and increased interdependence of nations will enable even cattle ranchers to find the lectures and discussions useful in their day-to-day decision-making.

LEARNING OUTCOMES

After successful completion of this course, you should be able to:

• Explain how the international monetary and exchange rate systems operate.
• Analyze a country’s balance of payments and its impact on the nation’s exchange rate.
• Explain how exchange rate determinants impact forecasting exchange rates in a floating rate system.
• Evaluate and identify the optimum approach to finance international trade.
• Interpret the key theories of international finance.
• Explain what is meant by foreign exchange exposure, how it is measured, and offer strategies to minimize foreign exchange exposure risk.
• Identify methods though which firms may “go international” and evaluate the financial risk associated with each approach.
• Appraise the motives of MNC’s wanting to establish a subsidiary abroad.
• Calculate the weighted average cost of capital of a MNC and determine how and why it differs from the firm’s required rate of return.
• Explain with the help of international cash flow statements why capital budgeting analysis most often must be conducted from the viewpoint of a MNC parent rather than its subsidiary.
• Determine how to screen competing international projects before acquiring the target firm whose value is determined by utilizing capital budgeting analysis.
• Explain how a MNC would decide to divest some of its operating units.

REQUIRED TEXT


POWERPOINT PRESENTATIONS & HANDOUTS
Please print out the PowerPoint slides, six to a page, so that you can take down notes when I am teaching in France. Please note that I may not use all slides or some chapters during my lectures.

CLASS STRUCTURE

Approach

Classes will generally commence with an analysis and discussion of current global geopolitical business/economics/financial issues. You are required to read financial newspapers regularly, (e.g., The Wall Street Journal or The Financial Times), in order to follow closely the changes taking place in the global business environment. A detailed discussion of assigned readings or a lecture on the theories, approaches, and application of policy tools will follow. Because of the diverse background of students, we will try to follow the text closely and at the same time integrate current international financial developments to the course. Questions on the exams will cover guest lecturers (if any), video presentations and classroom discussions/current issues, which may or may not be covered in the text. It is therefore imperative that you attend classes regularly, in body and in mind.

Operating Plan

1. It is mandatory that you attend classes regularly and be well prepared for discussions of assigned readings (see “Tentative Course Outline” below). I will periodically ask questions to stimulate discussion and your thought process. Some of the lectures covered in class will utilize PowerPoint slides. As I have indicated above, to save writing time, you may want to print slides from e-campus website (3 or 6 slides to a page). Since classroom discussion will rely on a thorough understanding of what was covered in the previous class, please read your textbook regularly.

2. It is important that you work as many end of chapter problems as you can so that you understand key concepts and definitions. For a start, work the Self-Test problems at the end of each chapter in the text. Please review sample mid-term and finals in the e-campus link.

3. Current issues related to European/international business, economics, finance, geopolitics, and trade will be discussed in class, along with some readings, video taped programs and guest speaker presentations. You will be examined on the content.

Grade Determination

- 10% – France Program Blog (2 @ 5 points each)
- + 20% – Quiz: Corporate/Institutional Visit (4 @ 5 points each)
- + 35% – Exam 1 (combination of multiple choice and problems)
- + 35% – Final Exam (combination of multiple choice and problems)
- = 100% – Total Possible

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

If, at the end of the course, it is determined that a curve is needed, the cut off for various grades will be adjusted accordingly to determine the appropriate letter grade. In order to ensure that all students are treated in an equitable manner, everyone’s grade will be determined solely based on their performance on the four items listed above. Nothing can be done for extra credit.

POLICIES

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 class 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 to develop 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 and total the points earned in each session to arrive at a total for the course. 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. Absences and tardiness do reduce the number of participation points earned by a student.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details [http://studentrules.tamu.edu/rule07](http://studentrules.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.

Make-Up Exams
If you are unable to take an exam for a valid reason, recognized by the university, such as illness or death in the family, a make-up exam will be scheduled. However, you will be required to produce documentary evidence to substantiate your claim. The make-up exam could consist of multiple choice and/or essay type questions. The make-up exam will generally be given within one week of the date of the exam. It is your responsibility to schedule the date of the make-up exam with me. An unexcused absence during a scheduled examination will be recorded as a “zero” on your record.
Academic Integrity Statement

AGGIE HONOR CODE: “Aggies do not lie, cheat or steal nor tolerate those that do.”
Scholastic dishonesty (all forms of cheating and plagiarism) will not be tolerated. Moreover, the full consequences of scholastic dishonesty will be pursued consistent with University policy. As commonly defined, plagiarism consists of passing off one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. If you have any questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to upload the Aggie Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information visit: http://aggiehonor.tamu.edu. Students should understand the extreme seriousness with which the instructor regards violations of the honor code.

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

ABOUT YOUR PROFESSOR

Dr. Julian Gaspar

Dr. Julian Gaspar is the Executive Director of the Center for International Business Studies and Clinical Professor of Finance at Mays Business School, where he is responsible for
internationalizing the business school’s curriculum, students and faculty. Dr. Gaspar is the director of Texas A&M University’s Center for International Business Education and Research (CIBER) program (one of 17 such centers in the nation), which is funded by the U.S. Department of Education. He teaches international finance, FINC 645 in College Station in the fall, and FINC 445/645 during the summer in Strasbourg, France where he conducts a 5-week Mays Study Abroad Program with 30 Aggies each year. Dr. Gaspar also leads two other study abroad programs, one to China and the other to India. Dr. Gaspar has a B.S. in Chemical Engineering from the University of Madras in India, an MBA from Indiana University – Bloomington, and a Ph. D. in International and Monetary Economics from Georgetown University in Washington, D.C. Dr. Gaspar has been with Mays Business School since 1991.

Prior to joining TAMU, Dr. Gaspar was an International Economist with the World Bank in Washington, D.C. for four years. His responsibilities included financial and industrial restructuring of developing and transition economies of Central Europe and the Middle East. He has extensive experience in international project economic and financial analysis having worked for the International Finance Corporation (part of the World Bank Group) as well as a consultant with the U.S. Department of State. Dr. Gaspar also has extensive corporate experience having worked as an international economist with the Bank of America in Tokyo and in San Francisco for several years where he conducted country and industry risk analysis and researched and analyzed debt problems of developing countries. Dr. Gaspar devised financial restructuring strategies for Bank of America associated with the Philippines debt crisis in 1985.

Dr. Gaspar has traveled/worked in 67 countries covering all continents. Dr. Gaspar implemented a U.S. Department of State-funded project to help set up the first modern graduate business school in Tashkent, Uzbekistan. Dr. Gaspar also teaches executive programs in Guatemala and in France. He and some of his Mays colleagues developed and published six Russian business cases. Dr. Gaspar is the lead-author of two textbooks, “Introduction to Business” (2e, 2015) and “Introduction to Global Business” (2e, 2017) published by South-Western Cengage Learning.

**TENTATIVE COURSE OUTLINE**

<table>
<thead>
<tr>
<th>PART 1</th>
<th>INTERNATIONAL FINANCIAL SYSTEM</th>
</tr>
</thead>
</table>
| Week 1 | Chapters 1 & 2  
Course Overview, DVD (Inside Job) & discussion  
1: International Financial Management: An Overview  
2: International Flow of Funds (US BOP Analysis using IMF annual data)  
China, Guatemala, US (BOP Comparison 2016 International Financial Statistical Yearbook) |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday, May 30</td>
<td>Morning: Corporate visit to <strong>Mercedes Benz, Rastatt (Germany)</strong> After lunch: Cultural Visit to <strong>Haut-Koenigsbourg Castle (Colmar, France)</strong></td>
</tr>
<tr>
<td>Thursday, May 31</td>
<td>2:00 p.m. Visit to The <strong>European Commission, Brussels (Belgium)</strong></td>
</tr>
<tr>
<td>Friday, June 1</td>
<td>Paris Cultural Visits</td>
</tr>
<tr>
<td>Saturday, June 2</td>
<td>Paris Visits: <strong>Chateau de Versailles</strong> and <strong>The Louvre Museum</strong></td>
</tr>
<tr>
<td>Wednesday, June 6</td>
<td>Presentation by Dr. Kevin MacGabhann: Global Experiences 10:00 a.m.</td>
</tr>
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**Week 2**

- Chapters 3, 6, 4, & 5
- Quiz #1 (Mercedes Benz and European Commission)

- **3: International Financial Markets**
- **6: Exchange Rate Systems**
- **4: Exchange Rate Determination**
- **5: Currency Derivatives**

- **The “Peaceful” Rise of China:** J. Gaspar
- **The Contagion Out of China:** Bloomberg Businessweek, August 31, 2015
- **Emerging Giants:** Business Week, July 31, 2006

**Thursday, June 7**

Visit to **European Parliament, Strasbourg**

**PART 2**

**FOREIGN EXCHANGE EXPOSURE MEASUREMENT & MANAGEMENT**
### Week 3

<table>
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<tbody>
<tr>
<td>Tuesday, June 12</td>
<td>3:30 p.m.: Visit to <a href="#">Council of Europe, Strasbourg</a></td>
</tr>
<tr>
<td>Wednesday, June 13</td>
<td>10:00 a.m.: <a href="#">MID-TERM EXAM</a> (Chapters 1-8)</td>
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### PART 3

**INTERNATIONAL ASSET & LIABILITY MANAGEMENT**

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Chapters 12, 13, &amp; 14</th>
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<tbody>
<tr>
<td></td>
<td>Quiz #3 (Council of Europe)</td>
</tr>
<tr>
<td></td>
<td>[12]: Managing Economic Exposure and Translation Exposure</td>
</tr>
<tr>
<td></td>
<td>[13]: Direct Foreign Investment</td>
</tr>
<tr>
<td></td>
<td>DVD: Black Money; The Curse of Inca Gold</td>
</tr>
<tr>
<td></td>
<td>[14]: Multinational Capital Budgeting</td>
</tr>
</tbody>
</table>

| Thursday, June 21 | Visit with the [Deutsche Bundesbank](#) or [ECB (European Central Bank)](#) |
|                   | Visit with [KPMG](#)                                                 |

### Week 5

<table>
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<tbody>
<tr>
<td>Wednesday, June 27</td>
<td>10:00 a.m.: <a href="#">FINAL EXAM</a> (Chapters 10-15, 17, &amp; 19)</td>
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<tr>
<td>Thursday, June 28</td>
<td>Free Day</td>
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Course Change Request

Date Submitted: 11/20/18 11:40 am

Viewing: ISEN 645: Lean Engineering Thinking and Lean Manufacturing

Last approved: 01/19/18 3:25 am
Last edit: 03/05/19 11:18 am
Changes proposed by: yesenia_zavala

Catalog Pages referencing this course
Department of Industrial and Systems Engineering
ISEN - Indust. & Systems Engr.

Programs referencing this course
CERT-CG17: Engineering Therapeutics Manufacturing - Certificate

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tr>
<td>Yesenia Zavala</td>
<td><a href="mailto:yesenia_zavala@tamu.edu">yesenia_zavala@tamu.edu</a></td>
<td>979-458-2349</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix  ISEN  Course number  645

Department  Industrial & Systems Eng
College/School  College of Engineering
Academic Level  Graduate
Academic Level (alternate)  Undergraduate
Effective term  2020-2021

Complete Course Title
Lean Engineering Thinking and Lean Manufacturing

Abbreviated Course Title
LEAN ENGINEERING THINKING & LEAN MFG

Catalog course description
Introduces the principles of lean thinking in modern manufacturing systems; philosophical, managerial and organizational requirements studied; lean manufacturing quantitative modeling

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

Approval Path
1. 01/09/19 2:33 pm Mark Lawley (malawley): Approved for ISEN Department Head
2. 01/10/19 4:50 pm Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 02/28/19 2:32 pm Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 03/08/19 3:25 pm Harry Hogan (h-hogan): Approved for EN Committee Chair GR
5. 03/08/19 3:27 pm Harry Hogan (h-hogan):
ISEN 645: Lean Engineering

Methodologies, lean manufacturing cell design and case study analysis.

**Prerequisites and Restrictions**
ISEN 609 or approval of instructor.

**Concurrent Enrollment**
No

**Should catalog prerequisites / concurrent enrollment be enforced?**
No

**Crosslistings**
No

**Stacked with**

<table>
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<th>Semester</th>
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<td>Lecture</td>
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<td>Lab</td>
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<tr>
<td>Other</td>
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</table>

**Repeatable for credit?**
No

**Three-peat?**
No

**CIP/Fund Code**
1435010006

**Default Grade Mode**
Letter Grade (G)

**Alternate Grade Modes**
Satisfactory/Unsatisfactory

**Method of instruction**
Lecture

**Will this course be taught at another branch?**
No

**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?

Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Yes

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

Course Syllabus

Syllabus:  

Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

Reviewer Comments

Reported to state?

Change CS

Key: 8688
Course Change Request

Date Submitted: 03/05/19 3:58 pm

Viewing: PETE 603: Advanced Reservoir Engineering I

Last edit: 03/06/19 9:06 am

Changes proposed by: e-schuler

Catalog Pages referencing this course

Harold Vance Department of Petroleum Engineering
PETE - Petroleum Engineering

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleanor Schuler</td>
<td><a href="mailto:e-schuler@tamu.edu">e-schuler@tamu.edu</a></td>
<td>979-845-8402</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: PETE  
Course number: 603

Department: Petroleum Engineering
College/School: College of Engineering
Academic Level: Graduate
Academic Level (alternate): Undergraduate
Effective term: 2018-2019 Summer

Complete Course Title:
Advanced Reservoir Engineering I
Abbreviated Course Title:
ADV RESERVOIR ENGR I

Catalog course description:
Petroleum reservoir simulation basics including solution techniques for explicit problems.

Prerequisites and Restrictions:

In Workflow

1. PETE 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. 03/05/19 4:01 pm
   Jenn-Tai Liang (jenn-tai.liang): Approved for PETE Department Head
2. 03/06/19 9:06 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 03/08/19 4:30 pm
   Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 03/27/19 1:16 pm
   Harry Hogan (h-hogan): Approved for EN Committee Chair GR
5. 03/27/19 1:19 pm
   Harry Hogan (h-
Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Stacked: No

Semester Credit Hour(s): 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code: 1425010006

Default Grade Mode: Letter Grade (G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

Will this course be taught at another branch? No

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.

Distance learning courses taught by the Department of Petroleum Engineering, provide the same lectures, assignments, and exams as on campus face-to-face courses. Student learning outcomes are evaluated by gradable assignments, which are distributed and collected through eCampus and exams are proctored by approved exam centers or equivalent.
Meets traditional face-to-face hours.

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

The credit hours of distance learning courses by the Department of Petroleum Engineering are ensured to be equivalent to on-campus face-to-face exams. In addition to the same lectures, DL students have equal opportunities to interact with instructors through email and online chat during office hours. For each three-credit hour course, a distance learning course accounts for 45-48 hours of instruction time.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education. Yes 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>(MEN-PETE) Master of Engineering in Petroleum Engineering</td>
</tr>
<tr>
<td>(MS-PETE) Master of Science in Petroleum Engineering</td>
</tr>
<tr>
<td>(PHD-PETE) Doctor of Philosophy in Petroleum Engineering</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus [PETE603_19B_Syllabus.pdf](PETE603_19B_Syllabus.pdf)

Letters of support or other documentation No

Additional information

Reviewer Comments Terra Bissett (t.bissett) (03/06/19 9:05 am): A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.
Reported to state?

No
Course title and number: PETE 603
Term (e.g., Fall 200X): Summer 2019 (10-week)
Meeting times and location: TR 4:00-5:50, 319 RICH

Course Description and Prerequisites

Graduate Catalog:


Informal Course Description

This course includes basic equations, derivations and underlying principles used in reservoir modeling, including validation with analytic solutions and computation of numerical solutions.

Subject Prerequisites

Differential, integral, and vector calculus, ordinary and partial differential equations, fluid dynamics and heat transfer, reservoir fluid properties, reservoir petrophysics.

Learning Outcomes

1. Students will be able to match results from simulations of reservoir performance to analytic solutions expressed using dimensionless variables, including both early and late-time solutions.
2. Students will be able to program simple finite difference simulation models using a structured programming language, including models of the diffusivity equation and convection-diffusion equation.
3. Students will be able to calculate gridblock transmissibility for heterogeneous reservoirs.
4. Students will be able to calculate well index for wells located in gridblocks.
5. Students will be able to solve systems of linear equations using direct and iterative methods, and describe relative advantages and disadvantages of the approaches discussed.
6. Students will be able to calculate streamline trajectories based on volumetric flux between gridblocks.

Instructor Information

Name: Dr. Bryan Maggard
Telephone number: 979-845-0592
Email address: bryan.maggard@tamu.edu
Office hours: By Appointment
Office location: 916C RICH

Textbook and/or Resource Material

Texts:
1. Lecture notes and class handouts [ecampus.tamu.edu]
2. PETE 603 notes (R.A. Wattenbarger), chapters 1-8 [ecampus.tamu.edu]

Supplemental Texts (optional):
1. SPE Monograph 13, *Reservoir Simulation*
2. SPE Textbook 11, *Streamline Simulation: Theory and Practice*
3. SPE Textbook 7, *Basic Applied Reservoir Simulation*

Grading Policies

**Basis for Course Grade:**

- Homework, and Projects 25 %
- Exam 1 25 %
- Exam 2 25 %
- Exam 3 25 %

**Course Grade:**

- A: ≥ 90
- B: 89.99 to 80
- C: 79.99 to 70
- D: 69.99 to 60
- F: < 59.99

Attendance and Make-up Policies

See [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic (2 modules per class period, one module described on each line below)</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Introduction, VBA Introduction</td>
</tr>
<tr>
<td></td>
<td>Vector Notation, Darcy's Law, Permeability Tensor, Capillary Pressure, Multiphase Flow</td>
</tr>
<tr>
<td></td>
<td>Continuity Equation, Chain Rule, Linearity, Classification of PDE's</td>
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<tr>
<td></td>
<td>Diffusivity Equation Derivations, Nonlinearities, Coordinate Systems</td>
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<tr>
<td>2</td>
<td>Boundary Value Problems: Dimensionless Variables, Steady-State Radial, Pseudosteady-State Radial</td>
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<tr>
<td></td>
<td>Taylor's Series Approximation of Derivatives, Error Analysis</td>
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<tr>
<td></td>
<td>Numerical Solution of Diffusivity Eq., Taylor's Series Approach, Gridblock Approach, Conservation of Mass</td>
</tr>
<tr>
<td>3</td>
<td>Stability of Numerical Solutions: Explicit, Crank-Nicholson, Lax Equivalence Theorem</td>
</tr>
<tr>
<td></td>
<td>Gridblock Oil Material Balance Equation, Heterogeneity and Fluid Property Variation, Equation Ordering</td>
</tr>
<tr>
<td></td>
<td>Gridblock Material Balance Equations: Gas, Oil with Solution Gas, Water</td>
</tr>
<tr>
<td></td>
<td>IMPES Method, IMPES Stability and Error, Adaptive Implicit Method</td>
</tr>
<tr>
<td></td>
<td>Fully Implicit Method, Newton-Raphson Iteration, IMPES Iteration</td>
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<tr>
<td></td>
<td>Fully Implicit Method: Jacobian, Convergence, Timestep Control</td>
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<td>*** Exam 1, Thursday 6/20</td>
</tr>
<tr>
<td></td>
<td>Convection Equation: Gridblock Approach</td>
</tr>
<tr>
<td></td>
<td>Convection-Diffusion Equation: Gridblock Approach</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to Streamline Simulation</td>
</tr>
<tr>
<td></td>
<td>Introduction to Streamline Simulation, Continued</td>
</tr>
<tr>
<td></td>
<td>Tracing Streamlines: Minimum Time Algorithm, Time of Flight Coordinate Transformation</td>
</tr>
<tr>
<td></td>
<td>*** Holiday, Thursday 7/4</td>
</tr>
<tr>
<td>7</td>
<td>Gridblock Simulation: Well Rates and Pressures</td>
</tr>
<tr>
<td></td>
<td>Peaceman's Approach, Sharpe &amp; Ramesh, Yildiz &amp; Archer</td>
</tr>
<tr>
<td></td>
<td>*** Exam 2, Thursday 7/11</td>
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<tr>
<td>8</td>
<td>Matrix Solution Methods, Direct: Naive Gaussian</td>
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<tr>
<td></td>
<td>Matrix Solution Methods, Direct: LU Factorization</td>
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<td></td>
<td>Matrix Solution Methods, Direct: Thomas Algorithm, A3 and D4 Orderings</td>
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<td></td>
<td>Iterative Solution Methods: Gauss-Seidel, Over-Relaxation Methods</td>
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<td>9</td>
<td>Iterative Solution Methods: Minimization Methods - ORTHOMIN</td>
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<tr>
<td></td>
<td>Iterative Solution Methods: Minimization Methods - CSR storage, FGMRES</td>
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<td></td>
<td>Accuracy of Simulation Results, Data Modifications for Special Cases</td>
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<td></td>
<td>History Matching</td>
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<tr>
<td>10</td>
<td>History Matching – continued</td>
</tr>
<tr>
<td></td>
<td>*** Exam 2, Thursday 8/1</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

- Do not share computer files, including spreadsheets or computer programs.
- Do not turn in anything as your work that is not exclusively your individual work.
Course Change Request

Date Submitted: 02/19/19 8:52 am

Viewing: PETE 633 : Data Integration for Petroleum Reservoirs

Last edit: 03/05/19 11:19 am
Changes proposed by: e-schuler

Catalog Pages referencing this course

Harold Vance Department of Petroleum Engineering
PETE - Petroleum Engineering

Faculty Senate
Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eleanor Schuler</td>
<td><a href="mailto:e-schuler@tamu.edu">e-schuler@tamu.edu</a></td>
<td>9798458402</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix       PETE  
Course number       633  
Department          Petroleum Engineering  
College/School      College of Engineering  
Academic Level      Graduate  
Academic Level (alternate) Undergraduate  
Effective term      2018-2019 Summer  

Complete Course Title
Data Integration for Petroleum Reservoirs

Abbreviated Course Title
DATA INT PETE RESRVOIRS

Catalog course description
Introduction and application of techniques that can be used to incorporate dynamic reservoir behavior into stochastic reservoir characterizations; dynamic data in the form of pressure transient tests, tracer tests, multiphase production histories or interpreted 4-D seismic information.

Approval Path

1. 02/19/19 9:57 am Jenn-Tai Liang (jenn-tai.liang): Approved for PETE Department Head
2. 02/19/19 1:27 pm Terra Bisse (t.bisse): Approved for Curricular Services Review
3. 02/28/19 2:32 pm Jennifer Veracruz (jveracruz): Approved for EN Committee Preparer GR
4. 03/08/19 3:25 pm Harry Hogan (h-hogan): Approved for EN Committee Chair GR
5. 03/08/19 3:27 pm Harry Hogan (h-
### Prerequisites and Restrictions

PETE 620; STAT 601.

### Concurrent Enrollment

No

### Should catalog prerequisites / concurrent enrollment be enforced?

No

### Crosslistings

No

### Crosslisted With

No

### Stacked

No

### Stacked with

No

<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>
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<td>3</td>
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</table>

### Repeatable for credit?

No

### Three-peat?

No

### CIP/Fund Code

1425010006

### Default Grade Mode

Letter Grade (G)

### Alternate Grade Modes

Satisfactory/Unsatisfactory

### Method of instruction

Lecture

### Will this course be taught at another branch?

No

### 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.

Distance learning courses taught by the Department of Petroleum Engineering, provide the same lectures, assignments, and exams as on campus face-to-face courses. Student learning outcomes are evaluated by gradable assignments, which are distributed and collected through eCampus and exams are proctored by approved exam centers or equivalent.

Hours

Meets traditional face-to-face hours.

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

The credit hours of distance learning courses by the Department of Petroleum Engineering are ensured to be equivalent to on-campus face-to-face exams. In addition to the same lectures, DL students have equal opportunities to interact with instructors through email and online chat during office hours. For each three-credit hour course, a distance learning course accounts for 45-48 hours of instruction time.

Will this course be taught as a distance education course?

Yes

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Yes

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(PHD-PETE) Doctor of Philosophy in Petroleum Engineering</td>
</tr>
<tr>
<td>(MS-PETE) Master of Science in Petroleum Engineering</td>
</tr>
<tr>
<td>(MEN-PETE) Master of Engineering in Petroleum Engineering</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus PETE633-Syllabus-DL.pdf
<table>
<thead>
<tr>
<th>Letters of support</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>or other documentation</td>
<td></td>
</tr>
<tr>
<td>Additional information</td>
<td></td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td></td>
</tr>
<tr>
<td>Reported to state?</td>
<td>No</td>
</tr>
</tbody>
</table>
Course title and number: Data Integration in Petroleum Reservoirs PETE 633
Term: Fall 2019
Meeting times and location: TBD

Course Description and Prerequisites
This course is designed to cover techniques to incorporate diverse data types during petroleum reservoir characterization, accounting for the scale and precision associated with the data. A particular emphasis will be on the integration of dynamic reservoir behavior into stochastic reservoir characterization through the use of inverse modeling. The dynamic data can be in the form of pressure transient test, tracer test, multiphase production history or interpreted 4-D seismic information. Prerequisite is introductory course in statistics or instructor approval.

Learning Outcomes
The students will be able to reconcile high resolution geologic models to production data using advanced history matching techniques and uncertainty quantification tools.

Instructor Information
Name: Akhil Datta-Gupta
Telephone number: 9798479030
Email address: datta-gupta@tamu.edu
Office hours: TBD
Office location: RICH 401G

Textbook and/or Resource Material
No prescribed textbook. References and class notes will be provided.

Grading Policies
- Homeworks and Assignments
  - Periodic class assignments (5%)
  - Home Works (15%)
- Projects
  - First (20%)
  - Second (30%)
- Examinations
  - Final (30%)

Grading Scale
A..........................................................90-100%
B..........................................................80-89%
C..........................................................70-79%
D..........................................................60-69%
F..........................................................0-59%
Attendance and Make-up Policies

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

Course Topics, Calendar of Activities, Major Assignment Dates

• Introduction and Background
• PDF for functions of Random Variable
• Bayes Rule as a Basis for Inverse Problems
• Project-1
• Inverse Problem: An Illustration
• The General Linear Gaussian Case
• Solving the Inverse Problem
• Minimization Method: Gauss Newton
• Project-2
• Model Assessment and Uncertainty Quantification
• Resolution and Variance of Solution
• Project-3

Other Pertinent Course Information

None

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

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

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

Date Submitted: 01/11/19 1:46 pm

Viewing: **PETE 657: High Performance Computing for Earth Science and Petroleum Engineering**

Also listed as: **CSCE 657**

Last edit: 03/05/19 11:19 am

Changes proposed by: e-schuler

Catalog Pages referencing this course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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<tbody>
<tr>
<td>CSCE 657:</td>
<td>CSCE - Computer Sci. &amp; Engr.</td>
</tr>
<tr>
<td>Department of Computer Science and Engineering</td>
<td>Harold Vance Department of Petroleum Engineering</td>
</tr>
<tr>
<td>PETE - Petroleum Engineering</td>
<td>PETE 657:</td>
</tr>
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</table>

Contact(s)

<table>
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</thead>
<tbody>
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<td><a href="mailto:e-schuler@tamu.edu">e-schuler@tamu.edu</a></td>
<td>9798458402</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

**The proposed changes are part of a routine curriculum review.**

Course prefix: PETE  
Course number: 657

Department: Petroleum Engineering

College/School: College of Engineering

Academic Level: Graduate

Effective term: **2018-2019 Summer**

Complete Course Title:

High Performance Computing for Earth Science and Petroleum Engineering

Abbreviated Course Title:

HPC EARTH SCIENCE & PETE

Catalog course description:

Numerical simulation of problems in Earth Sciences and Petroleum Engineering using high performance computing (HPC); development of a parallel reservoir simulator.
<table>
<thead>
<tr>
<th>Prerequisites and Restrictions</th>
<th>Graduate classification.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concurrent Enrollment</td>
<td>No</td>
</tr>
<tr>
<td>Should catalog prerequisites / concurrent enrollment be enforced?</td>
<td>No</td>
</tr>
<tr>
<td>Crosslistings</td>
<td>Yes</td>
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<tr>
<td>Crosslisted With</td>
<td>CSCE 657</td>
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<tr>
<td>Stacked</td>
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<th>Semester</th>
<th>Contact Hour(s) (per week):</th>
<th>Lecture: 3</th>
<th>Lab: 0</th>
<th>Other: 0</th>
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<tbody>
<tr>
<td>Credit</td>
<td>Total</td>
<td>3</td>
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<td></td>
</tr>
</tbody>
</table>

| Repeatable for credit? | No |
| Three-peat?            | No |

| CIP/Fund Code | 1425010006 |
| Default Grade Mode | Letter Grade (G) |

| Alternate Grade Modes | Satisfactory/Unsatisfactory |

| Method of instruction | Lecture |

| Will this course be taught at another branch? | No |
| 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.

Distance learning courses taught by the Department of Petroleum Engineering, provide the same lectures, assignments, and exams as on campus face-to-face courses. Student learning outcomes are evaluated by gradable assignments, which are distributed and collected through eCampus and exams are proctored by approved exam centers or equivalent.

Hours

Meets traditional face-to-face hours.

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

The credit hours of distance learning courses by the Department of Petroleum Engineering are ensured to be equivalent to on-campus face-to-face exams. In addition to the same lectures, DL students have equal opportunities to interact with instructors through email and online chat during office hours. For each three-credit hour course, a distance learning course accounts for 45-48 hours of instruction time.

Will this course be taught as a distance education course?

Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes 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>
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<td>(MS-PETE) Master of Science in Petroleum Engineering</td>
</tr>
<tr>
<td>(PHD-PETE) Doctor of Philosophy in Petroleum Engineering</td>
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</table>

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus PETE657.pdf
Letters of support No or other documentation
Additional information
Reviewer Comments
Reported to state? No

Key: 12503
Course title and number: CSCE/PETE 657: High Performance Computing for Earth Science and Petroleum Engineering

Term: Spring 2019

Meeting times and location: Monday, 12:40–3:30pm, RICH 319

Course Description and Prerequisites

Covers numerical simulation of problems in Earth Sciences and Petroleum Engineering using high performance computing (HPC). Students are expected to develop a parallel reservoir simulator as part of this course.

Graduate classification.

Additional Information: Since general reservoir simulation concepts will be discussed with no emphasis on specific areas, all engineering and computer science majors are welcome to attend the class. Also, mathematics and applied mathematics students are well suited to attend this course, although there will be no specific emphasis on the numerical algorithms and theorems proofs. Students are expected to know the following: Basic Reservoir Simulation or equivalent class; Linear Algebra and Matrix Computations of equivalent class; Advanced Calculus or equivalent class; Programming experience in a language such as Matlab, Fortran, C, or C++.

Learning Outcomes or Course Objectives

The objectives of the course are for students to:

1. Develop an in-depth understanding of current approaches to building and simulating complex models of flow in porous media and Earth sciences using high performance computing.
2. Bridge the gap between reservoir modeling and simulation, high performance computing and parallel implementations, having a solid theoretical background in parallel architectures (software and hardware) and practical solutions to real world large-scale problems faced by scientists and petroleum engineers.

Instructor Information

Name: Dr. George Moridis, Dr. Vivek Sarin
Telephone number: (979) 458-4470, (979) 458-2214
Email address: moridis@tamu.edu, sarin@tamu.edu
Office hours: TBD, TBD
Office location: RICH 407L, HRBB 309C

Textbook and/or Resource Material

The main source of material for the course will be a series of notes and slides handed out to the students. Complementary textbooks are:

1. Introduction to Parallel Computing, 2nd ed., by A. Grama, A. Gupta, G. Karypis, and V. Kumar, Addison-Wesley
2. An Introduction to Parallel Algorithms, by Joseph JaJa, Addison-Wesley Publishing Company
3. Numerical Analysis, Burden and Faires, 2005
4. Matrix Computations, Golub and Van Loan, 1996
Grading Policies and Grading Scale

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
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<tr>
<td>Final Project Presentation</td>
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<td>80-89%</td>
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<td>Final Project Report</td>
<td>35%</td>
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<td>60-69%</td>
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<tr>
<td></td>
<td></td>
<td>F</td>
<td>0-59%</td>
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</table>

Course Topics, Calendar of Activities, Major Assignment Dates (TENTATIVE)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course and Reservoir Simulation – Sarin/Moridis</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to reservoir simulation and numerical computing I – Moridis</td>
</tr>
<tr>
<td>3</td>
<td>Introduction to reservoir simulation and numerical computing II – Moridis</td>
</tr>
<tr>
<td>4</td>
<td>Parallel computing technology – Sarin</td>
</tr>
<tr>
<td>5</td>
<td>Parallel algorithms – Sarin</td>
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<td>6</td>
<td>Programming (MPI) – Sarin</td>
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<tr>
<td>7</td>
<td>Programming (OpenMP) – Sarin</td>
</tr>
<tr>
<td>8</td>
<td>Numerical algorithms – Sarin</td>
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<tr>
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<td>Numerical algorithms – Sarin</td>
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<tr>
<td>10</td>
<td>Simulation Project – Moridis</td>
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<td>11</td>
<td>Reservoir Simulation Code: Parallelization – Moridis</td>
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<tr>
<td>12</td>
<td>Industry Presentation</td>
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<td>13</td>
<td>Reservoir Simulation Code: Parallelization – Moridis</td>
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<tr>
<td>14</td>
<td>Final project presentation</td>
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</tbody>
</table>

Other Pertinent Course Information

Students may refer to Students Rule 07 for attendance policies: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Date Submitted: 02/19/19 12:39 pm

Viewing: SCSC 646: Advanced Studies in Cotton Fiber Quality and Its Measurements

Last edit: 03/20/19 4:19 pm
Changes proposed by: leann.hague

Catalog Pages referencing this course
Department of Soil and Crop Sciences
SCSC - Soil and Crop Sciences

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>LeAnn Hague</td>
<td><a href="mailto:leann.hague@tamu.edu">leann.hague@tamu.edu</a></td>
<td>979-845-6148</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

Other

Explain other rationale

Certification of course for online offering.

Course prefix: SCSC
Course number: 646
Department: Soil & Crop Sciences
College/School: Agriculture & Life Sciences
Academic Level: Graduate
Effective term: 2018-2019 Summer

Complete Course Title
Advanced Studies in Cotton Fiber Quality and Its Measurements

Abbreviated Course Title
ADV COTTON FIBER QUALITY

Catalog course description
Advanced studies in cotton fiber quality and its measurement will explore the morphology of cotton fiber growth, the instruments used to determine fiber quality, and the interpretation of quality measurements.
## Prerequisites and Restrictions

| Should catalog prerequisites / concurrent enrollment be enforced? | No |
| Crosslistings | No |
| Stacked | No |

### Contact Hour(s) (per week):
- **Semester:** 3
- **Credit Hour(s):** 3
- **Lecture:** 3
- **Lab:** 0
- **Other:** 0

### Repeatable for credit?
- No

### CIP/Fund Code
- 0111020005

### Default Grade Mode
- Letter Grade (G)

### Method of instruction
- Lecture

### Will this course be taught at another branch?
- No

### 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.

This learning outcomes are identical for the face to face version of the course (currently taught at Texas Tech and previously taught via TTVN at TAMU.)

### Hours

Meets traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.

This hours are identical for the face to face version of the course (currently taught at Texas Tech and previously taught via TTVN at TAMU) via lecture recording, the ability for students to participate in the class “real-time” online, problem sets, presentations, and take home exams.

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.  
**Yes**  **No**

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:

**Required (select program)**

**Elective (select program)**

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-PLBR) Master of Science in Plant Breeding</td>
</tr>
<tr>
<td>(MS-AGRO) Master of Science in Agronomy</td>
</tr>
<tr>
<td>(PHD-AGRO) Doctor of Philosophy in Agronomy</td>
</tr>
<tr>
<td>(PHD-PLBR) Doctor of Philosophy in Plant Breeding</td>
</tr>
</tbody>
</table>

**Course Syllabus**

Syllabus:  
Upload syllabus

Upload syllabus  
**SCSC 646 Fall 2019 Syllabus (002).pdf**

Letters of support or other documentation  
**No**

Additional information

Reviewer Comments

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
Syllabus
SCSC 646 – Advanced Studies in Cotton Fiber Quality and its Measurements
Fall 2019

INSTRUCTOR:

Dr. Eric F. Hequet
Texas Tech University, Department of Plant and Soil Science
Office: Bayer Plant Science West Building – Office 122 C
Phone: 806-834-0621
Fax: 806-742-0775
e-mail: eric.hequet@ttu.edu
Office Hours: By appointment

MEETING TIMES:

This class is taught concurrently with the class at Texas Tech University. TAMU students will be given access to TTU’s Blackboard and all material will be posted there each week. The class meets every Friday from 3-6 PM on the TTU campus. The class video will be posted for students to view. Students with high speed internet may also participate in the class live.

PREREQUISITES:

None at this time

COURSE DESCRIPTION:

This course focuses on the examination of the structure of cotton fibers, the meaning and measurement of cotton fiber properties, and the issues related to increasing cotton’s use value as an industrial raw material.

COURSE PURPOSE:

This course provides a fundamental understanding of cotton fiber structure and microstructure, cotton fiber properties, and cotton fiber measurement technologies. Relationships between fiber properties, spinning performances and yarn quality will be detailed.

EXPECTED LEARNING OUTCOME:

Upon completion of this course, the students will be expected to

- Develop an understanding of both Applied and Theoretical Knowledge principles
of Plant and Soil Science: Students will develop and demonstrate theoretical and applied knowledge in the understanding of the meaning and complexity of cotton
fiber properties and demonstrate knowledge of the impacts of fiber properties on the quality of yarns.

- **Methodological Research Expertise and Critical Thinking**: Students will demonstrate the use of critical thinking to identify problems and derive conclusions in a complex global society.
- **Ability to design experiments and analyze data**: Students will demonstrate their ability to design experimental plan for their research, analyze the data generated, and explain the meaning of their findings.
- **Develop Communication Skills**: Students will demonstrate their ability to communicate in oral form appropriate for a career in Plant and Soil Science.

**METHODS FOR ASSESSING THE EXPECTED LEARNING OUTCOMES**

Expected learning outcomes will be assessed through the following methods:

- Students will demonstrate and apply theoretical knowledge within the field of cotton fiber properties and their relationships with yarn properties.
- Students will demonstrate the ability to read and analyze technical journals dealing with cotton fiber properties and their relationships with yarn properties.

**COURSE EVALUATION AND GRADING PROCEDURE**

Students will be required to successfully complete the exercises listed below. The course grade will be based upon performance in these exercises, and attendance and participation in class, as shown below:

- Every week selected scientific papers will be distributed to students. These readings are mandatory.
- The method used to assess the desired learning outcomes will include: a midterm and final exam, a critical review of a research paper, and topical assignments.
- **Attendance.** Students are expected to attend each class meeting. Absence from more than one class meeting (except with prior arrangement with the instructor) may result in a reduction in grade. Please keep me informed about your situation, as each case will be considered individually.
- **Participation in class** through attending/viewing class meetings, providing feedback, and providing evaluations of student presentations, as directed by the instructor.

For the critical review of a research paper, each student will have to make a 15-30 minute oral presentation. This presentation will be a critical study of a scientific paper supported by a relevant bibliography. The scientific publication will be distributed to the students 4 weeks before the presentation.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily work and class participation</td>
<td>10%</td>
</tr>
<tr>
<td>Paper review</td>
<td>30%</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>30%</td>
</tr>
<tr>
<td>Final exam</td>
<td>30%</td>
</tr>
</tbody>
</table>

Page 3 of 7
GRADING SCALE:

A  90 – 100 points
B  80 – 89 points
C  70 – 79 points
D  60 – 69 points
F  Less than 60 points

GRADING POLICY:

Grading will be based on the quality of the student’s work, initiative in pursuing knowledge, and thoroughness of assignments. Failure to attend class will significantly reduce your grade potential.

A  Outstanding, thorough, creative, and greatly exceeds expectations.

A grade of “A” will be awarded for work which far exceeds the minimum expectations of the assignment, not only by doing all that is asked, but by demonstrating superior skill, thoroughness, independence, pursuit in new understandings, creativity, and academic propriety.

B  A disciplined approach with some mastery of the material while showing creativity and exceeding expectations.

Grades in the “B” / “B+” range are very good grades. “B” grades indicate above average grasp and mastery of the subject matter, evidenced not only by meeting the basic objectives, but also by showing some initiative in pursuing lines of inquiry and creativity in pursuing new understandings.

C  Satisfactory work that met expectations.

Grades in the “C” / “C+” range indicate that the basic objectives of the course have been achieved, and that the student has demonstrated satisfactory mastery of the material. The student met the minimum expectations of the Instructor.

D  Below expectations for college-level work.

A grade of “D” is assigned to work that is passing, but below average competency for college students. The student receiving a grade of “D” has not exerted a level of effort or expertise expected of the average college student. This level of work is often largely incorrect or minimally thought-out and researched.

F  Lack of command over course material.

An “F” is assigned to a failing effort. This sort of work does not meet the minimum expectations of the assignment, demonstrates an unjustifiable lack of command over course material, and a significant absence of effort on the part of the student.

I  Incomplete

The grade of Incomplete is used to indicate that a substantial portion of the course work has been satisfactorily but not entirely completed as of the end of the semester.
TEXTBOOK AND OTHER MATERIALS NEEDED

Web access.
Mandatory readings and PowerPoint presentations will be posted on the class website.

CLASS EXPECTATIONS and ATTENDANCE POLICY

- No late work or make-up work is accepted except in the case of university approved absences. Students are required to view all classes and complete all activities by the due date except in the case of university approved absences.

- Students missing an exam with an excused absence may make up the exam within one week of scheduled exam. No Incompletes will be issued for final grades. If student work is missing, averages will be calculated with a zero for missing work.

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

- Students must abide by policies in the University Catalog, Student Handbook, and if applicable, program handbook. Academic misconduct will not be tolerated.

- A student who stops attending class will receive a grade of "F". To receive a "W" grade, the student must officially withdraw from the course by semester Drop/Add date.

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement and Policy

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.
COURSE OUTLINE

- **The origins and history of cotton uses**: This will give an overview of the history of cotton production and uses.

- **Cotton, supply and use in the world**: This will give an overview of the world cotton production and use by regions.

- **Cotton production**: This will give an overview on the main species cultivated in the world. The entomological, diseases, physiological and production practices related problems will be discussed in relation with their impact on fiber quality.

- **Harvesting and ginning technologies**: The harvesting technologies and their impact on fiber quality will be discussed. The two main ginning techniques (saw and roller ginning) will be detailed. The links between harvesting techniques – ginning process and fiber quality will be exposed.

- **Fiber structure and microstructure**: This will give an overview on the structure and the microstructure of the cotton fiber including a brief description of the technologies used (X-ray diffraction, scanning electron microscopy, etc…).

- **Fiber properties and measurement technologies**: The main fiber properties will be examined in depth; this will include cotton fiber length, strength, elongation, micronaire, fineness, maturity, neps, and color. All the existing and emerging measuring technologies will be discussed; this will include both mechanical and chemical techniques with special emphasis on HVI, AFIS, RapidTester, MANTIS, NIR, etc….

- **Fiber contaminants and measurement technologies**: The main fiber contaminants will be examined; this will include stickiness, seed-coat fragments, leaves, bark, fungi, plastic, rubber, oil, etc. All the existing and emerging technologies will be discussed; this will include both mechanical and chemical techniques with special emphasis on HVI, AFIS, FCT, H2SD, HPLC.

- **Relation fiber properties to spinning performances and yarn quality**: This will explain effects of the different fiber properties and fiber contaminants on spinning performance and yarn quality for both ring and open-end spinning. A brief instruction on yarn quality measurements will be given.
## Tentative Calendar

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
</table>
| 1    | Introduction to course  
      | Data analysis: minimum requirements  
      | The origin and history of cotton (9 hours) |
| 2    | Fiber structure and microstructure  
      | Maturity and fineness - Part I (9 hours) |
| 3    | Maturity and fineness - Part II (9 hours) |
| 4    | Length, strength and color (9 hours) |
| 5    | Contaminations - Part I (9 hours) |
| 6    | Review (9 hours) |
| 7    | **Mid-Term Exam (Take Home Exam - 10 hours)**  
      | Contaminations - Part II (9 hours) |
| 8    | Relation fiber properties - yarn quality - Part I (9 hours) |
| 9    | Relation fiber properties - yarn quality - Part II (9 hours) |
| 10   | Harvesting and ginning technologies (9 hours) |
| 11   | Problems + student presentations* (10 hours) |
| 12   | Problems + student presentations* (10 hours) |
| 13   | Problems + student presentations* (10 hours) |
| 14   | **Final Exam (Take Home Exam - 10 hours)** |

(*) One selected scientific paper will be distributed to students. They will be asked to study the paper and review it carefully. The process of review and critic will develop skills of scientific investigation and writing.

### Activities for Each Lecture:

For each topic students are expected to review provided notes and materials before class or before viewing videos, attend each class or view all videos for each topic, and complete all homework related to the topic. Homework assignments are rigorous. Activities and homework are the same for both online and on-campus students. Distance students are expected to participate in class discussions online. All students should spend a significant amount of time outside of class reviewing material to be able to actively participate in class discussions.

*This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time.* (Federal Rule GEN 11-06)
Course Change Request

Date Submitted: 01/25/19 8:10 am

Viewing: **SCSC 654: Analysis of Complex Genomes**

Also listed as: **GENE 654 / MEPS 654**

Last approved: 06/05/18 3:23 am

Last edit: 03/05/19 10:59 am

Changes proposed by: taylor_barfield

Rationale for Course Edit

*The proposed changes are to meet the demand/interest of students.*

Course prefix: **SCSC**

Course number: **654**

Department: **Soil & Crop Sciences**

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

Academic Level: **Graduate**

Academic Level (alternate): **Undergraduate**

Effective term: **2019-2020**

Complete Course Title: **Analysis of Complex Genomes**

Abbreviated Course Title: **COMPLEX GENOMES**

Catalog course description:

History and current status of genetic and molecular analysis of higher eukaryotic genomes; coverage of techniques for dissection of genomes into manageable parts; investigations in genetics, breeding
SCSC 654: Analysis of Complex Genomes

and evolution; emphasis on quantitative inheritance, genetic mapping, physical mapping, map-based cloning, with examples drawn from a wide range of organisms.

Prerequisites and Restrictions
GENE 603 or GENE 431.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
GENE 654 Yes
MEPS 654

Stacked
No

Semester 3 Credit Hour(s)
Contact Hour(s) (per week):
Lecture:
Total 3
Lab: 0
Other: 0
Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code 2608040002

Default Grade Mode
Letter Grade (G)

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Lecture

Will this course be taught at another branch?
No

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? Yes No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes

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

Will classroom space be needed for this course? Yes

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

<table>
<thead>
<tr>
<th>Program(s)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(MS-PLBR) Master of Science in Plant Breeding</td>
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<tr>
<td>(MS-GENE) Master of Science in Genetics</td>
<td></td>
</tr>
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<td>(MS-MEPS) Master of Science in Molecular and Environmental Plant Sciences</td>
<td></td>
</tr>
<tr>
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</tbody>
</table>

Course Syllabus

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Letters of support or other documentation</td>
<td>No</td>
</tr>
<tr>
<td>Additional information</td>
<td>Changing prerequisites. Distance education was approved by 2017 memo.</td>
</tr>
<tr>
<td>Reviewer Comments</td>
<td>Wayne Smith (cwsmith) (01/24/19 11:30 am): Rollback: ck distance edu</td>
</tr>
<tr>
<td></td>
<td>Mary Bryk (bryk) (01/24/19 8:05 pm): Rollback: For this request, COALS GPC will need to see a syllabus that documents how the course meets traditional face-to-face hours.</td>
</tr>
<tr>
<td>Reported to state?</td>
<td>CS Yes</td>
</tr>
</tbody>
</table>

Key: 14539
Course Change Request

Date Submitted: 01/25/19 8:10 am

Viewing: **SCSC 655: Analysis of Complex Genomes—Lab**

Also listed as: **GENE 655 / MEPS 655**

Last edit: 03/05/19 10:59 am

Changes proposed by: taylor_barfield

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
</table>
| GENE 655:  
Department of Soil and Crop Sciences |
| GENE - Genetics                      |
| MEPS-Molecular & Env Plant Sci       |
| SCSC - Soil and Crop Sciences        |
| MEPS 655:                            |

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taylor Barfield</td>
<td><a href="mailto:taylor_barfield@tamu.edu">taylor_barfield@tamu.edu</a></td>
<td>979-845-4620</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

*The proposed changes are to meet the demand/interest of students.*

Course prefix: SCSC  
Course number: 655  
Department: Soil & Crop Sciences  
College/School: Agriculture & Life Sciences  
Academic Level: Graduate  
Effective term: 2019-2020  
Complete Course Title: Analysis of Complex Genomes—Lab  
Abbreviated Course Title: COMPLEX GENOMES LAB  
Catalog course description: Analysis of Complex Genomes—Lab. (0-7). Laboratory methods in molecular genetic techniques for genetic mapping, physical mapping, and map-based cloning of both qualitative and quantitative phenotypes.

In Workflow

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

Approval Path

1. 01/24/19 11:31 am  
Wayne Smith (cwsmith): Rollback to Initiator
2. 01/24/19 11:39 am  
Wayne Smith (cwsmith): Approved for SCSC Reviewer GR
3. 01/24/19 2:13 pm  
David Baltensperger (dbaltensperger): Approved for SCSC Department Head
4. 01/24/19 8:07 pm  
Mary Bryk (bryk):
Prerequisites and Restrictions
GENE 603 or equivalent or approval of instructor.

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No Yes

Crosslistings
GENE 655 Yes
MEPS 655

Stacked
No

Semester 3
Contact Hour(s) (per week): Lecture: 0 Lab: 7 Other: 0
Credit Hour(s):

Repeatable for credit?
No

Three-peat?
No

CIP/Fund Code 2608040002

Default Grade Letter Grade (G)

Mode

Alternate Grade Modes
Satisfactory/Unsatisfactory

Method of instruction
Laboratory

Will this course be taught at another branch?
No

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

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

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

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

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**Course Syllabus**

Syllabus: Upload syllabus
Upload syllabus

Letters of support or other documentation: No

Additional information: changing prerequisites

Reviewer Comments:
Wayne Smith (cwsmit) (01/24/19 11:31 am): Rollback: ck distance edu
Mary Bryk (bryk) (01/24/19 8:07 pm): Rollback: For this sort of request, COALS GPC will need to see a syllabus that documents how the distance education section of the course meets traditional face-to-face hours.

Reported to state? CS
No

Key: 14540
Course Change Request

Date Submitted: 02/22/19 9:33 am

Viewing: STAT 631: Statistical Methods in Finance

Last edit: 03/01/19 11:36 am
Changes proposed by: longneck

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Michael Longnecker</td>
<td><a href="mailto:longneck@stat.tamu.edu">longneck@stat.tamu.edu</a></td>
<td>979-845-3141</td>
</tr>
</tbody>
</table>

Rationale for Course Edit
Other

Explain other rationale

STAT 631 will be offered as both an OnCampus and an Online course during the Fall 2019 semester. STAT 631 has been taught as an OnCampus course for the past 3 Fall semesters. The Online students are taking the same course as the On-campus students thus the two programs are identical.

The Online students complete the same homework assignments, take the same exams, with a proctor, and receive the same lectures as the On-campus students. The On-campus lectures are recorded and posted in eCampus for both the Online and On-campus students. The major differences in the two programs is that the Online students do not have the ability to have face-to-face meetings with the instructor during office hours. We have a weekly Q&A session in which there is live interaction between the instructor and students, both Online and On-campus. Also, we have a very lively discussion board in which the Online and On-campus students may post questions concerning computer software, homework and exams. The Online students are also encouraged to phone during the instructor's office hours if they have questions of a personal nature and of course they can always email the instructor.

Course prefix    STAT    Course number    631
Department        Statistics
College/School    Science
Academic Level    Graduate
<table>
<thead>
<tr>
<th>Academic Level</th>
<th>Undergraduate (alternate)</th>
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<tbody>
<tr>
<td>Effective term</td>
<td>2018-2019 Summer</td>
</tr>
<tr>
<td>Complete Course Title</td>
<td>Statistical Methods in Finance</td>
</tr>
<tr>
<td>Abbreviated Course Title</td>
<td>STAT METHODS IN FINANCE</td>
</tr>
</tbody>
</table>

**Catalog course description**
Regression and the capital asset pricing model, statistics for portfolio analysis, resampling, time series models, volatility models, option pricing and Monte Carlo methods, copulas, extreme value theory, value at risk, spline smoothing of term structure.

**Prerequisites and Restrictions**

| STAT 610, STAT 611, STAT 608. |

**Concurrent Enrollment**

No

**Should catalog prerequisites / concurrent enrollment be enforced?**

No

**Crosslistings**

No

**Crosslisted With**

No

**Stacked**

No

**Stacked with**

No

**Semester**

3

**Credit Hour(s)**

3

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

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

**Repeatable for credit?**

No

**Three-peat?**

No

**CIP/Fund Code**

2705010001

**Default Grade Mode**

Letter Grade (G)

**Alternate Grade Modes**

Satisfactory/Unsatisfactory

**Method of instruction**

Lecture

**Will this course be taught at another branch?**

No

**Will sections of this course be**

Yes
Learning Outcomes

Meets traditional face-to-face learning outcomes.

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

The Online students are taking the same course as the On-campus students thus the two programs are identical.
The Online students complete the same homework assignments, take the same exams, with a proctor, and receive the same lectures as the On-campus students. The On-campus lectures are recorded and posted in eCampus for both the Online and On-campus students. The major differences in the two programs is that the Online students do not have the ability to have face-to-face meetings with the instructor during office hours. We have a weekly Q&A session in which there is live interaction between the instructor and students, both Online and On-campus. Also, we have a very lively discussion board in which the Online and On-campus students may post questions concerning computer software, homework and exams. The Online students are also encouraged to phone during the instructor’s office hours if they have questions of a personal nature and of course they can always email the instructor.

Hours

Meets traditional face-to-face hours.

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

The Online students are taking the same course as the On-campus students thus the two programs are identical.
The Online students complete the same homework assignments, take the same exams, with a proctor, and receive the same lectures as the On-campus students. The On-campus lectures are recorded and posted in eCampus for both the Online and On-campus students. The major differences in the two programs is that the Online students do not have the ability to have face-to-face meetings with the instructor during office hours. We have a weekly Q&A session in which there is live interaction between the instructor and students, both Online and On-campus. Also, we have a very lively discussion board in which the Online and On-campus students may post questions concerning computer software, homework and exams. The Online students are also encouraged to phone during the instructor’s office hours if they have questions of a personal nature and of course they can always email the instructor.

Will this course be taught as a distance education course?

Yes  No

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.

Yes  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-STAT) Master of Science in Statistics</td>
</tr>
</tbody>
</table>

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: STAT 631 Fall 2019 Willa Chen.pdf

Letters of support or other documentation: No

Additional information: STAT 631 is a course that our distance students have requested and we would like to accommodate their request.

Reviewer Comments: Terra Bissett (t.bissett) (03/01/19 8:25 am): A traditional and non-traditional syllabus may be required if the course is seeking non-traditional format approval.

Reported to state? No
Course Information (**subject to change**)

**Time and Place:** TuTh 9:35 am - 10:50 am, Blocker 441

**Instructor:** Willa Chen ([wchen@tamu.edu](mailto:wchen@tamu.edu))

**Office:** Blocker 464A, 979-845-3141 (main office), 979-845-3144 (fax)

**Office Hours:** TuTh 10:50 am-12:00 noon

**Course Description:** This course is an applied statistical course that emphasizes on implementing financial and economic models with real data. See the list of topics below. Using the software in particular R for computation and analysis is essential.

**Textbook:** You are not obliged to buy text book, I will teach from my handouts posted on eCampus. Some references:


**Prerequisite:** STAT 610-611 or calculus-based statistics

Knowledge of vectors and matrices; probability, distributions and moments; maximum likelihood and (generalized) least squares estimation; confidence intervals, hypothesis tests and linear regressions.

**Homework:** The homework assignments will count for 30% of your final grade. Late homework will not be accepted under any circumstances, including technical problems with your computer or the eCampus website.

**Computing:** R, a free software environment for statistical computing and graphic ([http://www.r-project.org/](http://www.r-project.org/))

**Exams:** There will be one midterm and a final worth 30% and 40% respectively. Each exam will be opened book/notes.

**Exam Dates:**

<table>
<thead>
<tr>
<th>Exam</th>
<th>Date</th>
<th>Time</th>
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<tbody>
<tr>
<td>Midterm</td>
<td>Tuesday, October 16</td>
<td>(tentative)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Friday, December 7</td>
<td>12:30–2:30 pm</td>
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No make-up exam will be offered. If you must miss the midterm due to an unexpected university excused absence, notify me before the exam, if feasible, otherwise within one working day of the exam date. A 70% final exam weight will be granted only if you provide satisfactory documentation with a verification letter from your dean’s office (Rule 7.2 of the university academic rules). An Incomplete, see Rule 10.5.3.5, will be given only in the case that you have completed all the coursework with the exception of the final exam due to an expected university excused absence.
### Topics:

- Returns
- Fixed Income Securities
- Exploratory Data Analysis
- Modeling Univariate Distributions
- Resampling
- Multivariate Statistical Models
- Modeling Dependence using Copulas
- Regression
- Times Series Models:
  - GARCH Models
  - Cointegration
  - Portfolios
  - CAPM
  - Factor Models and Principal Components
  - Risk Management
  - Option pricing

### Classroom:

Laptops in the classroom are restricted to the course related use. No other electronic device may be seen, heard or used in the classroom.

I expect you to take an active role in learning this course and fully participate in class.

### Copyright:

All the resources I provide for this course are copyright and may not be copied or distributed without my express, written permission.

### Disabilities Help:

The Americans with Disabilities Act ensures that students with disabilities have reasonable accommodation in their learning environment. If you have a disability and need help, please contact me and Disability Services currently located in the Disability Services building at the Student Services at White Creek complex on west campus, 845-1637, [http://disability.tamu.edu/](http://disability.tamu.edu/)