Course Change Request

Date Submitted: 02/22/19 12:22 pm

Viewing: CPSY 636: Psychological Consultation to Organizations

Last edit: 03/05/19 11:17 am

Changes proposed by: gbyrns

Catalog Pages referencing this course

- CPSY - Counseling Psychology
- Department of Educational Psychology

Contact(s)

Faculty Senate

Number

In Workflow

1. EPSY 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. 02/22/19 3:35 pm
   Shanna Hagan-Burke (shaganburke):
   Approved for EPSY Department Head
2. 02/25/19 8:46 am
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
3. 03/19/19 4:04 pm
   Melanie Robideau (mrobideau):
   Approved for ED Committee Preparer GR
4. 04/04/19 7:21 am
   Beverly Irby (irbyb):
   Approved for ED Committee Chair GR

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
CPSY 636: Psychological Consultation to Organizations

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glenda Byrns</td>
<td><a href="mailto:gbyrns@tamu.edu">gbyrns@tamu.edu</a></td>
<td>9798622289</td>
</tr>
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Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: CPSY
Course number: 636
Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Graduate
Effective term: 2018-2019 Summer
Complete Course Title: Psychological Consultation to Organizations
Abbreviated Course Title: PSYC CONSULT TO ORGS

Catalog course description:
Focuses on organizations as the target of analysis, intervention, and change; established social science concepts and principles; consideration of concepts, intervention strategies, and skills that extend beyond those used in counseling and psychotherapy; highlights consultation as a mode of change agency; considerable attention given to putting theory into practice.

Prerequisites and Restrictions:
Graduate classification; approval of department head; approval of instructor.

Concurrent Enrollment:
No

Should catalog prerequisites / concurrent:
No
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<tr>
<th>Method of instruction</th>
<th>Lecture</th>
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</table>

| 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.

Student learning outcomes are the same as those in the face-to-face sections.

**Hours**

Meets traditional face-to-face hours.

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

During the Maymester, students meet M-F 8:00am-12:00 pm

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

Is 100% of this course going to be Yes
taught in Texas? Yes
Will classroom space be needed for this course?
This will be a required course or an elective course for the following programs:
Required (select program)
Elective (select program)

Course Syllabus

Syllabus: Upload syllabus
Upload syllabus CPSY636Syllabus_Maymester 2019.doc
Letters of support or other documentation No
Additional information
Reviewer Comments
Reported to state? No
**Texas A&M University**  
**Educational Psychology Department**  
**CPSY 636: Psychological Consultation to Organizations**  
**Maymester, 2019**

**Instructor:** Charles R. Ridley, Ph.D.  
**Office:** 606 Harrington Tower  
**Phone:** (979) 862-4657  
**Email:** cridley@tamu.edu  
**Class Day:** M, T, W, Th, F., 8AM-12:00PM  
**Location:** Harrington Tower  
**Office Hours:** Monday, 3:00-5:00, Tuesday, 3:00-5:00; by appointment

*No problem can be solved from the same level of consciousness that created it.*  
Albert Einstein

**OVERVIEW**

The focus of this course is on organizations rather than individuals as the target of analysis, intervention, and change. Such a focus draws on a broad array of social science concepts and principles, intervention strategies, and skills that include but extend beyond those used in counseling and psychotherapy. Therefore, the course highlights consultation as the modality of intervention with considerable attention given to putting theory into practice. Students will learn how to conceptualize organizational functioning and intervene to help organizations solve their problems. Students also will learn a variety of consultation skills that can be used to improve the effectiveness of organizations, enhance intra-group relationships, improve communications, increase productivity, promote collaboration, and facilitate better outcomes for organizations.

The mandate for competency in consultation comes from the American Psychological Association’s Council on Accreditation and the Council of Counseling Psychology Training Programs (CCCPT). A threefold rationale supports this mandate: (a) to some extent, most psychologists can be expected to function in the capacity of internal consultation; (b) improving organizational effectiveness to the benefit of society is consistent with counseling psychology philosophy; and (c) consultation is an invaluable skillset in the professional repertoire of counseling psychologists.

**Prerequisites:** Graduate Classification; Approval of Department Head; Approval of Instructor

**Learning Outcomes-Scientific Knowledge**

*Students will be able to achieve the following objectives:*

1. Apply open systems theory as a guiding framework for organizational analysis and intervention  
2. Conduct multilevel analyses of organizations  
3. Critique and synthesize concepts from various consultation models, processes, and theories  
4. Explain interdisciplinary and inter-professional contributions to consultation  
5. Demonstrate a variety of intervention strategies in consultation  
6. Incorporate individual and cultural diversity considerations in consultation.  
7. Compare and contrast the psychological dynamics of counseling/therapy with consultation  
8. Articulate the ethical and professional issues involved in consultation

**REQUIRED TEXTBOOK**


*The greatest threat to the success and survival of any organization is the enemy within.*  
Charles Ridley
SCHEDULE OF TOPICS AND REQUIRED READINGS

Day One (May 13): Overview of Consultation

Dougherty, A.M. (2014). **Chapter 1**: The foundations of consultation and collaboration (p. 2-5).


Day Two (May 14): Basic Concepts, Issues, and Principles


**Chapter 1**: Give me a lever long enough…and single-handed I can move the world (p. 3-16).

**Chapter 2**: Does your organization have a learning disability? (p. 17-26)

**Chapter 3**: Prisoners of the system, or prisoners of our own thinking? (p. 27-54)

Day Three (May 15): Open Systems Theory

Dougherty, R.D. (2014). **Chapter 8**: Pragmatic issues of working within an organization (pp. 154-174).


**Chapter 1**: The state of the art: Most art is in the eye of the beholder. (p. 3-20)

**Chapter 4**: Breaking paradigms: The worst piece of advice I’ve ever received. (p. 57-71)

Day Four (May 16): Elements and Processes of Social Systems

Dougherty (2014). **Chapter 7**: Ethical and legal issues. (p. 341-369)


Day Five (May 17): Patterns of Interaction and Sub-Systems; Organizational Theories


Day Six (May 20): Mid-Term Examination


**Chapter 1**: The theoretical perspective. (p. 1-12)

**Chapter 2**: The practical perspective. (p. 13-28)

Day Seven (May 21): Organizational Dysfunction, Assessment, and Change

**Chapter 1:** The basics of change. (p. 1-27)
**Chapter 2:** Building the case for change. (p. 29-45)
**Chapter 3:** Thinking big, acting new. (p. 151-168)

**Day Eight (May 22): Organizational Culture; Organizational Resistance to Change**


**Day Nine (May 23): Models of Consultation; Stages of Consultation; Consultation Competencies**


Dougherty (2014). **Chapter 11:** Organizational consultation (p. 239-266).
Dougherty (2014) **Chapter 12:** School-based consultation and collaboration (p. 267-304).

**Day Ten (May 24): Systems Entry, Levels of Intervention, and Evaluation**


*The most difficult dysfunction to confront is the one in which the self-defeating consequences are inevitable but not imminent.*

Charles R. Ridley

**COURSE REQUIREMENTS**

**Points**

1. Midterm Examination (May 20, 2019) 100
2. Class Participation 50
3. Take-Home Examination (Due May 26, 2019) 150
   **Total** 300
By May 24, 2019, you are to submit electronically to the instructor a written statement certifying that you have read all of the required readings for the course. Failure to meet this expectation results in an automatic one half grade reduction.

I, ______________________, certify that I have read all the required readings for CPSY 636.

Date: ____________________ Signature: ______________________

FINAL EXAMINATION

Students will watch the movie Office Space. You can watch it individually or in a group, and you may view it as often as you like. You will provide two levels of analysis and critique: (a) the functioning of the organization and (b) the functioning of the consultants. In addition, you are to provide recommendations for how the consultants could improve their approach to consultation. Each student is to provide an independent analysis, and you should draw upon course material from the beginning of the semester. A 20-page minimum of text is required. You will be evaluated on your ability to draw broadly on the concepts, principles, and models presented in the course discussions and readings as well the translation and application of theory into practice.

GRADING PROCEDURE

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<td>70 - 79%</td>
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<td>D</td>
<td>Below 70%</td>
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There is nothing so useless as doing efficiently that which should not be done at all.

Peter Drucker

ACADEMIC INTEGRITY STATEMENT

AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. 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. For additional information please visit: http://aggiehonor.tamu.edu

Scholastic Dishonesty

As commonly defined, plagiarism consists of passing off as 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 the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues, without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu. Go to the section, "Scholastic Dishonesty."
Students with Disabilities

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

Students with Special Needs

Any students, who could require assistance in the event of a necessary evacuation of the building in which this class is taught, are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Tolerance Statement

The faculty of the College of Education and Human Development values and respects diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

Expectations of Each Student

- Regular attendance. 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.
- On time arrival and preparation for each class.
- Active participation in course discussions and activities
- No use of cell phones or other communication devices
- Respect and tolerance of your classmates
- Read all required readings

Responsibilities

The professor is responsible for the lectures and discussion. Students are responsible for getting information presented. The professor bears no responsibility for work students miss when they are absent. It is in students’ interest to attend class and get notes if an absence is necessary.
The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy.

Martin Luther King, Jr.
Course Change Request

Date Submitted: 02/15/19 11:07 am

Viewing: **CSCE 611: Operating Systems and Applications**

Last approved: 09/28/18 3:25 am
Last edit: 03/06/19 2:05 pm
Changes proposed by: karrie.bourquin

Catalog Pages referencing this course

- [CSCE - Computer Sci. & Engr.](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate)
- [Department of Computer Science and Engineering](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate)

Faculty Senate Number: **FS.36.047**

Contact(s)

In Workflow
1. CSCE 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. 03/06/19 12:23 pm
   Scott Schaefer (schafer):
   Approved for CSCE Department Head
2. 03/06/19 2:07 pm
   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

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
The proposed changes are to meet the demand/interest of students.

Course prefix: CSCE
Course number: 611

Department: Computer Science & Engineering
College/School: College of Engineering
Academic Level: Graduate
Academic Level (alternate): Undergraduate

Effective term: 2020-2021

Complete Course Title: Operating Systems and Applications
Abbreviated Course Title: OPERATING SYSTEMS & APPL

Catalog course description: Review of computer architecture hardware/software evolution leading to contemporary operating systems; basic operating systems concepts; methods of operating systems design and construction; algorithms for CPU scheduling memory and general resource allocation; process coordination and management; case studies of several operating systems; quality-of-services of operating systems and their impact on applications. Only one of the following will satisfy the requirements for a degree: CSCE 410 and CSCE 611.
Prerequisites and Restrictions

CSCE 313; graduate classification.

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)

Contact Hour(s) (per week):

Lecture: 3

Lab: 0

Other: 0

Total

3

Repeatable for credit?

No

Three-peat?

No

CIP/Fund Code

1107010006

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.

Meets traditional learning outcomes.

Hours

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

Meets traditional face-to-face hours.

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)

---

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus 410-611 Combined.pdf

Letters of support or other documentation

No Yes

Additional information

Offering distance Summer 2018

Reviewer Comments

Terra Bissett (t.bissett) (03/06/19 2:05 pm): Course previously approved for non-traditional format.

Terra Bissett (t.bissett) (03/06/19 2:07 pm): Syllabus not required for this type of change.

Reported to state?

Change

CS No

Key: 3559
MEMORANDUM

TO: Mr. Michael K. Young
President

THROUGH: Dr. Carol A. Fierke
Provost and Executive Vice President

FROM: Dr. Michael Benedik
Vice Provost

SUBJECT: August 13, 2018 Faculty Senate Items

All of the attached August 2018 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, and Change in Curriculum Requests

Approval recommended. FS.36.046; FS.36.047; FS.36.048; FS.36.064; FS.36.065; FS.36.066; FS.36.067; FS.36.068; FS.36.070; FS.36.071; FS.36.072; FS.36.073; FS.36.074; FS.36.075; FS.36.076; FS.36.078; FS.36.083.

FS.36.049: Approval recommended. College of Education and Human Development, Department of Educational Psychology, [CERT-CG27] Hispanic Bilingual Education – Certificate. Request for program inactivation because no one has ever enrolled in the program. A Teach-out Plan is not necessary. External action: Dr. Michael T. Stephenson will send a notification letter to SACSCOC.

FS.36.050: Approval recommended. College of Agriculture and Life Sciences, Department of Ecosystem Science and Management, [CERT-CG56] Geographic Information Science – Certificate. Change increases the number of elective courses a student can choose to take. Total required SCHs do not change. No external action required.

FS.36.051: Approval recommended. Mays Business School, Department of Business, [CERT-CG59] Business Data Analytics – Certificate. Change increases the number of elective courses a student can choose to take. Total required SCHs do not change. No external action required.

FS.36.052: Approval recommended. Mays Business School, Department of Business, [CERT-CG60] Finance – Certificate. Change increases the number of elective courses a student can choose to take. Total required SCHs do not change. No external action required.

FS.36.053: Approval recommended. Mays Business School, Department of Business, [CERT-CG62] Supply Chain and Operations – Certificate. Change increases the number of elective courses a student can choose to take. Total required SCHs do not change. No external action required.
FS.36.054: Approval recommended. Mays Business School, Department of Information and Operations Management, [CERT-CG68] Business Intelligence and Analytics – Certificate. SCHMT 650 has been added as an optional new course for students to take. Total required SCHs do not change. No external action required.

FS.36.055: Approval recommended. College of Education and Human Development, Department of Educational Psychology, [MED-BIED] Master of Education in Bilingual Education. Update to final exam and residency requirement. No final exam is required; distance education does not have residency requirements. Program delivery mode is 100% DE/Internet. No external action required.

FS.36.056: Approval recommended. College of Education and Human Development, Department of Educational Psychology, [MED-SPED] Master of Education in Special Education. Update to final exam requirement—no final exam is required. Program delivery mode is 100% DE/Internet. No external action required.

FS.36.057: Approval recommended. College of Engineering, Department of Computer Science and Engineering, [MS-CECN] Master of Science in Computer Engineering. SCH change from 32 to 30. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master’s degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction. 

External action: A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.

FS.36.058: Approval recommended. College of Engineering, Department of Chemical Engineering, [MS-CHEN] Master of Science in Chemical Engineering. SCH change from 32 to 30. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master’s degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction.

External action: A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.

FS.36.059: Approval recommended. College of Engineering, Department of Computer Science and Engineering, [MS-CPSC] Master of Science in Computer Science. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master’s degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction.

External action: A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.

FS.36.060: Approval recommended. College of Engineering, Department of Industrial and Systems Engineering, [MS-ENSM] Master of Science in Engineering Systems Management. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master’s degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction.

External action: A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.
Mr. Michael K. Young
August 23, 2018
Page 3

FS.36.061: Approval recommended. Mays Business School, Department of Management, [MS-HRMT] Master of Science in Human Resource Management. Discontinue the MS in Human Resource Management degree program in SAUDI ARABIA only. Teach out Plan is included in the item.

**External action:** SACSCOC approval required. Dr. Michael T. Stephenson will send all required information to SACSCOC after Senate item approval.

FS.36.062: Approval recommended. College of Engineering, Department of Industrial and Systems Engineering, [MS-INEN] Master of Science in Industrial Engineering. SCH change from 32 to 30. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master's degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction.

**External action:** A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.

FS.36.063: Approval recommended. College of Engineering, Department of Nuclear Engineering, [MS-NUEN] Master of Science in Nuclear Engineering. SCH change from 32 to 30. To remain competitive with peer institutions and to recruit outstanding graduate students interested in on campus and online master’s degrees, the College of Engineering would like to reduce the minimum for their MS programs to 30 SCH. All departments in the College of Engineering including Biological and Agricultural Engineering support the reduction.

**External action:** A THECB Request to Change Semester Credit Hours Form will be submitted to the System for THECB approval.


**External action:** SACSCOC approval required. Dr. Michael T. Stephenson will send all required information to SACSCOC after Senate item approval.

FS.36.076: Approval recommended. College of Liberal Arts, Department of English, [MINOR-ENGL] English – Minor [Undergraduate]. Change adds 400 level courses that introduce students to more advanced methodologies of textual analysis, research and critical thinking. Does not change required SCHs [18]. No external action required.

FS.36.077: Approval recommended. Request for a new undergraduate certificate. The certificate SCHs [12] do not surpass SCIIs allowed by the Texas Administrative Code, Chapter 5, Subchapter C, Rule Section 5.48, for undergraduate certificates: 20 SCH or less. No external action required.


 FS.36.081: Approval recommended. The rule revisions are to clarify the distinction between requirements for Latin Honors and the University Honors Program.
 Proposed Revisions to Student Rules:
   Rule 15  Graduation with (Latin) Honors
   Rule 16  University Honors Program

 FS.36.082: This item has been pulled pending further review/comment from Kevin McGinnis, Amy Smith and Jennifer Smith.
 Proposed Revisions to Student Rules:
   Rule 24  Student Conduct Code
   Rule 26  Student Conduct Proceedings
   Rule 27  Sanctions (Sections 27.1.2, 27.1.3 and 27.1.5)
   Rule 27  Sanctions (Section 27.4.2)
   Rule 47  Investigation and Resolution of Complaints Against Texas A&M Students for Sexual Harassment, Sexual Assault, Dating Violence, Domestic Violence, Stalking and Related Retaliation (SSDDSR)

 FS.36.084: Approval recommended. College of Nursing, [BSN-NURS] Traditional Bachelor of Science in Nursing. Request to offer the Bachelor of Science in Nursing off-campus face-to-face at the Texas A&M Health Science Center, 2101 South McColl Road, McAllen, Texas 78503 location.
 External action: 1) 50-mile notification to other institutions will be sent; 2) THECB Certification for Electronically Delivered and Off-Campus Education Programs April 2014 Form and Distance Education Off-Campus [Face-to-Face] Request Approval Form will be submitted to the System for THECB approval.

Attachments
Course Change Request

Date Submitted: 02/15/19 11:36 am

Viewing: **CSCE 613 : Advanced Operating Systems**

Last edit: 03/06/19 2:08 pm

Changes proposed by: karrie.bourquin

Catalog Pages referencing this course

[CSCE - Computer Sci. & Engr. Department of Computer Science and Engineering](https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate)

Faculty Senate

Number

Contact(s)

In Workflow

1. CSCE 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
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12. Curricular Services
13. Banner

Approval Path

1. 03/06/19 12:23 pm
Scott Schaefer (schaefer): Approved for CSCE Department Head

2. 03/06/19 2:09 pm
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

https://nextcatalog.tamu.edu/courseleaf/approve/?role=Faculty Senate
**Rationale for Course Edit**

The proposed changes are part of a routine curriculum review.

<table>
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<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
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<tr>
<td>Karrie Bourquin</td>
<td><a href="mailto:karrie@cse.tamu.edu">karrie@cse.tamu.edu</a></td>
<td>979-845-4087</td>
</tr>
</tbody>
</table>

**Course prefix**  CSCE  **Course number**  613

**Department**  Computer Science & Engineering

**College/School**  College of Engineering

**Academic Level**  Graduate

**Academic Level (alternate)**  Undergraduate

**Effective term**  2020-2021

**Complete Course Title**  Advanced Operating Systems

**Abbreviated Course Title**  ADVANCED OPERATING SYSTEMS

**Catalog course description**

Analysis of algorithms in computer operating systems; sequencing and control algorithms supporting concurrent processes; scheduling algorithms to minimize execution times and mean flow times; algorithms for allocating tasks to processors; allocation of memory (virtual and real); direct access device schedules; auxiliary and buffer storage models.

**Prerequisites and Restrictions**

CSCE 410 313 or CSCE 611.

**Concurrent Enrollment**  No

**Should catalog prerequisites / concurrent**  No
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Will this course be taught at another branch?</td>
<td>No</td>
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<tr>
<td>Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>No</td>
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<tr>
<td>Will this course be taught as a distance education course?</td>
<td>No</td>
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<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td>Yes</td>
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<tr>
<td>Will classroom space be needed for this course?</td>
<td>Yes</td>
</tr>
<tr>
<td>This will be a required course or an elective course for the following programs:</td>
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<tr>
<td>Required (select program)</td>
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<tr>
<td>Elective (select program)</td>
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</tbody>
</table>
Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation: No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (03/06/19 2:09 pm): Syllabus not required for this type of change.

Reported to state?

Change

CS

Key: 3561
Course Change Request

Date Submitted: 04/16/19 2:43 pm

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

Last approved: 03/01/19 3:30 am
Last edit: 04/18/19 5:01 pm
Changes proposed by: pcdechow

Catalog Pages referencing this course:
- DDDS - Doctor Dental Surgery

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

Faculty Senate Number: **FS.36.179**

Contact(s)

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

Approval Path
1. 04/16/19 3:19 pm  
   Sandra Williams (sandra-williams): Approved for %tso/mustsignoff%
2. 04/16/19 3:56 pm  
   Paul Dechow (pcdechow): Approved for CLDN Department Head PD
3. 04/18/19 5:01 pm  
   Terra Bissett (t.bissett): Approved for Curricular Services Review
4. 04/19/19 8:18 am  
   Paul Dechow (pcdechow): Approved for DN College Dean PD
5. 04/23/19 8:14 am  
   LaRhesa Johnson (lrjohnson): Approved for GC Preparer
This is a new course. It was mistakenly entered as a 4 hour course but is actually a 3 hour course. The change corrects that mistake.

Integration of immunology and microbiology to elucidate the mechanisms by which the body responds to a variety of stressors such as infectious organisms and the pathophysiological conditions that may result from these responses; organization and function of the immune system; immunopathological states that result from failure of the immune system such as immunodeficiency, hypersensitivity and autoimmune diseases and challenges that normal immune reactions can pose in modern medicine such as blood transfusion reactions and graft rejection; core concepts underlying organisms of infectious disease, disease vectors, modes of transmission, mechanisms of pathogenesis and pharmacologic principles of treatment; clinical evaluation, diagnostic testing and laboratory methodology for the identification and classification of microorganisms; characteristics of the patient and infectious organisms that influence therapeutic protocols; strategies for the management of resistance and infection control.
Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings: No

Stacked: No

Semester: 3

Credit Hour(s) Contact Hour(s) Lecture: 3

Lab: 0

Other: 0

Total: 3

Repeatable for credit? No

Three-peat? No

CIP/Fund Code: 5104010014

Default Grade Mode: Letter Grade (G)

Alternate Grade Modes: Satisfactory/Unsatisfactory

Method of instruction: Lecture

Will 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) No

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

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

Will classroom space be needed for this course? Yes

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

Required (select program)

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

Elective (select program)

Syllabus: Upload syllabus
Upload syllabus: 604 Defenses and Responses to Infectious Disease.doc

Letters of support or other documentation
No Yes

Additional information

Reviewer Comments

Reported to state?
CS
No

Key: 18856
SYLLABUS

Course title and number  
DDDS 604 Human Defenses and Responses to Infectious Disease  

Term  
Fall and Spring 2020  

Meeting times and location  
TBD  

Course Description and Prerequisites

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

Learning Outcomes or Course Objectives

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

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

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

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

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

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

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

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

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

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

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

**Related Competencies:**

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

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

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

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

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

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

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

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

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

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

7.7 Evaluate, treat and manage periodontal diseases.

7.8 Evaluate, treat and manage caries.

7.11 Evaluate and manage orofacial infections.

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

**Instructor Information**

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

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

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

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

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

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

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

Grading Scale

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

<table>
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<tr>
<th>Session</th>
<th>Topic</th>
<th>Instructor</th>
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<tbody>
<tr>
<td>1</td>
<td>Immune System Overview</td>
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<td>2</td>
<td>Innate Immunity</td>
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<td>3</td>
<td>Adaptive Immunity</td>
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<tr>
<td>Topic</td>
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<td>T-cell Diversity</td>
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<tr>
<td>T-cell Development</td>
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<td><strong>Exam 1 – Block Section Exam</strong> (10/31 to 11/07)*</td>
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<tr>
<td>T-cell Immunity</td>
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<td>B-cell Development</td>
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<td>The Infection Process</td>
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<td>B-cell Immunity</td>
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<td>Fall Semester Break</td>
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<td><strong>Exam 2 – Block Section Exam</strong> (11/09 to 11/16)*</td>
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<td>Failures of the Immune System</td>
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<td>Over Reactions of the Immune System</td>
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<td>Disruption of Healthy Tissue</td>
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<td>Vaccines/Transplantation</td>
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<td>Diagnostic Immunology</td>
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<td>Immunopathology</td>
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<td><strong>Exam 3 – Midterm Exam</strong></td>
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<tr>
<td>Introduction and History of Microbiology</td>
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<td>Biochemistry of Microbes I</td>
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<td>Sterilization</td>
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<td>Epidemiology</td>
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<td>Antimicrobial Clinical Aspects</td>
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<td>Gram-positive Rods</td>
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<td>Gram-negative Rods</td>
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<td>Respiratory Pathogens and STDs</td>
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<td>Zoonosis</td>
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<td>Rickettsiae, Chlamydiae, Mycoplasmas</td>
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<td><strong>Exam 5 – Block Section Exam</strong></td>
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<td>Parasitology II</td>
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<td>Normal Oral Flora</td>
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<td>Caries</td>
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<td>Mycology I</td>
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<td>Virology I</td>
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<td>Virology II</td>
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<td>Virology III</td>
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<td><strong>Exam 6 – Block Section Exam</strong></td>
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<td>Periodontal Infections</td>
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<td>Endodontic Infections I</td>
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<td>Endodontic Infections II</td>
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<td>S. mutans and Caries video discussion?</td>
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<td>Molecular Biology of Oral Pathogens</td>
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<td>Van Dyke video</td>
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<tr>
<td>Current Events/Review</td>
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<tr>
<td><strong>Comprehensive Final Exam</strong></td>
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</table>
Other Pertinent Course Information

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

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Dr. Paul Dechow, Associate Dean for Academic Affairs, or call 214-828-8978 for additional information. For additional information please visit http://disability.tamu.edu.

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

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

TO: Mr. Michael K. Young
    President

THROUGH: Dr. Carol A. Fierke
    Provost and Executive Vice President

FROM: Dr. Michael J. Benedik
    Vice Provost and Chief International Officer

SUBJECT: December 10, 2018 Faculty Senate Items

All of the attached December 10, 2018 Faculty Senate items have been reviewed and approved by college, University Curriculum Committee, Graduate Council, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, W Certification, Change in Curriculum Requests, Change in Programs and Course Inactivation Requests:


FS.36.188: Approval recommended. College of Geosciences - Department of Oceanography, BS/MOS-ENG/OCST-GOC Environmental Geosciences – 5-Year Bachelor of Science/Master of Ocean Science and Technology. Changes to wording regarding ICD/CD requirements. No external action.

FS36.189: Approval recommended. College of Science - Department of Statistics, BS/MS-STAT/STAT-SSA Statistics – 5-Year Bachelor of Science/Master of Science in Statistics. Request will enable students to complete the requirements for a BS in Statistics and a MS in Statistics in five years. No external action.

FS.36.190: Approval recommended. Texas A&M University at Galveston, Department of Maritime Administration, BS/MML-MARA/MAA-GAD Maritime Administration – 5-Year Bachelor of Science/Master of Maritime Administration and Logistics. Request will clean up course listings, duplicates, redundant entries, lower-level requirements and rearrange the order of the footnotes in the order they first appear. No external action.
Mr. Michael K. Young  
January 11, 2019  
Page 2

FS.36.256: Approval recommended. College of Liberal Arts, Department of Psychological and Brain Sciences, BS-NRSC-BCN Neuroscience - BS, Behavioral and Cognitive Neuroscience. The B.S. in Neuroscience Degree Program is the interdisciplinary nature of neuroscience that requires the participation of multiple units in offering this degree, including the Department of Biology, the Department of Psychological & Brain Sciences, and the College of Veterinary Medicine and Biomedical Sciences, in collaboration with the Department of Neuroscience and Experimental Therapeutics [NExT] in the College of Medicine, as well as the Texas A&M Institute for Neuroscience [TAMIN]. The proposed B.S. Neuroscience will have three concentrations: Molecular & Cellular Neuroscience [College of Science], Behavioral and Cognitive Neuroscience [College of Liberal Arts], and Translational & Preclinical Neuroscience [College of Veterinary Medicine and Biomedical Sciences]. This item corresponds with FS.36.257 and FS.36.258 - one Board item and THECB forms (listed below) will be submitted.

Internal action: Obtain Board of Regents approval. Submit to System by May 13, 2019 System deadline for the August 8, 2019 meeting.

External action: 1) 50-mile notification will be sent after Faculty Senate item approval; 2) submit Proposal for a New Bachelor’s and Master’s Degree Program Form, New Bachelor’s and Master’s Degree Program Request Form, and Funding Tool to the System for THECB approval.

FS.36.257: Approval recommended. College of Science - Department of Biology, BS-NRSC-MCB Neuroscience - BS, Molecular and Cellular Neuroscience. The B.S. in Neuroscience Degree Program is the interdisciplinary nature of neuroscience that requires the participation of multiple units in offering this degree, including the Department of Biology, the Department of Psychological & Brain Sciences, and the College of Veterinary Medicine and Biomedical Sciences, in collaboration with the Department of Neuroscience and Experimental Therapeutics [NExT] in the College of Medicine, as well as the Texas A&M Institute for Neuroscience [TAMIN]. The proposed B.S. Neuroscience will have three concentrations: Molecular & Cellular Neuroscience [College of Science], Behavioral and Cognitive Neuroscience [College of Liberal Arts], and Translational & Preclinical Neuroscience [College of Veterinary Medicine and Biomedical Sciences]. This item corresponds with FS.36.256 and FS.36.258 - one Board item and THECB forms (listed below) will be submitted.

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FS.36.258: Approval recommended. College of Veterinary Medicine & Biomedical Science, BS-NRSC-TPC Neuroscience - BS, Translational and Preclinical Neuroscience. The B.S. in Neuroscience Degree Program is the interdisciplinary nature of neuroscience that requires the participation of multiple units in offering this degree, including the Department of Biology, the Department of Psychological & Brain Sciences, and the College of Veterinary Medicine and Biomedical Sciences, in collaboration with the Department of Neuroscience and Experimental Therapeutics [NExT] in the College of Medicine, as well as the Texas A&M Institute for Neuroscience [TAMIN]. The proposed B.S. Neuroscience will have three concentrations: Molecular & Cellular Neuroscience [College of Science], Behavioral and Cognitive Neuroscience [College of Liberal Arts], and Translational & Preclinical Neuroscience [College of Veterinary Medicine and Biomedical Sciences]. This item corresponds with FS.36.256 and FS.36.257 - one Board item and THECB forms (listed below) will be submitted.

Internal action: Obtain Board of Regents approval. Submit to System by May 13, 2019 System deadline for the August 8, 2019 meeting.

External action: 1) 50-mile notification will be sent after Faculty Senate item approval; 2) submit Proposal for a New Bachelor’s and Master’s Degree Program Form, New Bachelor’s and Master’s Degree Program Request Form, and Funding Tool to the System for THECB approval.

FS.36.262: Approval recommended. Associate Provost for UG Studies Department – Associate Provost for UG Studies MINOR-ENTR Entrepreneurship – Minor. Request for a minor with 15 SCH – does not surpass the maximum allowed for a minor. This item was tabled at the September 2018 Faculty Senate meeting. An ad-hoc task force was formed and provided supplemental and clarifying information regarding the university-level minor in entrepreneurship. No external action.


FS.36.264: REVIEW ONLY: System Employee Benefits Advisory Committee report.

Attachments
Course Change Request

Date Submitted: 02/22/19 11:02 am

Viewing: SPSY 627 : Culturally Responsive Interventions: Models for Making Cultural Adaptations to Interventions

Last approved: 02/02/18 3:23 am
Last edit: 03/05/19 11:17 am
Changes proposed by: gbyrns

Catalog Pages referencing this course

SPSY - School Psychology

Faculty Senate Number

FS:35:020

Contact(s)
The proposed changes are part of a routine curriculum review.

Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: SPSY  Course number: 627

Department: Educational Psychology

College/School: Education & Human Development

Academic Level: Graduate

Effective term: 2018-2019 Summer

Complete Course Title: Culturally Responsive Interventions: Models for Making Cultural Adaptations to Interventions

Abbreviated Course Title: CULTURALLY RESPONSIVE INTERVENT

Catalog course description: Introduction to literature that demonstrates the need to adapt evidence-based interventions for use with culturally and linguistically diverse populations; different models for making cultural adaptations; identify ways to ensure fidelity and integrity of interventions even after cultural adaptations are made; adaptations for populations with diverse home culture, language, race, sexual orientation, developmental abilities or SES.

Prerequisites and Restrictions: Graduate classification or approval of advisor.
Concurrent Enrollment | No
Should catalog prerequisites / concurrent enrollment be enforced? | No
Crosslistings | No
Stacked | No

| Semester | 3 |
| Credit Hour(s) | Contact Hour(s) (per week): Lecture: 3 Lab: 0 Other: 0 Total |
| Repeatable for credit? | No |
| Three-peat? | No |
| CIP/Fund Code | 1309010004 |
| Default Grade Mode | Letter Grade (G) |
| Alternate Grade Modes | Satisfactory/Unsatisfactory |
| Method of instruction | Lecture Seminar |
| 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

*Does not meet traditional face-to-face learning outcomes.*

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

*Learning objectives are the same as those in the face-to-face course*

Hours

*Meets traditional face-to-face hours.*

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

*Students meet M-F from 12:30-4:15 during the Maymester*
Will this course be taught as a distance education course?  
No

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

Will classroom space be needed for this course?  
Yes

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

Required (select program)  
(PHD-SPSY) Doctor of Philosophy in School Psychology

Elective (select program)  
(CERT-CG43) Prevention Science - Certificate

Course Syllabus

Syllabus:  
Upload syllabus

Upload syllabus  
cultural_adaptations_syllabus_6_2017.docx

cultural_adaptations_syllabus_maymester.docx

Letters of support or other documentation  
No Yes

Additional information
Reviewer Comments

Reported to state?  
Add No

Key: 17968
SPSY 627: Culturally Responsive Interventions: Models for Making Cultural Adaptations to Interventions
Course Syllabus
Term, Year TBD
Class time/Location: TBD

Instructor: Sara Castro-Olivo, PhD, NCSP
Phone: (979)-845-9722
Office: Harrington Tower 704J
E-mail: s.castro-olivo@tamu.edu
Spring Office hours: Wednesdays 1:00-3:00pm and by appointment

Course Description
This course introduces trainees to literature that demonstrates the need to adapt evidence-based interventions for use with culturally and linguistically diverse populations. Students will be exposed to different models for making cultural adaptations. In addition, trainees will learn to identify ways to ensure fidelity and integrity of interventions even after cultural adaptations are made. This course will discuss adaptations for populations with diverse home culture, language, race, sexual orientation, developmental abilities, or SES.

Prerequisites: graduate student standing and advisor approval

Required Texts

eCampus
Course materials, including the syllabus, assigned readings, assessment materials, grading rubrics, and other forms will be posted on eCampus (ecampus.tamu.edu).

COURSE OBJECTIVES

The major goal for this course is for you to develop knowledge, understanding, and practical skills in the planning, implementation and evaluation of culturally responsive practices. At the end of this course you should be able to do the following:

1. Understand sociocultural and ecological factors that contribute to social emotional and behavioral problems in children and adolescents
2. Understand theories and models of cultural adaptations
3. Identify dimensions of evidence-based treatments that can be adapted without jeopardizing the integrity and fidelity of the program.
4. Demonstrate ability to make cultural adaptations of a given program
5. Identify risk and protective factors factors
6. Demonstrate professional and ethical behavior related to consultation practices.
7. Demonstrate ability to evaluate implemented cultural adapted programs
8. Understand ability to collect cultural related data to evaluate impact of adapted programs
9. Demonstrate ability to support and train other professional on culturally responsive practices.
Description of Assignments and Examinations

COURSE REQUIREMENTS

To successfully complete this course, you will be required to complete the following activities at the minimum level of competency determined by the instructor.

1. **Reflection Paper: Review of Existing Models (100 points):** Students will be expected to submit a 10-12 page paper summarizing and reflecting on cultural adaptations models. Students could write about models discussed in class or other models published in reputable resources. Students should reflect on the pros and cons of each model and the feasibility of using each model with their population of interest.

2. **Presentation I: Evidence-Based Cultural Adapted Intervention (150 points total).** Students will conduct a comprehensive presentation on a culturally adapted intervention that has shown to be effective with a given population. Students should discuss the research behind the intervention, methods conducted by authors, and ways students could replicate these methods with their target population.

3. **Intervention Adaptation Project (200 points).** Students will identify an evidence-based manualized program that has not been adapted before and will conduct a systematic adaptation of given intervention for their population of interest (i.e. diverse group based on SES, race, ethnicity, language, etc). This is be a group project. More details to be provided in class.

4. **Term Paper (100 points).** Students will write a 10-12 page paper on a topic of interest related to the development and implementation of culturally competent/responsive practices.

Class Attendance

You are expected to attend every class and arrive on time. If you must be absent for class: (a) you must contact me with as much anticipation as possible, and (b) you are expected to join via Skype (unless circumstances make this impossible). My Skype name is saracastro5@hotmail.com. If your absence is excused, you will be provided with an opportunity to make up any work completed in class (i.e. presentation, quiz, test, etc). You will have to complete your missed work within 30 calendar days after the excused absence in order to receive full credit. You are responsible for providing evidence of your excused absence. See Student Rule 7 for details [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for a comprehensive list of TAMU’s excused absences. 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.

Late Assignments

10% of the total points possible will be deducted for every day an assignment is late. Assignments over 7 days late will not be accepted, unless your assignment was late due to an excused absence. Incompletes will be given only in documented cases of serious personal emergencies.

Working in Schools

Schools are unique environments and their standards and procedures differ from other work environments. On all occasions your behavior and dress should reflect the highest professional standards.
When in schools you not only represent this project but also Texas A&M University. Please adhere to the following policies and regulations on all occasions you are in schools.

**School Dress Codes**

Each district has its own dress code. Review the dress code for each district where you will be working. In general, school policies call for conservative, modest, and professional dress.

**School Rules**

Be aware of the school rules and make sure you are in compliance.

1. Bring your driver’s license. It will be required to check in at most schools.
2. Cell phones: Some schools have a strict “no phones” policy and you should comply with this policy even if you see other teachers breaking the rule. Please be very discrete in using your phone at a school that does allow them. Phones should never be used in the presence of students or teachers, even for e-mail or calendars.
3. No gum

**Use of Sample Reports.** To assist with your report writing I will provide you with de-identified sample assessment reports. I provide these reports to give you examples of format, style, and organization; however the content and words in your report should be your own. You may not copy/paste text or tables, or use language directly from these reports. The definition of plagiarism above applies to your assessment report writing and violations will be treated accordingly. Please see me if you have difficulty with any aspect of report writing.

**Tolerance Statement:**

The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.

**Americans with Disabilities Act (ADA) Policy Statement**

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

**Academic Integrity Statement**

As of September 1, 2004, all syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web: On all course work, assignments, or
examinations at Texas A&M University, the following Honor Pledge shall be pre-printed and signed by
the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this
academic work.”

**AGGIE HONOR CODE**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to
uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of
the Honor System. 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. For additional information please visit:
[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**LEGAL AND ETHICAL POLICIES**

All class activities must be conducted according to the legal and ethical policies of the American
Psychological Association, National Association of School Psychologists, American Association of
Counseling and Development, or other relevant organizations; the agency in which the project occurs; and
Texas A&M University. Students must immediately seek the input of the instructor if a question or
concern arises about the legal or ethical nature of an activity. **Students are reminded that in the
community they are representatives of Texas A&M University and of the School Psychology Program.**
Further, students are reminded that they are **guests** in the school setting and need to
comply with all school district policies (e.g., identification or other security practice, appropriate
attire, professional courtesy). Parent consent for your FBA cases is mandatory and must be
secured before you begin your assessment activities. **Consistent with copyright laws, BASC SOS
forms cannot be copied; these must be purchased from the CAC (1st floor).**
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assigned Readings and Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction/ Course Overview: Self assessment activities</td>
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<tr>
<td>2</td>
<td>Why and what to adapt?: Introduction to Multiple Identities</td>
<td><strong>Readings:</strong> Hays Chapter 1-2</td>
</tr>
<tr>
<td>3</td>
<td>Evidence supporting cultural adaptations</td>
<td><strong>Readings:</strong> Benish et al (2011); Bernal et al (2009); Griner &amp; Smith (2006); Huey and Polo (2008)</td>
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<tr>
<td>5</td>
<td>Models of Cultural Adaptations: Part 2</td>
<td><strong>Readings:</strong> Petterson et al (In Press); Bernal and Domenech Rodriguez (2012);</td>
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<tr>
<td>6</td>
<td>Needs Assessments: Part 1- ADDRESSING Frameworks</td>
<td><strong>Readings:</strong> Hays Chapters 3-4; 6 <strong>Due:</strong> Models reflection paper</td>
</tr>
<tr>
<td>8</td>
<td>Needs Assessment: Community based strengths and resources.</td>
<td><strong>Readings:</strong> Kloos et al. (2012) Chapters 2-4</td>
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<tr>
<td>10</td>
<td>Presentations: Culturally Adapted Intervention Review</td>
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<tr>
<td>11</td>
<td>Presentations: Culturally Adapted Intervention Review</td>
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<tr>
<td>12</td>
<td>Implementing Cultural Adaptations: Part 2: Individual counseling</td>
<td><strong>Readings:</strong> Sue et al. (2009); Rosello et al. (2012); Hays Chapters 9-11</td>
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<td>14</td>
<td>Presentations: Cultural Adaptation Project</td>
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<tr>
<td>15</td>
<td>Presentations: Cultural Adaptation Project</td>
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<tr>
<td>16</td>
<td>Term Paper</td>
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**Course Readings**


SPSY 627: Culturally Responsive Interventions: Models and Applications for Making Cultural Adaptations to Evidence-Based Interventions  
Course Syllabus  
Maymester, 2019  
Class time/Location: M-F 12:30-4:15 pm

Instructor: Sara Castro-Olivo, PhD, NCSP  
Office: Harrington Tower 704J  
Phone: (979)-845-9722  
E-mail: s.castro-olivo@tamu.edu  
Summer Office Hours: by appointment

Course Description
This course introduces students to literature that demonstrates the need to adapt evidence-based interventions for use with culturally and linguistically diverse populations. Students will be exposed to different models for making cultural adaptations. In addition, students will learn to identify ways to ensure fidelity and integrity of interventions even after cultural adaptations are made. This course will discuss adaptations for populations with diverse home culture, language, race, sexual orientation, developmental abilities, or SES.

Prerequisites: graduate student standing and advisor approval

Required Texts


eCampus
Course materials, including the syllabus, assigned readings, assessment materials, grading rubrics, and other forms will be posted on eCampus (ecampus.tamu.edu).

COURSE OBJECTIVES
The major goal for this course is for students to develop knowledge, understanding, and practical skills in the planning, implementation and evaluation of culturally responsive practices. At the end of this course students should be able to do the following:

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<tbody>
<tr>
<td>1.</td>
<td>Understand sociocultural and ecological factors that contribute to social emotional and behavioral problems in children, adolescents, and adults.</td>
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<tr>
<td>2.</td>
<td>Understand and identify differences between theories and models of cultural adaptations.</td>
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<tr>
<td>3.</td>
<td>Identify dimensions of evidence-based treatments that can be adapted without jeopardizing the integrity and fidelity of the program.</td>
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<tr>
<td>4.</td>
<td>Demonstrate ability to make cultural adaptations of a given evidence-based program.</td>
</tr>
<tr>
<td>5.</td>
<td>Identify risk and protective factors that could influence health outcomes for your target population.</td>
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</tbody>
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4. Demonstrate professional and ethical behavior related to consultation practices.

5. Demonstrate ability to evaluate implemented cultural adapted programs.

6. Understand ability to collect cultural related outcome data to evaluate impact of adapted programs.

7. Demonstrate ability to support and train other professional on culturally responsive practices.

**Description of Assignments and Examinations**

**COURSE REQUIREMENTS**

To successfully complete this course, you will be required to complete the following activities at the minimum level of competency determined by the instructor.

1. **Reflection Paper: Review of Existing Models (50 points):** Students will be expected to submit a 5-7 page paper summarizing and reflecting on cultural adaptations models. Students could write about models discussed in class or other models published in reputable resources. Students should reflect on the pros and cons of each model and the feasibility of using each model with their population of interest. Examples on how the planning, implementation and evaluation of the adapted intervention will look like should be included in the paper. The paper should be written in APA format, with a minimum of 15 references.

2. **Presentation I: Evidence-Based Cultural Adapted Intervention** (100 points total). Students will conduct a comprehensive presentation on a culturally adapted intervention that has shown to be effective with a given population. Students should discuss the research behind the intervention, methods conducted by authors, and ways students could replicate these methods with their target population.

3. **Intervention Adaptation Project** (200 points). Students will identify an evidence-based manualized program that has not been adapted before and will conduct a systematic adaptation of given intervention for their population of interest (i.e. diverse group based on SES, race, ethnicity, language, etc). This is be a group project. More details to be provided in class.

4. **Final (50 points).** Students will complete a comprehensive exam at the end of term to evaluate their understanding of theories and processes related to cultural adaptations. This will be a short essay exam.

**Grading Scale:**

Out of 400 assignable points

- A = 360-400 points
- B = 320-359 points
- C = 280-319 points
- D = 240-279 points
- F = <240 points

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## CLASS SCHEDULE

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Assigned Readings and Assignments Due</th>
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<tbody>
<tr>
<td>May 13</td>
<td>Introductions; self-assessment, introduction to multiple identities.</td>
<td><strong>Readings</strong>: B &amp; D-R Chapters 1 &amp; 3</td>
</tr>
<tr>
<td>May 14</td>
<td>Needs Assessments: Part 1 - ADDRESSING Frameworks &amp; Risk and Protective Factors; Community based strengths and resources</td>
<td><strong>Readings</strong>: Hays Chapter 1; Blanco-Vega et al (2008); Castro et al (2004); Ingram (2010); Kloos et al (Chapter 9); Kloos et al. (2012) Chapters 2-4</td>
</tr>
</tbody>
</table>
**Due**: Reflection paper |
| May 16   | Models of Cultural Adaptations                                          | **Readings**: B& D-R Chapter 2; Bernal et al (1995); Barrera and Castro (2006); Lau (2006); Petterson et al (2017); Bernal and Domenech Rodriguez (2012); Cabassa &Baumann (2013) |
| May 17   | **Group Field Project Activity**                                        | **Due**: Needs assessment plan          |
|          | Guest Speaker 1                                                        |                                       |
| May 20   | Application of Models                                                  | **Readings**: B& D-R Chapters 4-9      |
|          | Guest Speaker 2                                                        |                                       |
| May 21   | Implementing Cultural Adaptations: Part 1: Community, Clinical and School Settings | **Readings**:  
Schools- Castro-Olivo (2014); Castro-Olivo & Merrell (2012); Graves et al., (2016)-Clinical Sue et al. (2009); Rosello et al. (2012); Hays Chapters 9-11;  
**Due**: Selection of model and assessment materials. |
|          | Guest Speaker 3                                                        |                                       |
| May 22   | Linking Research to Practice: Future Directions                        | **Readings**: B& D-R Chapter 13        |
| May 23   | **Group Field Project Activity**                                       | **Readings**: TBA                      |
|          |                                                                       | **Due**: Models reflection paper       |
| May 24   | **Presentations and final**                                            |                                       |
Course Readings


MEMORANDUM

TO: Mr. Michael K. Young
President

THROUGH: Dr. Carol A. Fierke
Provost and Executive Vice President

FROM: Dr. Michael Benedik
Vice Provost

SUBJECT: September 11, 2017 Faculty Senate Items

All of the attached September 2017 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost.

New Course Requests, Course Change Requests, Course Withdrawal Requests, Change in Curriculum Requests, and W Courses
Approval recommended. FS.35.020; FS.35.021; FS.35.023; FS.35.024; FS.35.025; FS.35.026; FS.35.032; FS.35.033; FS.35.034; FS.35.035; FS.35.036; FS.35.037; FS.35.038; FS.35.039; FS.35.040; FS.35.041; FS.35.042.

FS.35.022: Approval recommended. College of Agricultural and Life Sciences, Department of Horticultural Sciences, Master of Agriculture in Horticulture. Request for a CIP code change. Proposed implementation date: January 1, 2018. The PhD and MS in Horticulture change to 01.1103 was approved in October 2016. This request will align the MAGR with the PhD and MS in Horticulture. There will be no impact to students, faculty or staff.
EXTERNAL ACTION: A CIP Code Change Request form will be submitted to the THECB.

FS.35.027: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Advertising Strategy-Certificate. The department now offers transcriptable tracks that match the certificate. There are 17 students enrolled with a projected graduation date of May 2019.
EXTERNAL ACTION: Notification to SACSCOC.

FS.35.028: Approval recommended. Mays Business School, Department of Marketing, inactivation of program: Analytics and Consulting-Certificate. The department now offers transcriptable tracks that match the certificate. There are 25 students enrolled with a projected graduation date of May 2019.
EXTERNAL ACTION: Notification to SACSCOC.
FS.35.029: Approval recommended. Mays Business School, Department of Management, inactivation of program-Entrepreneurial Leadership-Certificate. Inactivation due to lack of student interest. A more desired and popular option for students is the creation of the Entrepreneurial Leadership Management Track within the Management major. There are three students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.030: Approval recommended. Mays Business School, Department of Marketing, inactivation of program-Retail Buying and Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 31 students enrolled with a projected graduation date of May 2019.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.031: Approval recommended. Department of Marketing, inactivation of program—Professional Selling and Sales Management-Certificate. The department now offers transcriptable tracks that match the certificate. There are 15 students enrolled with a projected graduation date of December 2018.

EXTERNAL ACTION: Notification to SACSCOC.

FS.35.043: Approval recommended. College of Engineering, Department of Computer Science and Engineering, new degree program: Bachelor of Arts in Computing. Program does not meet criteria to submit planning notification request for approval to the THECB.

INTERNAL ACTION: Submit Board of Regents agenda item by November 6, 2017 System deadline.

EXTERNAL ACTION: Distribute via email required 50-mile notification as soon as Senate item is approved; submit required Proposal, Funding Estimation Tool and Certification Form for the THECB with Board of Regents agenda item submission.

Attachments