Course Change Request

Date Submitted: 02/24/19 9:55 pm

Viewing: **ACCT 410: Fraud Examination**

Last edit: 06/05/19 4:19 pm

Changes proposed by: tblasor

Catalog Pages referencing this course:
- **ACCT - Accounting (ACCT)**
- **Department of Accounting**

Programs referencing this course:
- **CERT-CUSB: Internal Audit - Certificate**

Faculty Senate Number

Contact(s)

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In Workflow

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

Approval Path

1. 02/20/19 8:57 am
   James Benjamin (jbenjamin): Approved for ACCT Department Head
2. 02/21/19 10:18 am
   Terra Bissett (t.bissett): Rollback to Initiator
3. 02/25/19 8:50 am
   James Benjamin (jbenjamin): Approved for ACCT Department Head
4. 02/25/19 10:00 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 02/28/19 2:00 pm
   Jon Jasperson (jon.jasperson): Approved for BA Committee Preparer UG
6. 04/09/19 3:42 pm
   Jon Jasperson (jon.jasperson): Approved for BA Committee Chair UG
7. 05/28/19 12:23 pm
   Annie McGowan (amcgowan): Approved for BA College Dean UG
8. 05/28/19 3:07 pm
   Sandra Williams (sandra-williams): Approved for UCC
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: ACCT
Course number: 410
Department: Accounting
College/School: Mays Business School
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: Fall 2019

Complete Course Title: Fraud Examination
Abbreviated Course Title: FRAUD EXAMINATION

Catalog course description:
Principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills; includes skimming, larceny, misappropriations, fraudulent statements, interviewing witnesses and support for litigation.

Prerequisites and Restrictions:
ACCT 327 with a grade of C or better; junior or senior classification.

Concurrent Enrollment: No

Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ACCT 327</td>
<td>C</td>
<td>UG</td>
<td>No</td>
</tr>
</tbody>
</table>

Crosslistings: No
Stacked: No

Semester 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: 5203030016
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Lecture

Will this course be taught at another:
No
Learning Outcomes

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

The course will continue to meet with the required face-to-face contact hours, and cover the same learning objectives and content that it would cover in a traditional semester format, just in a compressed minimester format.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

The course will continue to meet with the required face-to-face contact hours, and cover the same learning objectives and content that it would cover in a traditional semester format, just in a compressed minimester format.

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration? No

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

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

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

ACCT-410 (Fall 2019) - NON-TRADITIONAL 4-9-19.docx
ACCT-410 (Spring 2019) - TRADITIONAL - 4-9-19.docx
Letters of support or other documentation: No

Additional information: Syllabi for the short course format as well as the traditional length format are attached.

Reviewer Comments:
Terra Bissett (t.bissett) (02/21/19 10:18 am): Rollback: If requesting non-traditional format approval, then a traditional syllabus and a non-traditional syllabus (if applicable) will need to be attached.
Terra Bissett (t.bissett) (02/25/19 9:58 am): Syllabi received.
Jim Herman (jherman) (06/03/19 10:02 am): Effective term listed in Course Change Request is Summer 2018 - 2019. Syllabus reflects Fall 2019. Please adjust Request form to match.
Sandra Williams (sandra-williams) (06/05/19 4:19 pm): Updates made.
Terra Bissett (t.bissett) (06/10/19 8:19 am): UCC approved June 2019.

Reported to state?:
CS
No

Key: 42
ACCT 410 FRAUD EXAMINATION  
FALL 2019 SYLLABUS

SCHEDULE:
Monday-Thursday:
- Section 500: 11:10 am - 12:25 pm  Wehner 111

CONTACT INFORMATION:
Executive Professor: Michael J. Head, CPA, CIA, CISA, CMA
E-mail: mhead@mays.tamu.edu
Office: 460D Wehner
Office Hours: W 10:00 am – 2:00 pm; other hours by appointment

COURSE DESCRIPTION:
Principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills; includes skimming, larceny, misappropriations, fraudulent statements, interviewing witnesses and support for litigation.

LEARNING OUTCOMES:
At the end of this course, students should be able to:
- Discuss the legal environment of Forensic Accounting,
- Distinguish Forensic Accounting and auditing, and the role of the AIS within this context,
- Identify types of fraud and fraud prevention and detection techniques,
- Define and explain various stages of the fraud investigation process (engagement, evidence collection, interviews, and reporting processes)
- Identify appropriate fraud investigation and evidence collection techniques, and
- Utilize computer technology and databases in realistic situations to that of an investigation.

REQUIRED TEXT:
Title: Forensic Accounting and Fraud Examination
Authors: Hopwood, Leiner, Young
Site: www.mhhe.com/hopwood2e
Description: Second Edition
Pub Date: 2012
**PREREQUISITES:**
ACCT 327 with a grade of C or better; junior or senior classification.

**RECOMMENDED COURSEWORK SEQUENCING:**
It is recommended that you currently be enrolled in or already completed Auditing (ACCT 407) or Internal Auditing (ACCT 408) in order to be successful in this course.

**COURSE SCHEDULE** (preliminary and subject to change):

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Chapter</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday, 10/14/2019</td>
<td>Introduction to Forensic Accounting &amp; Fraud Examination</td>
<td>Chapter 1</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>Tuesday, 10/15/2019</td>
<td>Introduction to Forensic Accounting &amp; Fraud Examination</td>
<td>Chapter 1</td>
<td>Complete HW 1: Q 12, 16, 17, 19, &amp; 20</td>
</tr>
<tr>
<td>Wednesday, 10/16/2019</td>
<td>Forensic Accounting Legal Environment</td>
<td>Chapter 2</td>
<td>Read Chapter 2</td>
</tr>
<tr>
<td>Thursday, 10/17/2019</td>
<td>Forensic Accounting Legal Environment</td>
<td>Chapter 2</td>
<td>Complete HW 2: Q 37, 49, 41, 52, &amp; 59</td>
</tr>
<tr>
<td>Monday, 10/21/2019</td>
<td>Fraud Detection</td>
<td>Chapter 6</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>Tuesday, 10/22/2019</td>
<td>Fraud Detection</td>
<td>Chapter 6</td>
<td>Complete HW 3: Case 43 &amp; 44</td>
</tr>
<tr>
<td>Wednesday, 10/23/2019</td>
<td>Fraud Investigation &amp; Engagement Process</td>
<td>Chapter 7</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td>Thursday, 10/24/2019</td>
<td>Fraud Investigation &amp; Engagement Process</td>
<td>Chapter 7</td>
<td>Complete HW 4: Case 50 &amp; 51</td>
</tr>
<tr>
<td>Thursday, 10/24/2019</td>
<td>Fraud Case Competition – Introduction</td>
<td>PPT Deck</td>
<td>Fraud Case Competition Team Assigned</td>
</tr>
<tr>
<td>Monday, 10/28/2019</td>
<td>Evidence Collection Process</td>
<td>Chapter 8</td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td>Tuesday, 10/29/2019</td>
<td>Evidence Collection Process</td>
<td>Chapter 8</td>
<td>Complete HW 5: Case 50 &amp; 51</td>
</tr>
<tr>
<td>Wednesday, 10/30/2019</td>
<td>Fraud Examination Evidence I: Physical, Documentary, &amp; Observational</td>
<td>Chapter 9</td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td>Thursday, 10/31/2019</td>
<td>Fraud Examination Evidence I: Physical, Documentary, &amp; Observational</td>
<td>Chapter 9</td>
<td>Complete HW 6: Q 31, Case 46 &amp; 47 &amp; Fraud Case Engagement Letter</td>
</tr>
<tr>
<td>Monday, 11/4/2019</td>
<td>Mid-Term Exam</td>
<td>Chapter 11</td>
<td>Covers Chapters 1, 2, 6, 7, 8, &amp; 9</td>
</tr>
<tr>
<td>Tuesday, 11/5/2019</td>
<td>Fraud Examination Evidence III: Forensic Science &amp; Computer Forensics</td>
<td>Chapter 11</td>
<td>Read Chapter 11</td>
</tr>
<tr>
<td>Wednesday, 11/6/2019</td>
<td>Fraud Examination Evidence II: Interview &amp; Interrogation Methods</td>
<td>Chapter 10</td>
<td>Complete HW 7: Case 41 &amp; 42</td>
</tr>
<tr>
<td>Thursday, 11/7/2019</td>
<td>Fraud Examination Evidence II: Interview &amp; Interrogation Methods</td>
<td>Chapter 10</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>Tuesday, 11/12/2019</td>
<td>The Fraud Report, Litigation, &amp; Recovery Process</td>
<td>Chapter 12</td>
<td>Complete HW 9: Case 79 &amp; 80</td>
</tr>
<tr>
<td>Wednesday, 11/13/2019</td>
<td>Employee, Vendor, &amp; Other Frauds</td>
<td>Chapter 13</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td>Thursday, 11/14/2019</td>
<td>Employee, Vendor, &amp; Other Frauds</td>
<td>Chapter 13</td>
<td>Complete HW 10: Case 51 &amp; 52</td>
</tr>
<tr>
<td>Monday, 11/18/2019</td>
<td>Financial Statement Fraud</td>
<td>Chapter 14</td>
<td>Read Chapter 14</td>
</tr>
<tr>
<td>Tuesday, 11/19/2019</td>
<td>Financial Statement Fraud</td>
<td>Chapter 14</td>
<td>Complete HW 11: Case 51 &amp; 53</td>
</tr>
<tr>
<td>Wednesday, 11/20/2019</td>
<td>Bankruptcy, Divorce, &amp; Identity Theft</td>
<td>Chapter 17</td>
<td>Read Chapter 17</td>
</tr>
<tr>
<td>Thursday, 11/21/2019</td>
<td>Bankruptcy, Divorce, &amp; Identity Theft</td>
<td>Chapter 17</td>
<td>Complete HW 12: Case 61 &amp; 62</td>
</tr>
<tr>
<td>Monday, 11/25/2019</td>
<td>Fraud Case Competition – Preliminary Round</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>Tuesday, 11/26/2019</td>
<td>Fraud Case Competition – Preliminary Round</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>11/27 – 11/29/2019</td>
<td>Thanksgiving Holiday</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>Monday, 12/2/2019</td>
<td>Redefined day, students attend Friday classes</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>Tuesday, 12/3/2019</td>
<td>Final Exam &amp; Fraud Case Competition Preparation Day</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>Wednesday, 12/4/2019</td>
<td>Fraud Case Competition – Final Round</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>12/6 – 12/11/2019</td>
<td>Final Exam</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
</tbody>
</table>

**ACCT 410: Fraud Examination Syllabus- Fall 2019**

Page 2
COURSE EVALUATION:
Evaluation of your learning in this course will be comprised of the following:

1. **ATTENDENCE, PARTICIPATION AND HOMEWORK:** Class attendance, participation, and completion of the assigned homework are essential to success in this course. As such, an increasing proportion of points will be deducted for more than two (2) absences that are not excused. Specifically, the following deductions will be made for unexcused absences: 3 – 10%, 4 – 25%, 5 – 50%, 6 – 75%, 7 or more – 100%. For example, if a student has 5 unexcused absences they will lose 25 points (50% x 50 available points). Excused absences are defined by TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You will be graded based on the level in which you participate during our weekly class discussions and review of the homework assignments. Specifically, participation will be measured based on the completion of in class review question - 50% for submission, 50% for correct answer. Should an excused absence cover the length of time a homework assignment is available, the student will be provided an opportunity to make up the homework assignment within 48 hours of the due date without penalty.

Class will begin and end promptly. Please plan to be in the classroom before class begins. Arriving late or leaving early is disruptive to the class experience. Students who miss a class session should check online or with a fellow student to obtain any new information or assignments not included on the syllabus.

We will be using the Top Hat Classroom Response System this semester. Using Top Hat, you will be able to submit answers to review questions and record your attendance using your smartphones and/or tablet, laptops, or through text message. Students should register for Top Hat with a registration fee of $24. You can register by simply visiting our course website: [https://app.tophat.com/e/451474](https://app.tophat.com/e/451474). Note: Our course Join Code is 451474. A registration email invitation will also be sent to your school email account prior to the semester commencement.

2. **FRAUD CASE COMPETITION:** The Instructor will assign the students into teams to analyze and present your findings and recommendations to a fraud examination case. You will be graded on the overall project as well as your individual contribution to it. There will be several Progress Reports to be delivered in hard copy on the respective due dates and a final Team Project Presentation to be presented during the final weeks of the course. For each Progress Report, proper labeling is required or will result in point deduction for failure to follow instructions. In the upper right hand corner of your paper, there must be 5 lines containing:

   Line 1: Names of each team member
   Line 2: Date when due
   Line 3: ACCT 410 Section 500
   Line 4: Progress Report #__
   Line 5: Team Number and Company Name

3. **MID-TERM AND FINAL EXAMS:** You will be tested on material from the required textbook, related course material, and the assignments completed through the date of the test. You must take the tests at the scheduled times; exceptions will be made only by prior arrangement or with excused absence which must be accepted by the instructor in writing before the scheduled exam.
4. **EXTRA CREDIT OPPORTUNITY:** You will be provided with an opportunity to deliver a 5-7 minute presentation (including Q&A) on an episode of *CNBC’s American Greed* or some other published fraud case. Qualifying presentations will earn up to 10 extra credit points toward the 1,000 total available points in this class. The presentation should include, at minimum, the following content:

   a. Brief summary of the case,
   b. Who, What, When, Where, How, and Why (if known),
   c. Fraud Triangle, and
   d. What preventive or detective controls, if known, could have been deployed.

**GRADING CRITERIA:**
Grading is based on the following weighting of activities and grading scale:

- Attendance (5%), Participation (5%), and Homework (5%) 15% 150
- Fraud Case Competition, including progress reports 25% 250
- Mid-Term (30%) and Final Exams (30%) 60% 600

Total 100% 1,000

**GRADING SCALE:**
Numeric grades will be assigned a letter grade based upon the following scale. No adjustments will be made to the cumulative total score for rounding or any other reason at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>100-point Scale*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; or = 59</td>
</tr>
</tbody>
</table>

*As a percentage of total points possible for the course.
OTHER INFORMATION:
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.

We have beautiful state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES (except water), FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building classrooms. Your assistance in enforcing this policy is appreciated.

AGGIE HONOR CODE:
I believe in the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Therefore, please understand that academic dishonesty will not be tolerated in accounting courses. Such actions include, but are not limited to, copying, sharing or obtaining information from any unauthorized source during examinations or quizzes, and giving or receiving information about a test, quiz, practice problem or assignment to students in your class or in other sections of the course.

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student involved in academic dishonesty will be penalized in accordance with the Honor System Rules (see aggiehonor.tamu.edu). You will be asked to certify that you know and understand the Aggie Honor Code on all exams.

CLASSROOM DRESS CODE:
Neat, modest and casual attire is considered appropriate for the classroom. Business professional or business casual dress may be requested for guest speakers or other course events during the semester and will be announced in advance.

CHANGES TO THE SYLLABUS:
Any component of this syllabus is subject to change at the discretion of the instructor. All changes will be announced during a scheduled class period before taking effect and through email communication with the class.
ACCT 410 FRAUD EXAMINATION  
SPRING 2019 SYLLABUS

SCHEDULE:
Monday-Thursday:  
- Section 500: 11:10 am - 12:25 pm  Wehner 111

CONTACT INFORMATION:
Executive Professor: Michael J. Head, CPA, CIA, CISA, CMA  
E-mail: mhead@mays.tamu.edu  
Office: 460D Wehner  
Office Hours: W 10:00 am – 2:00 pm; other hours by appointment

COURSE DESCRIPTION:
Principles and methodologies of detecting and deterring fraud using accounting, auditing, and investigative skills; includes skimming, larceny, misappropriations, fraudulent statements, interviewing witnesses and support for litigation.

LEARNING OUTCOMES:
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- Distinguish Forensic Accounting and auditing, and the role of the AIS within this context,  
- Identify types of fraud and fraud prevention and detection techniques,  
- Define and explain various stages of the fraud investigation process (engagement, evidence collection, interviews, and reporting processes)  
- Identify appropriate fraud investigation and evidence collection techniques, and  
- Utilize computer technology and databases in realistic situations to that of an investigation.

REQUIRED TEXT:
Title: Forensic Accounting and Fraud Examination  
Authors: Hopwood, Leiner, Young  
Site: www.mhhe.com/hopwood2e  
Description: Second Edition  
Pub Date: 2012
PREREQUISITES:
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RECOMMENDED COURSEWORK SEQUENCING:
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COURSE SCHEDULE (preliminary and subject to change):

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<th>Topics</th>
<th>Chapter</th>
<th>Homework Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday – 1/15/2019</td>
<td>Introduction to Forensic Accounting &amp; Fraud Examination</td>
<td>Chapter 1</td>
<td>Read Chapter 1</td>
</tr>
<tr>
<td>Thursday, 1/17/2019</td>
<td>Introduction to Forensic Accounting &amp; Fraud Examination</td>
<td>Chapter 1</td>
<td>Complete HW 1: Q 12, 16, 17, 19, &amp; 20</td>
</tr>
<tr>
<td>Tuesday, 1/22/2019</td>
<td>Forensic Accounting Legal Environment</td>
<td>Chapter 2</td>
<td>Read Chapter 2</td>
</tr>
<tr>
<td>Thursday, 1/24/2019</td>
<td>Forensic Accounting Legal Environment</td>
<td>Chapter 2</td>
<td>Complete HW 2: Q 37, 49, 41, 52, &amp; 59</td>
</tr>
<tr>
<td>Tuesday, 1/29/2019</td>
<td>Fraud Detection</td>
<td>Chapter 6</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td>Thursday, 1/31/2019</td>
<td>Fraud Detection</td>
<td>Chapter 6</td>
<td>Complete HW 3: Case 43 &amp; 44</td>
</tr>
<tr>
<td>Tuesday, 2/5/2019</td>
<td>Fraud Investigation &amp; Engagement Process</td>
<td>Chapter 7</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td>Thursday, 2/7/2019</td>
<td>Fraud Investigation &amp; Engagement Process</td>
<td>Chapter 7</td>
<td>Complete HW 4: Case 50 &amp; 51</td>
</tr>
<tr>
<td>Tuesday, 2/12/2019</td>
<td>Evidence Collection Process</td>
<td>Chapter 8</td>
<td>Read Chapter 8</td>
</tr>
<tr>
<td>Thursday, 2/14/2019</td>
<td>Evidence Collection Process</td>
<td>Chapter 8</td>
<td>Complete HW 5: Case 50 &amp; 51</td>
</tr>
<tr>
<td>Tuesday, 2/19/2019</td>
<td>Fraud Examination Evidence I: Physical, Documentary, &amp; Observational</td>
<td>Chapter 9</td>
<td>Read Chapter 9</td>
</tr>
<tr>
<td>Thursday, 2/21/2019</td>
<td>Fraud Examination Evidence I: Physical, Documentary, &amp; Observational</td>
<td>Chapter 9</td>
<td>Complete HW 6: Q 31, Case 46 &amp; 47</td>
</tr>
<tr>
<td>Tuesday, 2/26/2019</td>
<td>Mid-Term Exam</td>
<td></td>
<td>Covers Chapters 1, 2, 6, 7, 8, &amp; 9</td>
</tr>
<tr>
<td>Thursday, 2/28/2019</td>
<td>Fraud Examination Evidence III: Forensic Science &amp; Computer Forensics</td>
<td>Chapter 11</td>
<td>Read Chapter 11</td>
</tr>
<tr>
<td>Tuesday, 3/5/2019</td>
<td>Fraud Examination Evidence II: Interview &amp; Interrogation Methods</td>
<td>Chapter 10</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>Thursday, 3/7/2019</td>
<td>Fraud Examination Evidence II: Interview &amp; Interrogation Methods</td>
<td>Chapter 10</td>
<td>Complete HW 8: Case 54</td>
</tr>
<tr>
<td>3/11 - 3/15/2019</td>
<td>Spring Break</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 3/19/2019</td>
<td>The Fraud Report, Litigation, &amp; Recovery Process</td>
<td>Chapter 12</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Complete HW 9: Case 79 &amp; 80</td>
</tr>
<tr>
<td>Thursday, 3/21/2019</td>
<td>IA Program &amp; IIA BV Joint Meeting – CPE Block Chain Technology</td>
<td>Chapter 13</td>
<td>Wehner 183 – Cacanougher Center</td>
</tr>
<tr>
<td>Tuesday, 3/26/2019</td>
<td>Employee, Vendor, &amp; Other Frauds</td>
<td>Chapter 13</td>
<td>Read Chapter 13</td>
</tr>
<tr>
<td>Thursday, 3/28/2019</td>
<td>Employee, Vendor, &amp; Other Frauds</td>
<td>Chapter 13</td>
<td>Complete HW 10: Case 51 &amp; 52</td>
</tr>
<tr>
<td>Tuesday, 4/2/2019</td>
<td>Financial Statement Fraud</td>
<td>Chapter 14</td>
<td>Read Chapter 14</td>
</tr>
<tr>
<td>Thursday, 4/4/2019</td>
<td>Financial Statement Fraud</td>
<td>Chapter 14</td>
<td>Complete HW 11: Case 51 &amp; 53</td>
</tr>
<tr>
<td>Tuesday, 4/9/2019</td>
<td>Bankruptcy, Divorce, &amp; Identity Theft</td>
<td>Chapter 17</td>
<td>Read Chapter 17</td>
</tr>
<tr>
<td>Thursday, 4/11/2019</td>
<td>Bankruptcy, Divorce, &amp; Identity Theft</td>
<td>Chapter 17</td>
<td>Complete HW 12: Case 61 &amp; 62</td>
</tr>
<tr>
<td>Tuesday, 4/16/2019</td>
<td>Final Exam &amp; Fraud Case Competition Preparation Day</td>
<td></td>
<td>Covers Chapters 10, 11, 12, 13, 14, &amp; 17</td>
</tr>
<tr>
<td>Thursday, 4/18/2019</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/23/2019</td>
<td>Fraud Case Competition – Preliminary Round</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 4/25/2019</td>
<td>Fraud Case Competition – Preliminary Round</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuesday, 4/30/2019</td>
<td>Redefined Day – Students Attend Friday Classes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thursday, 5/2/2019</td>
<td>Fraud Case Competition – Final Round</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
COURSE EVALUATION:

Evaluation of your learning in this course will be comprised of the following:

1. ATTENDANCE, PARTICIPATION AND HOMEWORK: Class attendance, participation, and completion of the assigned homework are essential to success in this course. As such, an increasing proportion of points will be deducted for more than two (2) absences that are not excused. Specifically, the following deductions will be made for unexcused absences: 3 – 10%, 4 – 25%, 5 – 50%, 6 – 75%, 7 or more – 100%. For example, if a student has 5 unexcused absences they will lose 25 points (50% x 50 available points). Excused absences are defined by TAMU Student Rule 7: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). You will be graded based on the level in which you participate during our weekly class discussions and review of the homework assignments. Specifically, participation will be measured based on the completion of in-class review question - 50% for submission, 50% for correct answer. Should an excused absence cover the length of time a homework assignment is available, the student will be provided an opportunity to make up the homework assignment within 48 hours of the due date without penalty.

Class will begin and end promptly. Please plan to be in the classroom before class begins. Arriving late or leaving early is disruptive to the class experience. Students who miss a class session should check online or with a fellow student to obtain any new information or assignments not included on the syllabus.

We will be using the Top Hat Classroom Response System this semester. Using Top Hat, you will be able to submit answers to review questions and record your attendance using your smartphones and/or tablet, laptops, or through text message. Students should register for Top Hat with a registration fee of $24. You can register by simply visiting our course website: [https://app.tophat.com/e/451474](https://app.tophat.com/e/451474). Note: Our course Join Code is 451474. A registration email invitation will also be sent to your school email account prior to the semester commencement.

2. FRAUD CASE COMPETITION: The Instructor will assign the students into teams to analyze and present your findings and recommendations to a fraud examination case. You will be graded on the overall project as well as your individual contribution to it. There will be several Progress Reports to be delivered in hard copy on the respective due dates and a final Team Project Presentation to be presented during the final weeks of the course. For each Progress Report, proper labeling is required or will result in point deduction for failure to follow instructions. In the upper right hand corner of your paper, there must be 5 lines containing:

   - Line 1: Names of each team member
   - Line 2: Date when due
   - Line 3: ACCT 410 Section 500
   - Line 4: Progress Report #__
   - Line 5: Team Number and Company Name

3. MID-TERM AND FINAL EXAMS: You will be tested on material from the required textbook, related course material, and the assignments completed through the date of the test. You must take the tests at the scheduled times; exceptions will be made only by prior arrangement or with excused absence which must be accepted by the instructor in writing before the scheduled exam.
4. **EXTRA CREDIT OPPORTUNITY:** You will be provided with an opportunity to deliver a 5-7 minute presentation (including Q&A) on an episode of *CNBC’s American Greed* or some other published fraud case. Qualifying presentations will earn up to 10 extra credit points toward the 1,000 total available points in this class. The presentation should include, at minimum, the following content:

   a. Brief summary of the case,
   b. Who, What, When, Where, How, and Why (if known),
   c. Fraud Triangle, and
   d. What preventive or detective controls, if known, could have been deployed.

---

**GRADING CRITERIA:**
Grading is based on the following weighting of activities and grading scale:

<table>
<thead>
<tr>
<th>Activity</th>
<th>%</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance (5%), Participation (5%), and Homework (5%)</td>
<td>15%</td>
<td>150</td>
</tr>
<tr>
<td>Fraud Case Competition, including progress reports</td>
<td>25%</td>
<td>250</td>
</tr>
<tr>
<td>Mid-Term (30%) and Final Exams (30%)</td>
<td>60%</td>
<td>600</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100%</td>
<td>1,000</td>
</tr>
</tbody>
</table>

---

**GRADING SCALE:**
Numeric grades will be assigned a letter grade based upon the following scale. No adjustments will be made to the cumulative total score for rounding or any other reason at the end of the semester.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Points</th>
<th>100-point Scale*</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
<td>&lt; or = 59</td>
</tr>
</tbody>
</table>

*As a percentage of total points possible for the course.
OTHER INFORMATION:
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.

We have beautiful state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES (except water), FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building classrooms. Your assistance in enforcing this policy is appreciated.

AGGIE HONOR CODE:
I believe in the Aggie Honor Code: “An Aggie does not lie, cheat, or steal, or tolerate those who do.” Therefore, please understand that academic dishonesty will not be tolerated in accounting courses. Such actions include, but are not limited to, copying, sharing or obtaining information from any unauthorized source during examinations or quizzes, and giving or receiving information about a test, quiz, practice problem or assignment to students in your class or in other sections of the course.

It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. Any student involved in academic dishonesty will be penalized in accordance with the Honor System Rules (see aggiehonor.tamu.edu). You will be asked to certify that you know and understand the Aggie Honor Code on all exams.

CLASSROOM DRESS CODE:
Neat, modest and casual attire is considered appropriate for the classroom. Business professional or business casual dress may be requested for guest speakers or other course events during the semester and will be announced in advance.

CHANGES TO THE SYLLABUS:
Any component of this syllabus is subject to change at the discretion of the instructor. All changes will be announced during a scheduled class period before taking effect and through email communication with the class.
Course Change Request

Date Submitted: 04/02/19 3:46 pm

Viewing: **AGLS 492: Cooperative Education in Agriculture**

Last approved: 03/07/18 3:36 am

Last edit: 04/05/19 8:18 am

Changes proposed by:essler

Catalog Pages referencing this course

Faculty Senate Number

Contact(s)

In Workflow

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

Approval Path

1. 04/03/19 2:04 pm
   Dawn Kerstetter
   (dkerstetter): Approved for CLAG Department Head UG
2. 04/05/19 8:19 am
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 04/05/19 10:05 am
   Dawn Kerstetter
   (dkerstetter): Approved for AG Committee Preparer UG
4. 05/31/19 11:54 am
   Bob Knight (bob-knight): Approved for AG Committee Chair UG
5. 05/31/19 1:45 pm
   Kelly Essler (essler): Approved for AG College Dean UG
6. 06/11/19 8:13 am
   Terra Bissett (t.bissett): Approved for UCC Preparer
7. 07/08/19 11:33 am
   Terra Bissett (t.bissett): Approved for UCC Chair

History

1. Mar 7, 2018 by Sandra Williams (sandra-williams)
Rationale for Course Edit
The proposed changes are to meet the demand/interest of students.

Course prefix: AGLS  
Course number: 492

Department: College of Ag. & Life Sciences
College/School: Agriculture & Life Sciences
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites
All prerequisites will be enforced through COMPASS.

Academic Level
Graduate (alternate)

Effective term: Fall 2020 2018-2019

Complete Course Title: Cooperative Education in Agriculture
Abbreviated Course Title: CO-OP ED IN AGRI

Catalog course description:
Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; a technical report, approved by the instructor, on a related subject area required.

Prerequisites and Restrictions
AGLS 392.

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

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>(</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>)</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>AGLS 392</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>AGLS 392</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Crosslistings: No
Stacked: No

Semester: 0-2 2
Credit Hour(s): Contact Hour(s) (per week): Lecture: 0 Lab: 0 Other: 40 Total 40

Repeatable for credit? No
Three-peat? No

CIP/Fund Code: 0100000005
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of instruction: Practicum
Will this course be taught at another branch? No

Name: Kelly Essler  
E-mail: essler@tamu.edu  
Phone: 979-845-3712
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?  No

Will classroom space be needed for this course?  No

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

Required (select program)

Elective (select program)

Has/will this course be(en) submitted for core curriculum consideration?  No

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

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

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No

Additional information  Request is to change credit hour of course from 2 credits to 0-2 variable credit. 03.06.2018 - updated enforcement of existing prerequisites per UCC policy effective 201831-cw

Reviewer Comments  Terra Bissett (t.bissett) (04/04/19 4:22 pm): Co-op courses are currently non-traditional format exempt and this course is coded with NTFE in COMPASS.

Terra Bissett (t.bissett) (07/08/19 11:33 am): UCC approved July 2019.

Reported to state?  CS  No
**Course Change Request**

Date Submitted: 06/09/19 2:56 pm

Viewing: **COMM 309 408**: Research Method Projects Advanced Research Methods in Communication

Also listed as: **COMM 408**

Formerly known as: **COMM 408**

Last edit: 06/10/19 10:52 am

Changes proposed by: n-street

<table>
<thead>
<tr>
<th>Catalog Pages referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 408:</td>
</tr>
<tr>
<td>COMM - Communication (COMM)</td>
</tr>
<tr>
<td>Department of Communication</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programs referencing this course</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM 309:</td>
</tr>
<tr>
<td>BS-COMM: Communication - BS</td>
</tr>
</tbody>
</table>

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy Street</td>
<td><a href="mailto:n-street@tamu.edu">n-street@tamu.edu</a></td>
<td>9798625968</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

The proposed changes are to support a new program.
**Course prefix** | COMM | **Course number** | 309
---|---|---|---
**Department** | Communication
**College/School** | Liberal Arts
**Academic Level** | Undergraduate

Undergraduate course level justification (Select One)

**College/Program Course Level Rubric**

**Effective term** | Fall 2020

**Complete Course Title** | Research Method Projects

**Abbreviated Course Title** | ADV-RESEARCH METHODS PROJECTS

**Catalog course description**

Research Advanced research methods in communication including experimental, survey, interpretive, and critical methods; emphasis on research design, data collection, analysis, interpretation, and presentation; project based. Presentation.

**Prerequisites and Restrictions**

Grade of C Junior or better in senior classifications COMM 308; STAT 303; junior or senior classification 308.

**Concurrent Enrollment** | No

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

**Enforced Prerequisites / Concurrent Enrollment**

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>COMM 308</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
<tr>
<td>And</td>
<td>STAT 303</td>
<td>D</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

**Crosslistings** | No

**Stacked** | No

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>Contact Hour(s) (per week): Lecture: 3</td>
</tr>
<tr>
<td>Repeatable for credit?</td>
<td>No</td>
</tr>
<tr>
<td>Three-peat?</td>
<td>No</td>
</tr>
<tr>
<td>CIP/Fund Code</td>
<td>0901010001</td>
</tr>
<tr>
<td>Default Grade Mode</td>
<td>Letter Grade (G)</td>
</tr>
<tr>
<td>Alternate Grade Modes</td>
<td>Satisfactory/Unsatisfactory</td>
</tr>
<tr>
<td>Method of instruction</td>
<td>Lecture</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>No</td>
</tr>
</tbody>
</table>
Will this course be taught as a distance education course?
No

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

Will classroom space be needed for this course?
Yes

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

<table>
<thead>
<tr>
<th>Required (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-COMM) Communication - BS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective (select program)</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-COMM) Communication - BA</td>
<td></td>
</tr>
<tr>
<td>(BA-TCMS) Telecommunication Media Studies - BA</td>
<td></td>
</tr>
<tr>
<td>(BS-TCMS) Telecommunication Media Studies - BS</td>
<td></td>
</tr>
<tr>
<td>(MINOR-COMM) Communication - Minor</td>
<td></td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?
No

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

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

**Course Syllabus**

**Syllabus:**
Upload syllabus

Upload syllabus
COMM 309-Proposal.docx

**Letters of support or other documentation**
No

**Additional information**
COMM 309 has the similar content as COMM 408, however, it will not be taught as a W-course.
By editing COMM 408 as COMM 309 the course number fits the logic of COMM course numbering as well as the College/Program Course Level Rubric.

**Reviewer Comments**
Terra Bissett (t.bissett) (06/10/19 4:05 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.
Terra Bissett (t.bissett) (07/08/19 11:34 am): UCC approved July 2019.

**Reported to state?**
Change-PrefixNumber
CS
Syllabus for: Communication Research Projects

Instructor: Dr. Richard Street
Email: r-street@tamu.edu
Phone: We do not have telephones in our offices.

Day/Time: Fall 2020
Room: TBD

Prerequisites: COMM 308 with C or better; STAT 303; U3/U4 only

Course Description
Research methods in communication including experimental, survey, interpretive, and critical methods; emphasis on research design, data collection, analysis, interpretation, and presentation; project based

Why Research Methods Projects?
Results from a 2013 survey by the Association of Colleges and universities, "It Takes More Than a Major: Employer Priorities for College Learning and Student Success" (April, 2013) (http://www.aacu.org/leap/public-opinion-research)

- More than 75% of employers say they want more emphasis on 5 key areas including: critical thinking, complex problem-solving, written and oral communication, and applied knowledge in real-world settings.
- Employers endorse several educational practices as potentially helpful in preparing college students for workplace success. These include practices that require students to a) conduct research and use evidence-based analysis; b) gain in-depth knowledge in the major and analytic, problem solving and communication skills; and c) apply their learning in real-world settings.

Student Learning Outcomes
The successful student will be able to
(1) Write a proposal for research that could be submitted to an Institutional Review Board for approval.
(2) Demonstrate competence in the use of both qualitative and quantitative research methods.
(3) Complete a group research project using both qualitative and quantitative methodology.
(4) Critique research with respect to reliability, validity, and generalizability.

Reading Materials
This is a class more about ‘doing research’ than about ‘reading about how to do research.’ Readings will be supplied by the instructor either as PDFs or links to webpages.

Course Content
As a refresher of COMM 308 material, I will present lectures with class discussion of real world applications that cover research concepts that will be important to your group research projects. Some of these may be youtube links on ecampus.
Assignments

- **In-class exams (40%)**: Students will take two in-class written exams during the semester. Each is worth 20% of the overall grade. These exams will be multiple choice and short answer.

- **Group research project**: In groups of 4, you will work together on a group research project. The project will involve a literature review, formulating research questions and/or hypotheses, data collection (using both qualitative and quantitative methods), analysis of data, reporting of findings, discussion of the findings, listing of limitations, and references. The topic of the group research project will be determined by the team members with approval of the instructor. Ideally, you will be doing research (a) for some external stakeholder that is interested in or could benefit from your research, (b) on a cutting edge topic important to A&M, the local community, or Texas, or (c) as an academic research project where you conduct an experiment or survey to test a hypothesis of some sort (details to follow).

- **Group Research Presentation (20%)**: You will present your results to the class as an oral power point presentation at the end of the semester. Sections of the presentation will include a literature review, methods, results, conclusions, limitations, and references. A template for the ppt presentations is posted on ecampus.

- **Group Research paper (40%)**: Your group will write a group research paper (15-20 pages) presenting your research findings. The template will be similar to the group research presentation guidelines and will be uploaded on ecampus. The paper will turned in in parts.
  - The literature review and methods sections section (8-12 pages) will be due first and will present the rationale for the projects, relevant literature related to the project, hypotheses and/or research questions,
  - The results and discussion sections of the paper will be 6-8 pages and include your findings, discussion of your findings, and conclusions.

Each group member will provide a peer evaluation of other members in their group. This can lower your grade if the evaluations are less than an A.
Class policies

I. Attendance is required at each class meeting. Please come to class each and every class period. Make-up work is NOT available for anyone without satisfactory documentation of a University excused absence. http://student-rules.tamu.edu/rule07

Late work without documentation of a University excused absence is accepted for 50% credit for the first week after the due date and then for 0 credit after the first week after the due date.

II. Due dates and Final Draft Form. All written assignments are due as specified in the calendar and are required to be in Final Draft Form. Late assignments without documentation of a University excused absence will be accepted for up to (but no more than) 50% credit. Final Draft Form is defined as typed, double-spaced, free from typographical and grammatical errors, and with college level composition and style. Written assignments will be submitted using the assignments tab in Ecampus.

III. Cell phones. As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.

Course Grade

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two exams</td>
<td>40%</td>
</tr>
<tr>
<td>Group Research Paper</td>
<td>40%</td>
</tr>
<tr>
<td>Group Research Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

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

Tentative Course Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Topic</th>
<th>Notes/due dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>25</td>
<td>Intro to course, discuss group research project</td>
<td></td>
</tr>
</tbody>
</table>
|       | 27  | • purpose of research  
       |     | • research ethics  
       |     | • goals of research (exploration, description, explanation, prediction, control)  
       |     | • qualitative vs. quantitative research types of research (interviews and focus groups, surveys, observational studies, experiments and interventions) |                  |
| Sep   | 1   | • Getting started on a research project  
       |     | • Conducting semi-structured interviews  
       |     | • Conducting focus groups  
       |     | • Ethnographic research  
<pre><code>   |     | • How to do qualitative analyses |                  |
</code></pre>
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Sep 8</td>
<td>Work on group project topic</td>
<td>In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Basics of quantitative research</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Types of measures (variables)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reliability of measures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Validity of measures</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Writing workshop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>• Descriptive statistics</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Data reduction and presentation</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>• Measures of central tendency</td>
<td></td>
<td></td>
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<tr>
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<td>• Measures of dispersion (range, variance, standard deviation)</td>
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<td>• Normal and skewed distributions</td>
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<td></td>
<td>• Sampling</td>
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<tr>
<td>17 &amp; 22</td>
<td>• Designing surveys and questionnaires</td>
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<td></td>
<td>• Data collection with surveys and questionnaires</td>
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<tr>
<td>24</td>
<td>Catch up</td>
<td></td>
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<tr>
<td>29</td>
<td>EXAM 1</td>
<td></td>
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<tr>
<td>Oct 1</td>
<td>• Types of self-report measures (Likert, semantic differential)</td>
<td>Feedback due on draft of literature review from instructor and peers</td>
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<td></td>
<td>• issues related to reliability and response set</td>
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<tr>
<td>6</td>
<td>Writing workshop</td>
<td></td>
<td>Qualitative research for group project completed</td>
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<tr>
<td>8</td>
<td>• Conducting experiments</td>
<td></td>
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<td></td>
<td>• Types of experimental and non-experimental research designs</td>
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<td></td>
<td>• Internal and external validity</td>
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<tr>
<td>13 &amp; 15</td>
<td>• Conducting content analysis</td>
<td></td>
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<td></td>
<td>• Content analysis of behavior</td>
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<td></td>
<td>• Content analysis of media content</td>
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<tr>
<td>20 &amp; 22</td>
<td>Group project work</td>
<td>First draft of literature review and methods section of research paper due</td>
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</tr>
<tr>
<td>Oct 27, 29</td>
<td>• Inferential statistics</td>
<td></td>
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<tr>
<td>Nov 3</td>
<td>• Statistics to test for differences</td>
<td></td>
<td></td>
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<tr>
<td>Nov 5 &amp; 10</td>
<td>• Statistics to test for relationships</td>
<td></td>
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<tr>
<td></td>
<td>• Using excel for statistical analyses</td>
<td></td>
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<tr>
<td>12 &amp; 17</td>
<td>Critiquing research</td>
<td></td>
<td></td>
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<tr>
<td>19</td>
<td>EXAM 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Work in groups &amp; Thanksgiving</td>
<td>In class</td>
<td></td>
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</tbody>
</table>
Group project requirements

1. Groups will consist of 4 students

2. The group will conduct a research project (approved in advance) that:
   - is either an experiment, intervention, or survey designed to either influence the audience (e.g., behavior, attitudes) or detect differences between one group of research participants relative to another (e.g., men vs. women, those exposed to the campaign ad vs. those that were not)
   - must have at least one hypothesis and at least one research question
   - has a literature review of 7-10 journal articles or book chapters on some aspect of communication as it relates to your project
   - describes the methodology for data collection (both qualitative and quantitative) and procedures for the intervention or experiment
   - collects qualitative data from 5 people, either a focus group of 5, or 5 interviews, or some combination of the two
   - reports main themes that emerged from the qualitative data
   - designs a survey or questionnaire based in part on the results of the qualitative data and the literature review
   - develops stimulus materials that are in media format (video, audio, graphics, pictures, and/or text) and/or survey/questionnaire items based on the qualitative research or literature review
   - collects data using the survey or questionnaires and, if needed, other measures (behavioral) from research participants participating in the experiment or intervention
   - uses a t-test or F-test to detect differences between the groups; other statistics (e.g., correlations, chi square) may be used as appropriate for hypotheses or research questions
   - Reports the findings related to the hypotheses and research questions.
   - Draws conclusions from the findings
   - Acknowledges limitations of the study
   - References are formatted in APA format

3. The project will be turned in and presented as a power point presentation

The following slides are required for the group project presentation (this may be modified later)

   a. TITLE slide with title of project, group number, and names of group members
b. 1 slide with PURPOSE of the research

c. 2-3 slides with BACKGROUND information: summary of research related to the topic (at least 7-10 research sources from academic or institutional research (journal articles, books, etc). You may have other sources as well—websites, quotes from interviews; but these are not part of the 7-10 references from scholarly/institutional journals/books

d. 1 slide with QUALITATIVE RESEARCH QUESTIONS)

e. 2-3 slides on the QUALITATIVE RESEARCH SAMPLE: describe the number and demographics of the research participants, whether they participated in interviews or focus groups, the names of the group members who conducted the interviews and/or led the focus groups, and what interview/focus group questions were used.

f. 2-3 slides on QUALITATIVE RESEARCH RESULTS: main themes and conclusions drawn from participants’ responses

g. 1 slide on how the qualitative research informed your experiment, questionnaires, or survey

h. 1 slide with HYPOTHESES AND RESEARCH QUESTIONS FOR THE QUANTITATIVE RESEARCH

i. 4-6 slides describing your EXPERIMENT, INTERVENTION, or SURVEY including research design, stimulus materials, how you recruited research participants, sampling procedure, characteristics of the sample (number, gender, other relevant characteristics as they apply to the study), what procedures you used, how you collected data, etc

j. 2-4 slides with your RESEARCH MEASURES (e.g., survey, questionnaires, scales)

k. 1 slide on STATISTICAL ANALYSIS: explain what analyses you used

l. 2-4 slides on RESULTS, including tables and graphs as needed, in addition to textual description of results

m. 1-2 slides on CONCLUSIONS

n. 1-2 slides on LIMITATIONS

o. 2-3 slides on REFERENCES

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 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**

*“An Aggie does not lie, cheat or steal, or tolerate those who do.”*  
We are strong proponents of academic integrity. Thus, we expect that all of your work be original. Therefore, cheating on exams, quizzes, or other assignments will not be tolerated. Similarly, plagiarizing other people’s ideas, thoughts, or works will not be tolerated. If you choose to violate the University standards for academic integrity, you could be subject to the following sanctions: failing the assignment, failing the class, or more extreme punishments from the university. If you have questions about what constitutes academic integrity, visit http://aggiehonor.tamu.edu

**Title IX and Statement on Limits to Confidentiality**

Texas A&M University and the College of Liberal Arts are committed to fostering a learning environment that is safe and productive for all. University policies and federal and state laws provide guidance for achieving such an environment. Although class materials are generally considered confidential pursuant to student record policies and laws, University employees — including instructors — cannot maintain confidentiality when it conflicts with their responsibility to report certain issues that jeopardize the health and safety of our community. As the instructor, I must report (per Texas A&M System Regulation 08.01.01) the following information to other University offices if you share it with me, even if you do not want the disclosed information to be shared:

- Allegations of sexual assault, sexual discrimination, or sexual harassment when they involve TAMU students, faculty, or staff, or third parties visiting campus.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In many cases, it will be your decision whether or not you wish to speak with that individual. If you would like to talk about these events in a more confidential setting, you are encouraged to make an appointment with the Student Counseling Service (https://scs.tamu.edu/).

Students and faculty can report non-emergency behavior that causes them to be concerned at http://tellsomebody.tamu.edu
Course Change Request

Date Submitted: 04/02/19 2:05 pm

Viewing: CSCE 120: Program Design and Concepts

Last approved: 03/19/19 3:30 am
Last edit: 05/23/19 11:55 am
Changes proposed by: smilingsheila

Catalog Pages referencing this course

Contact(s)

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

Approval Path
1. 04/02/19 3:15 pm Scott Schaefer
   schaefer): Approved for CSCE Department Head
2. 04/03/19 10:04 am Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 04/04/19 9:39 am Bonnie Bustos-flores (bbustosrios): Approved for EN Committee Preparer UG
4. 04/04/19 9:42 am Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
5. 04/04/19 4:53 pm Prasad Enjeti (enjeti): Approved for EN College Dean UG
6. 04/04/19 5:04 pm Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 04/09/19 5:06 pm Sandra Williams (sandra-williams): Rollback to UCC Preparer for UCC Chair
8. 04/10/19 10:23 am Sandra Williams (sandra-williams): Rollback to EN College
Rationale for Course Edit: The proposed changes are part of a routine curriculum review. The proposed changes are to meet the demand/interest of students.

Course prefix: CSCE  
Course number: 120  
Department: Computer Science & Engineering  
College/School: College of Engineering  
Academic Level: Undergraduate  

Undergraduate course level justification (Select One)  
Prerequisites:

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2019  
Complete Course Title: Program Design and Concepts  
Abbreviated Course Title: PROGRAM DESIGN & CONCEPTS  

Catalog course description: Extend prior programming knowledge to create computer programs that solve problems; use the C++ language; apply computational thinking to enhance problem solving; analyze, design and implement computer programs; use basic and aggregate data types to develop functional and object oriented solutions; develop classes that use dynamic memory and avoid memory leaks; learn error handling strategies to develop more secure and robust programs.

Prerequisites and Restrictions: Grade of C or better in ENGR 102, CSCE 110, CSCE 111, or CSCE 206, or equivalent.
Should catalog prerequisites / concurrent enrollment be enforced? Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ENGR 102</td>
<td>C</td>
<td>UG</td>
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<tr>
<td>Or</td>
<td>CSCE 110</td>
<td>C</td>
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<tr>
<td>Or</td>
<td>CSCE 111</td>
<td>C</td>
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<tr>
<td>Or</td>
<td>CSCE 206</td>
<td>C</td>
<td>UG</td>
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</table>

Crosslistings No Crosslisted With
Stacked No Stacked with

Semester 3 Contact Hour(s) (per week):
<table>
<thead>
<tr>
<th>Lecture: 3</th>
<th>Lab: 1</th>
<th>Other: 0</th>
<th>Total</th>
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<tbody>
<tr>
<td>4</td>
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</tbody>
</table>

Repeatable for credit? No
CIP/Fund Code 1102010006
Default Grade Mode Letter Grade (G)
Method of instruction Lecture and 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)

Yes

Learning Outcomes

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

While evaluating the student learning outcomes for both the traditional and non-traditional versions of the course, the CSCE Department faculty members reviewed the syllabus, homework assignments, projects, case studies, papers, exams, and other required course deliverables for each course. The faculty considered A) whether the time required for students to complete assigned learning activities and B) whether the qualitative and quantitative expectations for the students were appropriate for degree level, discipline, and weight in the student’s final grade. Based on this evidence, the faculty concluded that the student learning outcomes for the non-traditional course were equivalent to the student learning outcomes for the traditional course.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

For the non-traditional course offering, the CSCE Department faculty reviewed the other academic activities, which require active faculty engagement with the students, that could be considered equivalent to face-to-face contact hours from TAMU University Rule 11.03.99.M1 Section 2.1. In their review, the faculty considered A) whether the alternate academic activity was required and structured and B) whether the total set of alternate academic activities were sufficient to be considered equivalent to a traditional course. Based on this evidence, the faculty concluded that contact hour requirements for the non-traditional course offering are equivalent to a traditional course.

Will this course be taught as a distance education course?

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

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

Will classroom space be needed for this course? 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>
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<tbody>
<tr>
<td>(BA-COMP) Computing - BA</td>
</tr>
<tr>
<td>(BS-CECN) Computer Engineering - BS, Computer Science Track</td>
</tr>
<tr>
<td>(BS-CPS) Computer Science - BS</td>
</tr>
<tr>
<td>(BS-CEEN) Computer Engineering - BS, Electrical Engineering Track</td>
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</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

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

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

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

> Are the lab contact hours truly lab hours or are they considered recitation hours? If the latter, they should be included with the lecture contact hours and can be scheduled when sections are created through Scheduling. Please advise. > It is truly a lab, not a recitation.

Reviewer Comments

Prasad Enjeti (enjet) [04/04/19 9:46 am]: College of engineering curriculum committee has reviewed and approved the learning outcomes and contact hours.

Sandra Williams (sandra-williams) [04/08/19 2:48 pm]: UCC approved April 2019.

Sandra Williams (sandra-williams) [04/09/19 5:06 pm]: Rollback: Previous comment incorrect. This course was not on the April UCC agenda.

Sandra Williams (sandra-williams) [04/10/19 10:23 am]: Rollback: Please update the language for the following question "Describe how hours are met or provide justification why they are not met." based on the comments received on April agenda items.
Sandra Williams (sandra-williams) (05/17/19 4:00 pm): Rollback: Rolling back as requested by Sheila Dotson for updates.

Terra Bissett (t.bissett) (06/10/19 8:21 am): UCC approved June 2019.
Course title and number: CSCE 120: Program Design and Development
Term (e.g., Fall 200X): TBD
Meeting times and location: TBD

Course Description and Prerequisites
Extend prior programming knowledge to create computer programs that solve problems; use the C++ language; apply computational thinking to enhance problem solving; analyze, design and implement computer programs; use basic and aggregate data types to develop functional and object oriented solutions; develop classes that use dynamic memory and avoid memory leaks; learn error handling strategies to develop more secure and robust programs.

Pre-requisites: Grade of C or better in ENGR 102 or CSCE 110 or CSCE 111 or CSCE 206 or equivalent.

Learning Outcomes or Course Objectives
Upon completion of the course students should be able to:

- Use C++ to develop programs.
- Analyze a problem, identify the important features and use that information to design and develop a small computer program or function that solves the problem. Articulate the rationale for various design and implementation decisions.
- Represent algorithm designs as pseudocode or other appropriate representations.
- Given an algorithm, write code that implements the algorithm.
- Write code that follows common practices for readable code.
- Document code so that others can easily understand and follow the code.
- Explain the following concepts and utilize them when developing computer programs.
  - Abstraction
  - Information Hiding
  - Object oriented decomposition
- List common data types used in computer programs.
- Describe how each data type is stored in memory and explain any resultant characteristics and limitations.
- Given a piece of information to represent a problem, explain the rationale for which data type best models the information and its use in a program.
- List some types of aggregate data types and describe when each is appropriate.
- Use aggregate data types.
- Explain basic control structures including sequence, selection, and iteration as well as calling functions.
- Describe a program’s memory (e.g. stack and heap). Explain the process of adding and removing memory from the stack and heap.
- Use strategies that mitigate errors in programs.
- Use functions to implement abstraction and information hiding that avoid unintended side effects.
- Explain the concept of recursion and list examples that use it.
- Describe the characteristics of a recursive function that works.
- Write programs that use recursive functions.
- Describe the process of allocating and deallocating dynamic memory.
- Write programs that use dynamic memory and avoid memory leaks.
• Write programs that use sequential input/output including files.
• Write programs that use object oriented programming.
  o Write classes that exhibit information hiding and encapsulation with appropriate
    permissions for attributes and methods.
  o Write classes that mimic the behavior of basic data types through operator overloading.
  o Write classes that use inheritance and polymorphism.

Instructor Information
Name: TBD
Telephone number: TBD
Email address: TBD
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material
• Required
  o CSCE 121: Introduction to Program Design & Concepts C++
    ▪ zyBooks Link: http://learn.zybooks.com
• Recommended
  o Think Like a Programmer: An Introduction to Creative Problem Solving, V. Anton
  o Programming Principles and Practice Using C++, Second Edition, Bjarne Stroustrup,
    Pearson, 2014.
    (Free PDF)

Grading Policies
• Exams 50% - There will be two exams. The first exam (20%) will be taken during a regular class
  period and the final will be taken during the final exam timeslot (30%).
• Lab Assignments/Homework (40%) – Lab assignments will be activities to be completed during
  lab time to provide a collaborative environment to discuss/work through some material that
  illustrates core concepts or common pitfalls. Homework assignments are completed individually
  outside of class and submitted weekly. Homework gives experience developing more complex
  programs using the concepts covered in class.
• Participation (10%) – Participation activities are based on attendance, quizzes given in class,
  and online textbook assignments.

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

Make Up and Late Work
All absences will be handled according to Texas A&M student rule 7 http://student-rules.tamu.edu/rule07
It is your responsibility to keep up with the class, even when unexpected events interfere.

Missed Exams
Missed exams will only be rescheduled for university excused absences. Note that if advanced notice is
not feasible, you have 2 business days to provide notification. A zero will be assigned for exams due to
Late Homework
A late homework assignment will be accepted up to 2 weeks late with a 5% penalty for each late day. No penalty for excused absences turned in up to four days after return to class. Please discuss unusual circumstances in advance with the instructor.

Online Textbook & Labwork
These cannot be submitted late for credit. However, you should make sure you understand them all. You cannot get credit for missed labs or zyBook. However, if you have an excused absence, it will not be counted against you. In all cases, you can review material that you missed so that you know it for future assignments and exams.

Course Topics, Calendar of Activities, Major Assignment Dates

Week Topic(s)
1 New forms of what you already know: Assignment & Variables, Control Structures (Sequence, Selection, Iteration)
2 Design (Flowcharts & Pseudocode), Data Representation, Functions
3 Functions, Aggregate Datatypes (CStrings and Arrays), Datatype Limitations
4 Function organization, Debugging, Unit Testing
5 Function Review, Recursion
6 Pointers, Arrays, & Functions
7 File I/O, Exam 1
8 Object Oriented Programming, Design
9 Constructors, Operator Overloading
10 Dynamic Memory Allocation
11 Linked Lists
12 Rule of Three (Destructor, Copy Constructor, Copy Assignment), Debugging
13 Inheritance, Polymorphism
14 Templates, Exam 2

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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 title and number: CSCE 120: Intermediate Program Design and Development with C++
Term (e.g., Fall 200X): TBD
Meeting times and location: WEB

Course Description and Prerequisites
Extend prior programming knowledge to create computer programs that solve problems; use the C++ language; apply computational thinking to enhance problem solving; analyze, design and implement computer programs; use basic and aggregate data types to develop functional and object oriented solutions; develop classes that use dynamic memory to eliminate memory leaks; learn error handling strategies to develop more secure and robust programs.

Prerequisite: ENGR 102 or CSCE 110 or CSCE 111 or CSCE 206 or permission of the instructor.

Learning Outcomes or Course Objectives
Upon completion of the course students should be able to:
- Use C++ to develop programs.
- Analyze a problem, identify the important features and use that information to design and develop a small computer program or function that solves the problem. Articulate the rationale for various design and implementation decisions.
- Represent algorithm designs as pseudocode or other appropriate representations.
- Given an algorithm, write code that implements the algorithm.
- Write code that follows common practices for readable code.
- Document code so that others can easily understand and follow the code.
- Explain the following concepts and utilize them when developing computer programs.
  - Abstraction
  - Information Hiding
  - Object oriented decomposition
- List common data types used in computer programs.
- Describe how each data type is stored in memory and explain any resultant characteristics and limitations.
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- Use functions to implement abstraction and information hiding that avoid unintended side effects.
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- Describe the characteristics of a recursive function that works.
- Write programs that use recursive functions.
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- Write programs that use sequential input/output including files.
- Write programs that use object oriented programming.
  - Write classes that exhibit information hiding and encapsulation with appropriate permissions for attributes and methods.
Write classes that mimic the behavior of basic data types through operator overloading.
Write classes that use inheritance and polymorphism.

Instructor Information
Name: Dr. J. Michael Moore
Telephone number: 979-845-5475
Email address: jmichael@cse.tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material
• Required
  o CSCE 121: Introduction to Program Design & Concepts C++
    ▪ zyBooks Link: http://learn.zybooks.com
• Recommended

Grading Policies
Please review Texas A&M student rule 7: http://student-rules.tamu.edu/rule07
It is your responsibility to keep up with the class, even when unexpected events interfere.

Exam Make Up
Missed exams will only be rescheduled for university excused absences. Note that if advanced notice is not feasible, you have 2 business days to provide notification. See student rules. A zero will be assigned for exams due to an unexcused absence. Documentation must be submitted prior to making up a missed exam. Job interviews do not constitute an excused absence unless explicitly approved by Dr. Moore.

zyBook, Videos & Labwork
These cannot be submitted late for credit. However, you should make sure you understand them all. Only requiring a percentage be completed allows for omitting some when extenuating circumstances arise such as excused absences. If excused absences compose more than the allotted percentage, then gather documentation for all excused absences and present to the instructor at the end of the semester. Adjustments will be made accordingly.

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

Exams (50%):
You must have a 60% average on exams to get a C or higher in the course regardless of overall calculated score. If you have less than a 60% exam average and a passing overall calculated score, the maximum grade you can receive is a D.
  • Midterm Exam (20%)
  • Final Exam (30%)
Exams can be taken on campus or we will work with you to set up proctoring to be able to take the exam from wherever you might be.

**zyBook Activities (7%):**
Participation Activities (4%) + Challenge Activities (3%)
For full credit, you must successfully complete 85% by the due date. These are hard due dates and you cannot receive credit for late completion. Requiring 85% for full credit allows omissions for extenuating circumstances including excused absences.

**Class Videos (3%):**
Students try to take the online class by doing the assignments and not watching the videos. We notice because the majority of questions are explicitly addressed in videos. Mediasite tracks percent viewing of videos.
For full credit, you must average 85% viewing.

**Homework (35%):**
Homework is a combination of design and coding of programming assignments. These are due approximately once a week.
  - Must be done on your own.
  - You must use Eclipse on your VM to compile your code as you develop it. We’ll provide more detailed information regarding this.
  - Failing to submit code for more than two homework assignments will result in a failing course grade.
  - Can be submitted late for a penalty, but not after any solutions have been published.
    - If you feel there are extenuating circumstances, do not wait to submit until after you have consulted an instructor. We can go back and update late penalties, but only if we know when you actually finished the assignment.
  - If you want to challenge any grading, you must do so within one week of when the grade is published.

**Labwork (5%):**
Labwork are activities to help you get a better understanding of concepts that students traditionally struggle with or that are integral to know prior to doing homework.
  - For full credit, you must complete 85% by the due dates
  - You may work collaboratively with other students in the class.
These are hard due dates and you cannot receive credit for late completion. Requiring 85% for full credit allows omissions for extenuating circumstances such as excused absences.

**Syllabus Quiz:**
You must get a 100% on the syllabus quiz by the end of the first week of the course to get a passing grade in the class. You may retake the quiz as needed prior to the due date.

**Extra Credit:**
You can get up to one point added to your final grade through culture reports that broaden your exposure to computer science. You can submit up to two reports, and each is worth one-half point. Details for selecting material, writing, and submitting is on eCampus.
## Course Topics, Calendar of Activities, Major Assignment Dates

### Tentative* Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>New forms of what you already know: Assignment &amp; Variables, Control Structures (Sequence, Selection, Iteration), Functions</td>
</tr>
<tr>
<td>2</td>
<td>Design (Flowcharts &amp; Pseudocode), Data Representation, Datatype Limitations, <strong>Aggregate Datatypes (CStrings and Arrays)</strong></td>
</tr>
<tr>
<td>3</td>
<td>Functions and organization, Debugging, Unit Testing</td>
</tr>
<tr>
<td>4</td>
<td>Recursion, Pointers, arrays and command line parameters</td>
</tr>
<tr>
<td>5</td>
<td>More with Functions, Recursion, Objects &amp; Classes with UML</td>
</tr>
<tr>
<td>6</td>
<td>IO streams including file I/O</td>
</tr>
<tr>
<td>7</td>
<td>Designing objects and constructing classes</td>
</tr>
<tr>
<td>8</td>
<td>Dynamic Memory and Linked Lists</td>
</tr>
<tr>
<td>9</td>
<td>Memory management, shallow and dep copy, rule of three</td>
</tr>
<tr>
<td>10</td>
<td>Inheritance, Polymorphism and Templates</td>
</tr>
</tbody>
</table>

*tentative means it can change…

### 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.”

### Acknowledgement

Note that most assignments will include reminders of the academic dishonesty policy. By submitting anything for grading, you are essentially saying “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work. In particular, I certify that I have listed above all the sources that I consulted regarding this assignment, and that I have not received or given any assistance that is contrary to the letter or the spirit of the collaboration guidelines for this assignment.”
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: January 14, 2019 Faculty Senate Items

All of the attached January 2019 Faculty Senate items have been reviewed and approved by college, university curriculum, Faculty Senate and Office of the Provost. It is our recommendation these items be approved and processed through Curricular Services.

New Course Requests, Course Change Requests, Course Withdrawal Requests, Change in Curriculum Requests, Change in Program Requests, and Course Inactivations:

FS.36.289: Recommend approval. College of Dentistry, Department of Dentistry, CERT-AEGD Advanced Education in General Dentistry - Certificate. SCH change from 20 SCH to 24 SCH [original request was for 24.5 SCH]. The THECB has advised they cannot do a .5 SCH on the inventory.]. The Advanced Education in General Dentistry - Certificate is currently listed under the Department of General Dentistry, which was merged with the Department of Restorative Sciences to create a new Department of Comprehensive Dentistry. Paperwork for the merge was submitted to the System on January 15, 2019. **External action:** Submit Request to Change Semester Credit Hours form to the System for THECB approval.

FS.36.298: Recommend approval. School of Law, JD-JDLW Juris Doctor. Dual degree between Texas A&M University School of Law [JD] and University of Texas at Arlington [MBA]. If the School of Law and UT-Arlington wish to pursue the dual degree, the following actions will need to be taken: **Internal action:** Update signature page and obtain signatures from the School of Law and UT-Arlington on the MOA. **External action:** Notify/send executed MOA to the Southern Association of Colleges and Schools Commission on Colleges.

FS.36.308: Recommend approval. Special consideration item. College of Liberal Arts and School of Law, Department of Philosophy and School of Law, BA-BS-JD-PIII.-LJD BA/JDLW-PIII.-LAW: Philosophy - 6-Year Bachelor of Arts and Juris Doctor. Requires 210 SCHs - received approval for use of up to 18 SCH of professional-level law courses toward the undergraduate residency requirement for students participating in the 3+3 program [exception to Student Rule 14.20]. No external action.


Mr. Michael K. Young  
February 14, 2019  
Page 3


FS.36.473: Review only. Budget Information Committee and Legislative Affairs Committee reports.

FS.36.474: Proposed Revisions to Student Rules. Recommend approval with revisions listed below.
   Rule 24.1.16 Student Conduct Code
   Rule 24.4.3 Student Conduct Code
   Rule 24.4.23 Student Conduct Code
   Rule 27.5 Sanctions
   Rule 62.2 First Professional Appeals Panel

A. Revisions to Student Rule 24 (Student Conduct Code):
   1. Adds a definition of retaliation;
   2. Adds the term “abuse” to titles of Domestic Abuse/Violence and Dating Abuse/Violence sections and adds a reference to Physical Abuse section which aligns with new sanctioning matrix; and
   3. Broadens “Abuse of Student Conduct Process” to also include disciplinary and/or legal processes.

B. Revisions to Student Rule 27 (Sanctions): Incorporates “interim restrictions” consistent with the Title IX Implementation Task Force Report.

C. Revisions to Student Rule 62 (First Professional Appeals Panel): adds definition of “first professional faculty member” and clarifies panel membership.

Attachments
Course Change Request

Date Submitted: 07/22/19 8:54 am

Viewing: EPFB 210: Family Involvement and Empowerment

Last approved: 06/12/18 3:27 am

Last edit: 07/22/19 8:54 am

Changes proposed by: gbyrns

Catalog Pages referencing this course

 Programs referencing this course

EPFB - Educ Psych Field Based (EPFB)

BS-INST-BLE: Interdisciplinary Studies - BS, Bilingual Education EC-6
BS-INST-ESP: Interdisciplinary Studies - BS, Special Education EC-12
BS-USEH-CPF*: University Studies - BS, Child Professional Services Concentration

Contact(s)

In Workflow

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

Approval Path

1. 07/17/19 2:22 pm
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
2. 07/18/19 12:00 pm
   Terra Bissett (t.bissett): Rollback to Initiator
3. 07/22/19 9:44 am
   Shanna Hagan-Burke (shaganburke): Approved for EPSY Department Head
4. 07/22/19 1:17 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 07/22/19 1:59 pm
   Kristy Anderson (kanderson): Approved for ED Committee Preparer UG
6. 07/22/19 2:19 pm
   Chris Cherry (chrischerry): Approved for ED Committee Chair UG
7. 07/22/19 2:20 pm
   Chris Cherry (chrischerry): Approved for ED College Dean UG
8. 07/23/19 8:23 am
   Sandra Williams (sandra-williams): Approved for UCC Preparer
Rationale for Course Edit
The proposed changes are part of a routine curriculum review.
The proposed changes are to meet the demand/interest of students.

Course prefix EPFB
Course number 210
Department Educational Psychology
College/School Education & Human Development
Academic Level Undergraduate

Undergraduate course level justification (Select One)

Effective term Fall 2019 2018-2019
Complete Course Title Family Involvement and Empowerment
Abbreviated Course Title FAMILY INVOLVE & EMPOWER

Catalog course description Field-based course that provides information and skills necessary to work with diverse families; addresses need for positive school-family collaboration and characteristics of families throughout the life cycle, the collaboration of educators with families through the special education process, and the provision of family services through community agencies.

Prerequisites and Restrictions

Should catalog prerequisites / concurrent enrollment be enforced? No

Crosslistings No Crosslisted With
Stacked No Stacked with

Semester Contact Hour(s) (per week): Lecture: Lab: Other: Total
Credit Hour(s) 0.3 0.2 0.3
Repeatable for credit? No
CIP/Fund Code 1310010004
Default Grade Mode Letter Grade (G)
Method of instruction Lecture and 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) Yes

Name Glenda Byrns
E-mail gbyrns@tamu.edu
Phone 9798922289

EPFB 210: Family Involvement and Empowerment
https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...
Learning Outcomes

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Students learning outcomes are the same in both the face-to-face course and the online course.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

30 hours of engagement with online materials (PowerPoint key takeaways with audio over course content, online modules, self-check activities, online discussions, publisher developed PowerPoints, web resources, and videos)
- 3 online instructional modules (grief and child abuse) totalling approximately 3 hours
- Videos highlighting key concepts, totalling approximately 3 hours
- 13 student self-check activities at approximately 12 minutes each (roughly 2.5 hours)
- Website links of resources for students to review at approximately 2 hours
- Sample assessment results and IEP documentation for students to review at approximately 1 hour
- Introductory video and discussion at .5 hours
- 18 online discussions at approximately 1 hour each

- 45 face-to-face practicum hours engaging with the community

- Attendance following University policy

75 total student engagement hours.

Active faculty engagement includes:
- Responding to student questions via email
- Meet with students via Skype or phone to discuss questions
- Providing feedback to course assignments and exams
- Facilitating online class discussion
- Creating and updating online learning modules
- Organize, maintain, and utilize eCampus learning management course site

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)

Has/will this course be submitted for core curriculum consideration? No

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

**Course Syllabus**

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upload syllabus</td>
<td>EPFB 210 Online Syllabus.pdf</td>
</tr>
<tr>
<td></td>
<td>Zero Credit Syllabus EPFB 210.pdf</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Letters of support or other documentation</th>
<th>No Yes</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional information</th>
<th>07.17.2019: The attached syllabus only applies for students who have been admitted to the Aggie ACHIEVE Program. This change is for the Fall 2019 semester. Students enrolling in the EPFB 210 course with 0 differential credit are students who have been admitted to the Aggie ACHIEVE Program.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Reviewer Comments</th>
<th>Terra Bissett (t.bissett) (07/18/19 12:00 pm): Rollback: Syllabus: Missing link to Student Rule 7 [<a href="http://student-rules.tamu.edu/rule07">http://student-rules.tamu.edu/rule07</a>].</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Terra Bissett (t.bissett) (07/22/19 1:11 pm): Updates received.</td>
</tr>
<tr>
<td></td>
<td>Terra Bissett (t.bissett) (08/05/19 11:55 am): UCC approved August 2019.</td>
</tr>
</tbody>
</table>
EPFB 210 Family Involvement and Empowerment
Section 502: T/TR11:10-12:25, JCAIN 206
Zero Credit Course for Aggie ACHIEVE

Instructor: Marcia Montague, Ph.D.
Office: 603 Harrington
Office Phone: 979-458-0828
Office Hours: W 2:30 - 3:30, F 8:30 - 10:30, or by appointment
Email: mmontague@tamu.edu

Graduate Assistant: Sidai Dong
Office: 701 K
Office Hours: Email to schedule a virtual meeting (via Google Hangouts) for M 2:30 - 4:30 p.m., or Th 11:00 - 12:30 in the office
Email: sdong02@tamu.edu

Course Description. This field-based course provides information and skills necessary for educators to work with diverse families. It addresses the need for positive school-family collaboration and characteristics of families throughout the life cycle, the collaboration of educators with families through the special education process, and the provision of family services through community agencies.

Course Objectives. The student will:
1. Identify and describe variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
2. Identify and describe rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs and explain these rights to families.
3. Identify and describe the effects an exceptional condition(s) may have on an individual's life and the lives of family members.
4. Identify and describe roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
5. Describe the effects of the cultural and environmental factors on the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
6. Describe and generate a plan to address typical concerns of parents of individuals with exceptional learning needs.
7. Identify cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
8. Assess and describe personal cultural biases and differences that affect one's teaching and interactions with families.
9. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
10. Design instructional goals and chart student progress in a manner which effectively involves the individual and family.
11. Describe factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
12. Apply collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
13. Facilitate respectful and beneficial relationships between families and professionals.
14. Apply strategies to encourage and assist families to become active participants in the educational team.
15. Describe how to conduct an effective collaborative conference with families or primary caregivers.
16. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
17. Apply critical thinking skills when addressing cases and problem solving.

**Required Readings**

3) Case studies, scenarios, and other readings posted on eCampus.

**Required Readings for Extra Credit**

Article supplements are designated for each chapter. Those articles can be accessed through [http://library-reserves.tamu.edu/](http://library-reserves.tamu.edu/)

**Learning Management System** [http://ecampus.tamu.edu](http://ecampus.tamu.edu)

**Technical Support** For Online Support, Contact: TAMU Help Desk Central (Open 24/7 for student support) Email: helpdesk@tamu.edu Phone: 979.845.8300 Website: [http://hdc.tamu.edu/](http://hdc.tamu.edu/)

Consider using one of the computer labs on campus to minimize technology problems.

**Technology Requirements**

- For this course you will need regular access to a computer and reliable internet. If you go out of town, you are still expected to participate in the course, so be sure you always have access or do your work prior to going to a location that may have service problems.
- We use basic software applications for this course, such as Adobe Reader and Microsoft Office (including Word and PowerPoint). You will need to have access to this software or software that allows you to work on these applications. I use a Windows based computer, so be sure that if you are using Mac applications they are compatible and I will be able to view them.
- Recommended browser: Internet Explorer has been found to work best with MediaMatrix videos.
- Basic computer speakers and a microphone will be required.
- We will also make use of YouTube. System requirements to view YouTube videos can be found at [https://support.google.com/youtube/answer/78358?hl=en](https://support.google.com/youtube/answer/78358?hl=en)
- Be sure all software and plugins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

**Technical Skill Requirements**

Technical skill competencies required for this class include:

- Download and upload documents
- Navigate the course website
- Send messages to fellow classmates and the instructor
- Post messages and reply to messages on a discussion forum
- Create a PDF of a file
- Scan printed documents
- Create a video (can be done through many different means, including PowerPoint slideshow, Windows Movie Maker)
- Software usage, especially Microsoft Office, including:
  - Creating a PowerPoint with audio included
  - Creating a Word Document
These are skills required and expected for successful completion of this course. If you need instruction in these areas, many informative YouTube videos exist which can be helpful as you work to solve problems that may arise with technology.

Course Etiquette and Netiquette
In-class and online discussions are an essential component of this course. To ensure a positive learning environment, make sure you follow the following guidelines for in-class and online communications:

- Be polite
- Respect other participants’ views or opinions
- Think before you write or speak
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive classroom community by offering assistance and support to others.

Email Communication Etiquette. When sending emails please remember that it is a formal, professional means of communication. Therefore, make sure to address the recipient by name, detail which course you are referring to (including the section number), check over your grammar, include a signature line, and re-read the email at least once before hitting send.

General Notes Regarding Course Communications. All emails sent to me by 2:00 p.m. (Central Standard Time) Monday – Friday will be answered that same day by midnight. Emails sent after 2:00 p.m., on the weekend, or during holidays will be answered on the following business day by midnight.

My goal is that all assignments will be evaluated within ten business days of the assigned due date, based on the provided grading rubrics.

Course Expectations

<table>
<thead>
<tr>
<th>Task</th>
<th>Points</th>
</tr>
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<tbody>
<tr>
<td>About Me Project</td>
<td>10</td>
</tr>
<tr>
<td>Case Studies</td>
<td>15</td>
</tr>
<tr>
<td>Family Questionnaire</td>
<td>1</td>
</tr>
<tr>
<td>Group Debriefs</td>
<td>15</td>
</tr>
<tr>
<td>Interview</td>
<td>10</td>
</tr>
<tr>
<td>Interview Reactions</td>
<td>4</td>
</tr>
<tr>
<td>Practicum</td>
<td>30</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Points: 100

About Me Project: Students will develop a representation of who they are related to families (details and rubric provided on eCampus). (10 points)

Case Studies: There will be two graded case studies which will include application type questions. These will be completed with your color group members. Case Studies are to be submitted as Word documents, single-spaced, using 12 pt font on eCampus and are due seven weekdays following the case study discussion in class. Individual contributions should be noted on the assignment submission. Individual peer and self-evaluations will be submitted online. Your two case study grades will be averaged. (15 points)

Family Questionnaire: Students will complete a family questionnaire at the beginning of the semester. This activity helps students gain an understanding of content and topics that will be covered during the semester. (1 point)
**Group Debrief:** Students will be asked to process and reflect on their experience in a group of 4-5 people (color group), and complete a group debrief worksheet after listening to guest speakers or completing an identified activity in class. The debrief worksheet should be submitted as a group; each group member must contribute to all questions and indicate his/her contributions in the final submissions. Group Debriefs are to be submitted as Word documents, single-spaced, using 12 pt font on eCampus and are due six to seven weekdays after the speaker’s presentation/identified class activity; check the syllabus calendar for specific due date. The rubric for the Group Debrief is provided on eCampus. A total of three debriefs will be submitted, and grades will be averaged across the semester. Individual peer and self-evaluations will be submitted online. (15 points)

**Interview:** Students, in pairs or small groups, will conduct a structured interview related to family issues. Interviewees might be parents, agency personnel, medical personnel, etc. Interview questions will be developed and a presentation/summary of the interview will be shared in class. **Questions must be approved by the instructor prior to scheduling the interview.** Students will complete a peer evaluation over professionalism during the interview project. Students will also have their interviewee complete an evaluation about their professionalism during the interview process. A rubric for the interview assignment is provided on eCampus. **In order to earn a passing grade on the interview, you must be present at the actual interview with the interviewee.** (10 points)

**Interview Reactions:** Individual, short written reactions will be completed and submitted in class or via Google Docs on interview days. Emphasis of interview reactions should be on making connections between information learned and: 1) previous course concepts, 2) practicum experiences, 3) future career goals, etc. (1 point each day, 4 points total)

**Reading Quizzes:** There will be an online quiz for each of the 12 chapters. Quizzes must be completed by 9:00 a.m. on the due date. **No time extensions are given for quizzes; these can NOT be completed late.** Students may earn up to three points of extra credit for each chapter quiz by participating in an online discussion related to selected articles which align with chapter content. Article response and discussions must be posted on the online discussion forum within three business days of the chapter quiz in order to receive credit. Directions for the extra credit are posted on eCampus. Reading quizzes will be graded as a completion grade. Students will have up to 30-minutes to complete each ten-question quiz. Quizzes are open book and open notes. (15 points)

**Individual Practicum:** Students will complete an individual practicum working with persons and families with diverse backgrounds and needs. Practicum opportunities are available both on and off-campus. Students should take their transportation needs into consideration when choosing practicum sites. The practicum will consist of 45 clock hours. You may not substitute another practicum or paid employment for this practicum. **In order to pass this course, a student must earn at least a satisfactory grade on the practicum in addition to earning a passing level of points.** Activities to be included in the practicum include:

1. Complete your practicum hours in activities related to family involvement in education (parent support meetings, parent education classes, parent advocacy meetings, Options for Teen Parents activities, Project Unity activities - a list of options is posted on eCampus). You must participate in two different activities; one must qualify as service learning. Activities can be suggested based on your experiences, schedule, career goal, etc.
2. Spend a minimum of 45 clock hours in approved practicum experiences and keep a record of these hours.
3. Demonstrate appropriate and professional behavior at the practicum sites.
4. Reflect on the experience in a written summary, audio recording, PowerPoint presentation, or recorded video.
Documentation includes a daily log which includes dates/hours, brief description or bullet points of activity, and signature of a supervisor. Also submit a summary reflection (600-900 words, single spaced) including an overall evaluation of the experiences and what implications for teaching and working with families were gained from the experience (see guidelines on eCampus for the reflection). Instead of a written summary, students may choose to complete an audio recording, PowerPoint, or recorded video of their summary. Students will also have their primary supervisor complete an evaluation about their professionalism during the practicum. A grading rubric is provided on eCampus. (30 points)

**Assignment Format.** Assignments **MUST** be submitted as a Word (.doc or .docx), .rtf, or .pdf file. All assignments should be single-spaced, with 12 point font. Photos of practicum documentation can be submitted as .jpeg. Please check the format before submitting an assignment. Documents that are not readable will be counted as late. You will have one week to re-submit for half credit. Ensure that you include your name along with the Aggie Honor Code on all assignments.

**Assignment Deadlines.** Assignments are due as assigned. Most assignments are due by 11:59 p.m. on the date listed on the syllabus. Chapter quizzes are due by 9:00 a.m. and cannot be submitted late. One hour after the deadline, a written assignment will be considered late, and a maximum of half-credit will be given. Any late written assignment can earn up to half-credit if the assignment is turned in within one week of the assigned due date. Beyond one week late, no credit will be given. If you have technical difficulties, send an on-time email with the assignment attached, but continue to try to post to eCampus.

**Professional Behavior Expectations.** Professional behavior is an essential skill for professionals who will work with families and crucial for success during both coursework and field work in the Special Education program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately; using effective, appropriate, timely and, courteous communication to your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

**Statement Regarding Class Handouts.** The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

**Plagiarism.** As commonly defined, plagiarism consists of passing off as one's own the 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 latest issue of the *Texas A&M University Student Rules*, under the section "Scholastic Dishonesty." See aggiehonor.tamu.edu for more information.

**Absence Policy.** Each student will be allowed one unexcused absence. After that, one point will be subtracted from the student's final grade for each unexcused absence up to a maximum deduction of five points. There will be no make-up assignments without a university-approved excuse. Appropriate excuse documentation must be turned in to the professor in a timely manner, either via email or by hard copy
placed in the course folder for an absence to be considered excused. See https://student-rules.tamu.edu/rule07/ for more information regarding student attendance policies at TAMU.

**Course Grades** Your grade will be based on a 100-point scale. I do not curve grades. For each assignment or exam you will receive the amount of points described below. This is a pass/fail course; a grade of satisfactory or unsatisfactory will be recorded. Students will be required to receive at least 60 points to pass the course and receive a satisfactory grade.

**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. For more information on Texas A&M University's accessibility policies, visit http://vpapit.tamu.edu/Accessibility_Statement.php

**Academic Integrity.** Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu. All assignments MUST be turned in with the following typed statement and student signature:

> “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”
> ___________________________________________________________ (Signature of Student)

**College of Education and Human Development on Tolerance.** We, 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, and 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.

**FALL 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings to be done BEFORE Class</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 8/27</td>
<td>Introduction&lt;br&gt;-FAM Information</td>
<td></td>
<td>Family Questionnaire (in class)</td>
</tr>
<tr>
<td>TR, 8/29</td>
<td>Family Characteristics</td>
<td>Read Ch. 1</td>
<td>Complete Chapter 1 quiz and Syllabus Quiz by midnight on Friday of week 1</td>
</tr>
<tr>
<td>T, 9/3</td>
<td>Family Interactions and Subsystems</td>
<td>Read Ch. 2</td>
<td>Complete Chapter 2 quiz by 9:00 a.m.&lt;br&gt;(prior to class)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Due</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>TR, 9/5</td>
<td>Case Study Analysis Practice: <em>Let It Go</em></td>
<td>Read <em>Let It Go</em> Case</td>
<td>Interview Survey to be completed in class</td>
</tr>
<tr>
<td>T, 9/10</td>
<td>Family Functions</td>
<td>Read Ch. 3</td>
<td>Complete Chapter 3 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 9/12</td>
<td>Privilege Walk</td>
<td>Read <em>Four Principles for Bias-Busting in the Classroom</em></td>
<td></td>
</tr>
<tr>
<td>T, 9/17</td>
<td>Family Life Cycle</td>
<td>Read Ch. 4</td>
<td>Complete Chapter 4 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 9/19</td>
<td>Case Study Analysis Practice: <em>Dad Knows Best</em></td>
<td>Read <em>Dad Knows Best</em> Case</td>
<td></td>
</tr>
<tr>
<td>T, 9/24</td>
<td>Families’ Historical and Current Roles</td>
<td>Read Ch. 5</td>
<td>Complete Chapter 5 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 9/26</td>
<td>Group Case Study #1</td>
<td>Read Group Case Study #1 prior to class. (posted on eCampus)</td>
<td>Group Case Study #1 and peer review to be submitted on eCampus by midnight on Monday, 10/7</td>
</tr>
<tr>
<td>T, 10/1</td>
<td>Policies, School Reform</td>
<td>Read Ch.6</td>
<td>Complete Chapter 6 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/3</td>
<td>Interviews – Round 1</td>
<td>Practicum Check-In</td>
<td>Interview Reaction 1 - In class</td>
</tr>
<tr>
<td>T, 10/8</td>
<td>Partnerships</td>
<td>Read Ch. 7</td>
<td>Complete Chapter 7 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/10</td>
<td>Guest Speakers: Ella McGrunder &amp; Jose Gonzalez, Meeting Basic Needs</td>
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</tr>
<tr>
<td>T, 10/15</td>
<td>Communication and Collaboration</td>
<td>Read Ch. 8</td>
<td>Complete Chapter 8 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/17</td>
<td>Interviews – Round 2</td>
<td></td>
<td>Interview Reaction 2 - In class</td>
</tr>
<tr>
<td>T, 10/22</td>
<td>Evaluation of Students</td>
<td>Read Ch. 9</td>
<td>Complete Chapter 9 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/24</td>
<td>Child Abuse Scenarios</td>
<td>Read <em>Reporting Suspected Abuse or Neglect of a Child in TX</em></td>
<td>Group Debrief 2 due on eCampus by midnight on Monday, 11/4</td>
</tr>
<tr>
<td>T, 10/29</td>
<td>Developing IEPs</td>
<td>Read Ch. 10</td>
<td>Complete Chapter 10 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/31</td>
<td>Interviews - Round 3</td>
<td></td>
<td>Interview Reaction 3 - In class</td>
</tr>
<tr>
<td>T, 11/5</td>
<td>Meeting Basic Needs</td>
<td>Read Ch. 11</td>
<td>Complete Chapter 11 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Details</td>
<td></td>
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<td>---------------------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>TR, 11/7</td>
<td>Guest Speaker: Robin Oberg, Serving English Language Learners and Migrant Families</td>
<td>Group Debrief 3 due on eCampus by midnight on Monday, 11/18</td>
<td></td>
</tr>
<tr>
<td>T, 11/12</td>
<td>Case Study Analysis Practice: <em>Falling Between the Cracks</em></td>
<td>Read <em>Falling Between the Cracks</em></td>
<td></td>
</tr>
<tr>
<td>TR, 11/14</td>
<td>Interviews - Round 4</td>
<td>Interview Reaction 4 - In class</td>
<td></td>
</tr>
<tr>
<td>T, 11/19</td>
<td>Student Outcomes</td>
<td>Read Ch. 12</td>
<td>Complete Chapter 12 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 11/21</td>
<td>Grief</td>
<td>Read two articles (posted on eCampus)</td>
<td></td>
</tr>
<tr>
<td>T, 11/26</td>
<td>Group Case Study #2</td>
<td>Read Group Case Study #2 prior to class. (posted on eCampus) Read Jafarov (2015) article</td>
<td>Group Case Study #2 to be submitted on eCampus by 2:30 p.m, on Friday, 12/6</td>
</tr>
<tr>
<td>TR, 11/28</td>
<td>Happy Thanksgiving!</td>
<td>Enjoy time with family and friends!</td>
<td></td>
</tr>
<tr>
<td>T, 12/3</td>
<td>About Me - Roundtable Project Share</td>
<td>About Me Project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Course closure</td>
<td>Full Practicum Documentation due by midnight on Thursday, 12/5</td>
<td></td>
</tr>
</tbody>
</table>

*All items and tasks listed in this syllabus are required aspects of the course. The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
Course Change Request

Date Submitted: 07/22/19 8:55 am

Viewing: **INST 301 : Educational Psychology**

Last approved: 01/30/18 3:24 am

Last edit: 07/22/19 8:55 am

Changes proposed by: gbyrns

**Catalog Pages referencing this course**

- Department of Teaching, Learning and Culture
- INST-Interdisciplinary Studies (INST)
- International and Cultural Diversity Requirements
- University Core Curriculum

**Programs referencing this course**

- BS-INST-ESP: Interdisciplinary Studies - BS, Special Education EC-12
- BS-USEH-CPP*: University Studies - BS, Child Professional Services Concentration
- BS-AGSC: Agricultural Science - BS

**Contact(s)**

**In Workflow**

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

**Approval Path**

1. 07/17/19 2:23 pm
   Shanna Hagan-Burke (shaganburke):
   Approved for EPSY Department Head
2. 07/18/19 12:02 pm
   Terra Bissett (t.bissett):
   Rollback to Initiator
3. 07/22/19 9:43 am
   Shanna Hagan-Burke (shaganburke):
   Approved for EPSY Department Head
4. 07/22/19 1:19 pm
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
5. 07/22/19 1:59 pm
   Kristy Anderson (kanderson):
   Approved for ED Committee Preparer UG
6. 07/22/19 2:19 pm
   Chris Cherry (chrischerry):
   Approved for ED Committee Chair UG
7. 07/22/19 2:20 pm
   Chris Cherry (chrischerry):
   Approved for ED College Dean UG
8. 07/23/19 8:23 am
   Sandra Williams (sandra-williams):
   Approved for UCC Preparer
Rationale for Course Edit

The proposed changes are part of a routine curriculum review. The proposed changes are to meet the demand/interest of students.

Course prefix: INST
Course number: 301
Department: Educational Psychology
College/School: Education & Human Development
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Effective term: Fall 2019

Complete Course Title: Educational Psychology
Abbreviated Course Title: EDUC PSYCHOLOGY

Catalog course description:
Application of psychology to problems of teaching. Nature and operation of principles of learning, transfer of training; nature, measurement and significance of individual differences; conditions influencing efficiency of learning.

Prerequisites and Restrictions:
Junior or senior classification.

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings:
No

Stacked:
No

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

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

Previously approved via memo. (Spring 2018)

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

Previously approved via memo. (Spring 2018)

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Will this course be taught as a distance education course?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.</td>
<td></td>
<td></td>
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<tr>
<td>Is 100% of this course going to be taught in Texas?</td>
<td></td>
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<tr>
<td>Will classroom space be needed for this course?</td>
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</tbody>
</table>

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

Required (select program)
Elective (select program)

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

Proposed Core Foundational Component Area

Approved Foundational Component Area  Core Social & Beh Sci (KSOC)

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

Course Syllabus

Syllabus:  Upload syllabus

Upload syllabus  Zero Credit Syllabus for INST 301.pdf
Additional information

07.17.2019: The attached syllabus only applies for students who have been admitted to the Aggie ACHIEVE Program. This change is for the Fall 2019 semester.

Students enrolling in the INST 301 course with 0 differential credit are students who have been admitted to the Aggie ACHIEVE Program.

Reviewer Comments

Terra Bissett (t.bissett) (07/18/19 12:02 pm): Rollback: Syllabus: old ADA statement - please update; missing attendance/make-up policy with link to Student Rule 7.

Terra Bissett (t.bissett) (07/22/19 1:19 pm): Updates received.

Terra Bissett (t.bissett) (08/05/19 11:59 am): UCC approved August 2019.
COURSE OUTLINE and SYLLABUS
INST 301: Educational Psychology (FALL 2019)
Monday and Wednesday 4:10pm-5:25pm
Harrington Tower (Room 200)
Zero Credit Course for Aggie ACHIEVE

Instructor:
Dr. Robert S. Woodward, Jr. “JAY”
Office 602 Harrington
Office phone: 845-1802
Email: drjaytamu97@gmail.com
Office Hours: (by appointment)

Graduate Teaching Assistant:
Mr. Matthew Bowen
Office: 613 Harrington
Office phone: 845-1802
Email: matthewb96@tamu.edu
Office Hours: (by appointment)

Textbook:

Course Purpose:
In INST 301 Educational Psychology, we will examine theory and research that has direct implications for educational practice and some of the educational applications that have developed from this theory and research. Topics that will be covered over the course of the semester can be separated into five main areas:

✓ Introduction, overview of the terms and methods used in Educational Psychology
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, and social aspects;
✓ Culture & Diversity, which will depict the role of context and individual differences in an educational setting

Course Objectives:
1. Gain insight into the nature of learners and of the learning process for the design and implementation of effective teaching strategies.
2. Compare and contrast “textbook” applications of educational, psychological, developmental, and sociological theories to “real-life” practices and approaches.
3. Use your critical thinking skills and your knowledge of self and subject matter to fully develop your own personal concept of what aspects are essential and uniquely inherent to the realm of educational psychology

Student Responsibilities: Students enrolled in INST 301 are expected to:

1. Read or listen to all specified chapters/articles by the date indicated on the syllabus. (Assigned modules/pages listed under each scheduled session should be read prior to coming to class on that date)
2. Attend all class sessions ... while I follow the book, I also bring in a lot of outside material and unexcused and/or unauthorized absences will put you behind!
3. Actively participate in and contribute to all in-class discussions and activities
4. Complete and hand in all assignments by the date listed on the syllabus
**Course Evaluation:** INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 200. Your grade in this course will be determined by the following:

- **R.E.A.C.T. Assignment (4 @ variable pts.):** 31 pts.
- **Intro Project: Survey Design:** 30 pts.
- **Final Project: Educational TED talk:** 30 pts.
- **Typical Evaluation of Student Thinking (T.E.S.T.) (4 @ variable points):** 210 pts.

**TOTAL:** 301 pts.

**Grading:** This course is pass/fail course; a grade of satisfactory or unsatisfactory will be recorded. Students will be required to make at least 175 points to pass the course and receive a satisfactory grade the course.

**Academic Honesty**

As commonly defined, plagiarism consists of passing off as one’s own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

**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)

**Americans with Disabilities Act**

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)

**Students with Special Needs**

Any student 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.

**Attendance/Make-Up Policy**

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by
the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The 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://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**Explanation of Assignments:**

- **“R.E.A.C.T. ” Assignment**

  The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.

  For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “T”hink about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you. What particularly about this video impacted you?

  Students can choose one of the following options to submit their responses: (a) a two-page paper (double-spaced); (b) a three- to five-minute audio recording; or (c) a ten slide PowerPoint. Students should integrate classroom material (where applicable), previous educational experiences (personal or relational), and/or their persona into their discussion.

- **Intro Project: Survey Design**

  In this class, we will be discussing the use of quantitative methods and descriptive statistics in the analysis and reporting of educational research. For this intro project, you will need to design a unique survey consisting of 6 independent but related questions (ex. all dealing with teachers attitudes towards standardized testing, etc.)

  As part of a group, you will be responsible for setting up all facets of the survey (look, response processes, etc.) but your 6 questions should contain (at least) one example from each of the scales of measurement. From there, you will need to get (at least) 30 people to take your survey so that you have a good sample from which to base your analysis on.

  Your analysis will encompass the categorizing and discussing your questions from a scales of measurement perspective, reporting of the descriptive statistics of the information you collected from your subjects, and a general summary of the results (what did you learn).

  Students will be expected to meet with their group members and contribute to the overall project. Each student will assist their group members by helping to design the survey, finding participants to complete the survey, and making a group summary of results.

- **T.E.S.T.S. (Typical Evaluation of Student Thinking)**

  - **TESTS 1** *(Introduction 15 questions / 30 points)*
  - **TESTS 2** *(Development 30 questions / 60 points)*
  - **TESTS 3** *(Learning 30 questions / 60 points)*
  - **TESTS 4** *(Motivation 30 questions / 60 points)*
These T.E.S.T.S. are designed to assess your understanding of the material presented in each topical unit (not cumulative). Students will be expected to make a PowerPoint presentation that highlights the main topics addressed in each unit. Students will be expected to include information from the text, videos, class discussions, lectures, etc. PowerPoint presentations will be due by 11:59pm the day of each exam.

➢ Final Project: Educational TED talk

Being able to effectively communicate a point both verbally and visually is a key component of being a good educator. For this assignment, as an individual or as part of a group, design a lecture following the TED talk format that addresses the following prompt:

✔ What impact does culture have on education?

This prompt aligns with Module 18 in your textbook over “Ethnicity, Race, and Gender”

In general, TED talks are informative in nature, so you will be presenting facts that demonstrate the principles this textbook module while bringing in outside information (theories, concepts, practical uses, etc.) that accentuate and expand upon the material.

The format can be whatever you’d like (Powerpoint, Vimeo, Prezi, YouTube, etc.).

Beyond the factual, TED talks focus on the power of ideas to change attitudes, so you should plan on addressing your talk to current educators, future teachers, school administrators, parents, or students themselves (depending on the focus of your talk).

If working as part of a group, students will be expected to meet with their group members and contribute to the overall project. Each student will assist their group members by helping to design the presentation and participate in the recording of the presentation.

Finally, true to the TED talk format, your recording should not exceed 18 minutes. (18 minutes over Module 18 ... class of ’18 ... WHOOP!)

A good recording will maximize the use of this time without going over or having several minutes to spare.

Aside from these aspects, there are no limits to the approach you can take. Your talk can be a new take on an old issue or challenge a belief that your audience already has. It can be an inspiring take or anecdotal evidence from your own experience. Regardless the tone and tenor or your presentation, factual evidence will need to back up your claim, so please make sure you have done adequate research and be prepared to defend what you speak on and about.

A rubric will be provided to all students that clearly depict the expectations of the assignment and a framework for you to construct your TED talk.
### TENTATIVE CLASS SCHEDULE
INST 301 meets in room 200 of the Harrington Education Center (HECC) from 4:10 – 5:25 p.m.

<table>
<thead>
<tr>
<th>Dates (TBA)</th>
<th>Manic Monday</th>
<th>What-a-Wednesday!</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>Class Introductions</td>
<td>R.E.A.C.T. overview</td>
</tr>
<tr>
<td>Sept</td>
<td>Research &amp; Theory in EPSY</td>
<td>Assessment in EPSY Modules 41 &amp; 43 (pp. 574-580, 599-601)</td>
</tr>
<tr>
<td>Sept</td>
<td><strong>INTRODUCTION T.E.S.T.</strong></td>
<td>Intro Project Information Day (!) R.E.A.C.T. #1 DUE</td>
</tr>
<tr>
<td>Sept</td>
<td>General Principles of Dev.</td>
<td>Cognitive Development Modules 4-6 (pp. 45-68)</td>
</tr>
<tr>
<td>Sept</td>
<td>Physical &amp; Personal Development Modules 7 &amp; 9 (pp. 74-81 &amp; pp. 96-106)</td>
<td>Social and Moral Development Modules 8 &amp; 10 (pp. 82-95 &amp; pp. 109-117)</td>
</tr>
<tr>
<td>Oct</td>
<td>T.E.S.T. #2 Review (!) INTRO PROJECTS DUE</td>
<td>DEVELOPMENT T.E.S.T. *Development REACT</td>
</tr>
<tr>
<td>Oct</td>
<td>Learning &amp; Memory Modules 23 &amp; 24 (pp. 307-343)</td>
<td>Social Views of Learning Modules 21, 30 &amp; 31 (pp. 280-281 &amp; pp. 414-440)</td>
</tr>
<tr>
<td>Oct</td>
<td>T.E.S.T. #3 Review *Learning REACT</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>Intro to Motivation Module 32 (pp 446-454) R.E.A.C.T. #3 DUE</td>
<td></td>
</tr>
<tr>
<td>Nov</td>
<td>Motivation in Context Module 33 (pp. 455-465)</td>
<td>Self Factors of Motivation Modules 34-35 (pp. 466-483)</td>
</tr>
<tr>
<td>Nov</td>
<td>T.E.S.T. #4 Review *Motivation REACT</td>
<td>MOTIVATION T.E.S.T.</td>
</tr>
<tr>
<td>Nov</td>
<td>Final Project Information Day (!) R.E.A.C.T. #4 DUE</td>
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</tbody>
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**INTRODUCTION TO EDUCATIONAL PSYCHOLOGY**

- **Aug**: Class Introductions
- **Sept**: Research & Theory in EPSY
  - Module 2 (pp. 15-25)
- **Sept**: **INTRODUCTION T.E.S.T.**
  - Intro Project Information Day
  - (!) R.E.A.C.T. #1 DUE

**DEVELOPMENT**

- **Sept**: General Principles of Dev.
  - Module 3 & 14 (pp. 32-44 & pp. 174-181)
- **Sept**: Physical & Personal Development
  - Modules 7 & 9 (pp. 74-81 & pp. 96-106)
- **Oct**: T.E.S.T. #2 Review
  - (!) INTRO PROJECTS DUE
  - Development REACT

**LEARNING**

- **Oct**: Behavioral Views of Learning
  - Modules 20 & 21 (pp. 254-285)
  - (!) R.E.A.C.T. #2 DUE
- **Oct**: Learning & Memory
  - Modules 23 & 24 (pp. 307-343)
- **Oct**: T.E.S.T. #3 Review
  - *Learning REACT
- **Oct**: Intro to Motivation
  - Module 32 (pp 446-454) R.E.A.C.T. #3 DUE

**MOTIVATION**

- **Nov**: Motivation in Context
  - Module 33 (pp. 455-465)
- **Nov**: T.E.S.T. #4 Review
  - *Motivation REACT
- **Nov**: Final Project Information Day
  - (!) R.E.A.C.T. #4 DUE
CULTURE & DIVERSITY

Nov.    Introduction to Culture & Diversity    Project Help Day
        Module 17 (pp. 212-223)

December    FINAL PROJECT DUE on/before this date @ 5:30 p.m.
Course Change Request

Date Submitted: 04/03/19 6:23 pm

Viewing: ISEN 320: Operations Research I

Last approved: 02/21/19 3:26 am
Last edit: 06/03/19 8:50 am

Changes proposed by: yesenia_zavala

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

Catalog Pages referencing this course
- Department of Industrial and Systems Engineering
- ISEN - Indus & Systems Engr (ISEN)

Programs referencing this course
- BS-STAT: Statistics - BS
- BS-GIST-CDA: Geographic Information Science and Technology - BS, Computation, Design and Analysis Track
- BS-APMS-CPS: Applied Mathematical Sciences - BS, Computational Emphasis

Contact(s)

Approval Path
1. 04/10/19 5:01 pm
Mark Lawley
(malawley): Approved for ISEN Department Head
2. 04/11/19 8:36 am
Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 04/26/19 9:44 am
Bonnie Bustos-flores (bbustosrios): Approved for EN Committee Preparer UG
4. 04/26/19 12:27 pm
Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
5. 04/26/19 12:30 pm
Prasad Enjeti (enjeti): Approved for EN College Dean UG
6. 05/06/19 11:22 am
Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 05/30/19 10:31 am
Terra Bissett (t.bissett): Rollback to EN College Dean UG for UCC Chair
8. 06/03/19 8:50 am
Bonnie Bustos-flores (bbustosrios): Approved for EN College Dean UG
9. 06/04/19 8:45 am
Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

Course prefix: ISEN
Course number: 320
Department: Industrial & Systems Eng
College/School: College of Engineering
Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites
All prerequisites will be enforced through COMPASS.

Effective term
Summer Fall 2019

Complete Course Title
Operations Research I

Abbreviated Course Title
OPERATIONS RESEARCH I

Catalog course description
Development and application of fundamental deterministic optimization models and solution methods; focus on quantitative modeling and formulation of linear, integer, and network flow problems; use of computer optimization software to model and solve real-life problems.

Prerequisites and Restrictions
MATH 304 or MATH 323; junior or senior classification.

Should catalog prerequisites / concurrent enrollment be enforced?
Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>(</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
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<th>Concurrency?</th>
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<tbody>
<tr>
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<td>MATH 304</td>
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<td>MATH 323</td>
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</table>

Crosslistings
No

Stacked
No

Semester Credit Hour(s)
3

Contact Hour(s) (per week):
Lecture: 3
Lab: 0
Other: 0
Total: 3
Learning Outcomes

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

The learning outcomes for the traditional & non-traditional sections are identical. Learning outcomes in the non-traditional section are met through a combination of pre-recorded video lecture content which is delivered together with lecture slide, together with short, abbreviated synopsis videos and readings from a textbook. Learning outcomes are reinforced and assessed through a combination of quizzes, homework problem sets and exams.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

The total sum of non-traditional video lecture content is equivalent to the sum of face-to-face lecture delivery in an in-class period. Textbook reading assignments and homework assignments are also equivalent between the two.
| Has/will this course be(en) submitted for ICD or CD consideration? | No |

## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
<th>Upload syllabus</th>
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</thead>
</table>
| Upload syllabus | Syllabus320-'18 v11.pdf  
Syllabus320-'19 DL v11.pdf |

| Letters of support or other documentation | No  
Yes |

**Additional information**

**Reviewer Comments**

- **Jon Jasperson (jon.jasperson) (05/29/19 4:33 pm):** A) prerequisites on syllabus do not match prerequisites on CARS form; B) incorrect URL for Aggie honor office on traditional syllabus; C) some sections of the distance learning syllabus do not apply to online classes (e.g., the section titled "cell phones, internet and computers);
- **Terra Bissett (t.bissett) (05/30/19 10:31 am):** Rollback: Rolling back for reviewer comments to be addressed.
- **Bonnie Bustos-Rios (bbustosrios) (06/03/19 10:36 am):** Updated syllabi have been uploaded with corrections requested by Jon Jasperson.
- **Jon Jasperson (jon.jasperson) (06/03/19 10:36 am):** Concerns addressed
- **Terra Bissett (t.bissett) (06/10/19 8:23 am):** UCC approved June 2019.
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-ENGS/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.

FS.36.189: 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.
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 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 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.

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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
Class time & location:  MW 8:00am-9:35am; ETB 1006

Instructor:  Erick Moreno-Centeno
E-mail: emc@tamu.edu
Phone: 458-2335
Office: ETB 4034
Office Hours: 9:35am-11:00am(usually until noon), by appointment, and by email.

Teaching Assistant:  TBD
E-mail: TBD
Office: TBD
Office Hours: TBD, by appointment, and by email.

Prerequisites:  MATH 304 or MATH 323 - Linear Algebra


Recommended references:
- Student solutions manual for the required textbook (included with textbook purchase; available at eCampus)

Copies of the textbook and references are available on reserve in the library.
Course Reserves are on the first floor on the Evans Library Annex Lobby at the front desk.

Course Description:  Development and application of fundamental deterministic optimization models and solution methods. The course focuses on quantitative modeling and formulation of linear, integer, and network flow problems. The use of computer optimization software to model and solve real-life problems will be emphasized.

Professional Component:  This course provides students an experience in modeling, solving and analyzing problems using mathematical programming with an emphasis on theory, applications, and computer usage.

Course Learning Outcomes:  At the end of the course, students should be able to
- consider real-world problems and determine the appropriate modeling framework (LP, IP or NF),
- develop linear, integer and network flow models that consider the key elements of the real world problem,
- solve the models for their optimal solutions, and
- interpret the models’ solutions and infer solutions to the real-world problems.

Relationship of Course to Program Outcomes  This course contributes to students’ preparation in industrial and systems engineering by providing fundamental concepts, theory and procedures to support engineering decision making using linear programming and other modeling paradigms. The graded components of the course are designed to assess a number of ABET program outcomes. Specifically, these are:
A  Ability to apply knowledge of mathematics, science, and engineering
E  Ability to identify, formulate, and solve engineering problems
Topics Covered:
1. Linear Programming (LP): Formulations and applications (Chapters 1 and 3)
2. Integer Programming (IP): Formulations and applications (Chapter 9)
3. LP and IP computer software: AMPL (Handouts)
4. Network Flows (NF): Formulations and applications (Chapters 8 and 7)
5. LP graphical solution and sensitivity (Chapters 3 and 5)
6. The simplex method (Chapter 4)

Tentative Course Schedule:

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic</th>
<th>Reading</th>
<th>Date</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td>Ch. 1</td>
<td></td>
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<tr>
<td>2-4</td>
<td>Linear Programming modeling</td>
<td>Ch. 3.1, 3.4-3.12</td>
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<tr>
<td>5</td>
<td>LP midterm</td>
<td></td>
<td>Mon, Jun 8th</td>
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<tr>
<td>6-9</td>
<td>Integer Programming modeling</td>
<td>Ch. 9.1-9.2</td>
<td>Mon, Jul 15th</td>
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<tr>
<td>10</td>
<td>IP midterm</td>
<td></td>
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<tr>
<td>11</td>
<td>AMPL LP/IP solver ETB 1027</td>
<td>Handouts</td>
<td>Mon, Jul 22nd</td>
</tr>
<tr>
<td>12-14</td>
<td>Network Flows modeling</td>
<td>Ch. 8.1, 8.5, 7.1, 8.2-8.4</td>
<td>Tue, Jul 23rd</td>
</tr>
<tr>
<td>15</td>
<td>AMPL exam - ETB 1027</td>
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<tr>
<td>16</td>
<td>NF midterm</td>
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<td>17</td>
<td>LP graphical solution and LP Types</td>
<td>Ch. 3.2-3.3</td>
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<tr>
<td>18</td>
<td>LP graphical sensitivity analysis</td>
<td>Ch. 5.1</td>
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<td>19</td>
<td>Managerial apps. of sensitivity</td>
<td>Ch. 5.2, 5.3 and Handouts</td>
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<td>20</td>
<td>LP Graph+Manag. midterm</td>
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<td>Mon, Jul 29th</td>
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<tr>
<td>21-24</td>
<td>Simplex method</td>
<td>Ch. 4.1-4.8, 4.11-4.14</td>
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<td></td>
<td>Final exam</td>
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<td>Mon, Aug 6th; 3:30-5:30pm</td>
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Homework:  Homework will not be graded but solutions will be handed out for self-check. I strongly suggest that you do the homework (this is the only way to learn this material) and that you follow this strategy for doing the homework:

1. Try *really hard* to solve the problems by yourself (do *not* look at the solution yet)
2. Work in groups to solve the problems you were not able to solve or are not sure about the solution (do *not* look at the solution yet)
3. First by yourself and then in groups: Check your work against the solution and, if different from yours, try to fully understand such solution.

Quizzes:  Daily quiz on the previous day material (lecture, reading & homework).

Project: There will be a project consisting of modeling and computational solution to problems (to be solved using AMPL). This project will be worked on by teams of 3 or 4 people. The project will consist on two phases (the project grade will be the average grade of the two phases). Your grade on each phase will be calculated with the grade given by the instructor to the team, and the peer evaluation grades you receive from your teammates evaluating your contribution to the phase as follows: (Instructor Grade)* (Average of grades that your teammates give you). Therefore, it is very likely that not all teammates receive the same grade. In addition, I reserve the right to give extra credit to those teams that, according to my own personal judgement, go above and beyond what is asked in the project, including modeling, analysis and/or professionalism.

Grading Policy:  15% Quizzes, 5% AMPL Exam, 40% Four midterms (10% each), 20% Project (10% each phase), 20% Final exam.

Final grades will be based on this scale: A: [90-100], B: [80-90), C: [70-80), D: [60-70], F: [0,60)
Make-up Policy: Students who miss an assessment do to an emergency, illness or death in their immediate families *must* submit written documentation. If you miss class for a medical reason, I expect a note from a health care professional. The Explanatory Statement for Absence from Class signed by a fellow student is *not* sufficient. According to student rules, “an absence for a non-acute medical service does not constitute an excused absence”. If you have a simple note from Student Health Services only indicating that you had an appointment, I will assume that it is for a non-acute medical service. If you visited Health Services due to a serious/contagious condition, you should request medical documentation; *warning* Student Health Service does not provide notes retroactively. In addition, you *must* let me know before the test if you expect to miss a test due to a planned activity that is university excused. For unforeseen excused events (e.g. sickness), University Student Rules state that students must notify an instructor by the end of the second working day after missing an exam or quiz. Otherwise, they forfeit their rights to the excuse absence.

Important: A medical note for an acute condition, excuses you from an absence. A medical note does not excuse you from an examination, nor does it excuse you from a poor performance on an examination. If you are healthy enough to show up in class, then you must take the quiz/exam therein given. Similarly, if you are healthy enough to take the quiz/exam in spite of your medical condition, then the grade is yours to keep.

Note that a job interview is *not* an excused absence on an exam day; only for quizzes, I will consider job interviews if you notify me ahead of time and provide written documentation.

I don’t give make-ups. Instead of make-ups I estimate the grade on the documented university-excused missed assignment as follows: a missed quiz gets the average of the quizzes; a missed AMPL exam gets average of the midterms, a missed midterm gets the average of the other midterms, a missed final gets the average of the midterms.

Re-grading Policy and Procedure: Students have one week after any graded work is released to submit a regrade request in writing (email is fine). This request must not exceed 1 page (11 point font, single spacing).

Your regrade request *must* include the material to be re-graded (which can be attached as a scan/photo to an email, or delivered as hardcopy), and the following statements/parts:

1. A statement explicitly saying that you are requesting a regrade.
2. State exactly what you think was misgraded (e.g., the relevant exam, problem, and problem section).
3. State specifically why do you think it is correct (i.e., a justification for why re-grading is warranted).
4. State explicitly: “I understand that this regrade request may result in further point deductions if new errors are discovered.”
5. State explicitly: “I hereby state that, on my honor as an Aggie, the work submitted for re-grade was not altered in any way: Specifically, I am, beyond any shadow of a doubt, completely sure that I did not modified the submitted work, nor did someone else modified it.”
6. Your signature. (If submitted by email; your email will be your electronic signature).

If submitted by email, the above statements/parts can be included in the body of the email; otherwise they *must* be included in a separate piece of paper (the to-be-regraded work is sacred and cannot be modified at all as per [5]).

IMPORTANT: Students have the option to pick up the material at my office instead of picking up in a stack in front of class. Still, the one week start counting from the date when I hand back the material in class (not when you pick up the material), so it is your responsibility to pick up your materials as soon as possible or you forfeit the right of any grade dispute. In other words, no grade will be changed beyond the one week limit.

Final grade policy: I never ever have extra projects or individual deals to improve grades. I do my best throughout the semester to help you learn the material and close to the final or after it is too late to help you. At that time, all in the course is said and done, and you earned what you earned. Therefore, please refrain from asking help with the grade; giving you such help is unfair for everybody else who is not asking/getting a “deal” from me. Throughout the semester I will provide several redemption opportunities, but just before and after the final there are none. Please save me and you a very uncomfortable conversation, because, I will submit the grade you earned and nothing else.

Cell phones, internet and computers: Cell phones must be turned off and no texting is permitted during the class period. Computer usage is also prohibited except as needed for in-class assignments. A student that violates this
 rule will be asked to leave the classroom. Moreover, if a cell phone, computer, or unapproved calculator is visible
during an exam/quiz, it will be considered a violation of the Aggie Honor Code (see below for penalty).

Course website: The course website will be maintained through http://ecampus.tamu.edu/. This site will contain
announcements and other information concerning the course. In addition, it will be used to distribute class materials
(homework assignments, notes), and grades. Please check the website regularly; any information posted on it will be
as valid as if it was mentioned in class. You will need to use your TAMU NetId to log in.

Computer Accounts: The Industrial Engineering Department maintains a computer lab that has virtual 24 hours
access, 7 days a week. In order to use this facility, students are expected to establish their accounts within the first
week of classes. Lab help desks are located at ETB 3005A and 3019.

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: “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” It is the responsibility
of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate
scholastic dishonesty. (http://aggiehonor.tamu.edu/).

I, Erick Moreno-Centeno, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code
(http://www.tamu.edu/aggiehonor) as an axiom of our academic excellence. We consider its sincere observance to be
essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully
adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those
who do not stand with us in preserving the integrity symbolized by the word, “An Aggie does not lie, cheat, or steal
or tolerate those who do.”

In this course the penalty for any Aggie Honor Code violation, as minimal as it may be, is an “F**".

Violations include (but are not limited to) cheating, plagiarism, fabrication of information or citations, facilitating acts
of academic dishonesty by others, unauthorized possession of (previous, current or future) examinations or project re-
ports, submitting work of another person, or work previously used without informing the instructor, any unauthorized
collaboration with current or past students for graded course work (note that collaboration in doing the homework is
both authorized and encouraged), tampering with the academic work of other students, etc. For Further information,
refer to the Honor Council Rules and Procedures on the web http://aggiehonor.tamu.edu

IMPORTANT: Making any material from this course available to future students is also an honor code violation, and
will be persecuted and sanctioned accordingly.
Virtual location: eCampus

Time: eCampus 5-week, 2nd Summer Session, July 2nd to August 6th 2019

Hours: Recorded Video Sessions (2 hours per day, except on exam days)

Instructor: Erick Moreno-Centeno
E-mail: emc@tamu.edu

Teaching Assistant: TBD
E-mail: TBD
Office: TBD
Office Hours: TBD, by appointment, and by email.

Email Questions: I will respond to emails within 24 hours of having received them. You can send most questions via email. For this purpose, the best method is to send a picture of your work (e.g., a partial model on which you are working, as well as your question.

Virtual Office Hours: By appointment. If you would like to set up a virtual meeting, please email me 24 hours before the meeting time and suggest a few times that might work with your schedule. I will try to find a time that works for both you and me. The teaching team. We can use the office hours feature through eCampus. Please prepare questions before we meet.

Prerequisites: MATH 304 or MATH 323 - Linear Algebra


Recommended references:
- Student solutions manual for the required textbook (included with textbook purchase; available at eCampus)

Copies of the textbook and references are available on reserve in the library.

Course Description: Development and application of fundamental deterministic optimization models and solution methods. The course focuses on quantitative modeling and formulation of linear, integer, and network flow problems. The use of computer optimization software to model and solve real-life problems will be emphasized.

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E  Ability to identify, formulate, and solve engineering problems

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3. LP and IP computer software: AMPL (Handouts)
4. Network Flows (NF): Formulations and applications (Chapters 8 and 7)
5. LP graphical solution and sensitivity (Chapters 3 and 5)
6. The simplex method (Chapter 4)

Tentative Course Schedule:

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<tr>
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<td>AMPL exam - ETB 1027</td>
<td></td>
<td>Mon, Jul 22nd</td>
</tr>
<tr>
<td>16</td>
<td>NF midterm</td>
<td></td>
<td>Tue, Jul 23rd</td>
</tr>
<tr>
<td>17</td>
<td>LP graphical solution and LP Types</td>
<td>Ch. 3.2-3.3</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>LP graphical sensitivity analysis</td>
<td>Ch. 5.1</td>
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<td>19</td>
<td>Managerial apps. of sensitivity</td>
<td>Ch. 5.2, 5.3 and Handouts</td>
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<tr>
<td>20</td>
<td>LP Graph+Manag. midterm</td>
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<td>Mon, Jul 29th</td>
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<tr>
<td>21-24</td>
<td>Simplex method</td>
<td>Ch. 4.1-4.8, 4.11-4.14</td>
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<td></td>
<td>Final exam</td>
<td></td>
<td>Mon, Aug 6th; 3:30-5:30pm</td>
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</table>

Homework:  Homework will not be graded but solutions will be handed out for self-check. I strongly suggest that you do the homework (this is the only way to learn this material) and that you follow this strategy for doing the homework:
1. Try *really hard* to solve the problems by yourself (do *not* look at the solution yet)
2. Work in groups to solve the problems you were not able to solve or are not sure about the solution (do *not* look at the solution yet)
3. First by yourself and then in groups: Check your work against the solution and, if different from yours, try to fully understand such solution.

Project:  There will be a project consisting of modeling and computational solution to problems (to be solved using AMPL). This project will be worked on by teams of 3 or 4 people. The project will consist on two phases (the project grade will be the average grade of the two phases). Your grade on each phase will be calculated with the grade given by the instructor to the team, and the peer evaluation grades you receive from your teammates evaluating your contribution to the phase as follows: (Instructor Grade)*(Average of grades that your teammates give you). Therefore, it is very likely that not all teammates receive the same grade. In addition, I reserve the right to give extra credit to those teams that, according to my own personal judgement, go above and beyond what is asked in the project, including modeling, analysis and/or professionalism.
Grading Policy: 10% AMPL Exam, 50% Four midterms (12.5% each), 20% Project (10% each phase), 20% Final exam.

Final grades will be based on this scale: A: [90-100], B: [80-90), C: [70-80), D: [60-70), F: [0,60)

Make-up Policy: Students who miss an assessment do to an emergency, illness or death in their immediate families *must* submit written documentation. If you miss class for a medical reason, I expect a note from a health care professional. The Explanatory Statement for Absence from Class signed by a fellow student is *not* sufficient. According to student rules, “an absence for a non-acute medical service does not constitute an excused absence”. If you have a simple note from Student Health Services only indicating that you had an appointment, I will assume that it is for a non-acute medical service. If you visited Health Services due to a serious/contagious condition, you should request medical documentation; *warning* Student Health Service does not provide notes retroactively. In addition, you *must* let me know before the test if you expect to miss a test due to a planned activity that is university excused. For unforeseen excused events (e.g. sickness), University Student Rules state that students **must** notify an instructor by the end of the second working day after missing an exam or quiz. Otherwise, they forfeit their rights to the excuse absence.

Important: A medical note for an acute condition, excuses you from an absence. A medical note does not excuse you from an examination, nor does it excuse you from a poor performance on an examination. If you are healthy enough to show up in class, then you must take the quiz/exam therein given. Similarly, if you are healthy enough to take the quiz/exam in spite of your medical condition, then the grade is yours to keep. Note that a job interview is *not* an excused absence on an exam day; only for quizzes, I will consider job interviews if you notify me ahead of time and provide written documentation.

I don't give make-ups. Instead of make-ups I estimate the grade on the documented university-excused missed assignment as follows: a missed quiz gets the average of the quizzes; a missed AMPL exam gets average of the midterms, a missed midterm gets the average of the other midterms, a missed final gets the average of the midterms.

Re-grading Policy and Procedure: Students have one week after any graded work is released to submit a regrade request in writing (email is fine). This request must not exceed 1 page (11 point font, single spacing). Your regrade request *must* include the material to be re-graded (which can be attached as a scan/photo to an email, or delivered as hardcopy), and the following statements/parts:

1. A statement explicitly saying that you are requesting a regrade.
2. State exactly what you think was misgraded (e.g., the relevant exam, problem, and problem section).
3. State specifically why do you think it is correct (i.e., a justification for why re-grading is warranted).
4. State explicitly: “I understand that this regrade request may result in further point deductions if new errors are discovered.”
5. State explicitly: “I hereby state that, on my honor as an Aggie, the work submitted for re-grade was not altered in any way: Specifically, I am, beyond any shadow of a doubt, completely sure that I did not modify the submitted work, nor did someone else modified it.”
6. Your signature. (If submitted by email; your email will be your electronic signature).

If submitted by email, the above statements/parts can be included in the body of the email; otherwise they *must* be included in a separate piece of paper (the to-be-regraded work is sacred and cannot be modified at all as per [5]).

**IMPORTANT:** Students have the option to pick up the material at my office instead of picking up in a stack in front of class. Still, the one week start counting from the date when I hand back the material in class (not when you pick up the material), so it is your responsibility to pick up your materials as soon as possible or you forfeit the right of any grade dispute. In other words, no grade will be changed beyond the one week limit.
**Final grade policy:**  I never ever have extra projects or individual deals to improve grades. I do my best throughout the semester to help you learn the material and close to the final or after it is too late to help you. At that time, all in the course is said and done, and you earned what you earned. Therefore, please refrain from asking help with the grade; giving you such help is unfair for everybody else who is not asking/getting a “deal” from me. Throughout the semester I will provide several redemption opportunities, but just before and after the final there are none. Please save me and you a very uncomfortable conversation, because, I will submit the grade you earned and nothing else.

**Course website:** The course website will be maintained through http://ecampus.tamu.edu/. This site will contain announcements and other information concerning the course. In addition, it will be used to distribute class materials (homework assignments, notes), and grades. Please check the website regularly; any information posted on it will be as valid as if it was mentioned in class. You will need to use your TAMU NetId to log in.

**Discussion in eCampus:** Please use the discussion section in Ecampus to discuss the course, practice assignments, or find a partner for the project. Please do not discuss the quizzes or the exams.

**Computer Accounts:** The Industrial Engineering Department maintains a computer lab that has virtual 24 hours access, 7 days a week. In order to use this facility, students are expected to establish their accounts within the first week of classes. Lab help desks are located at ETB 3005A and 3019.

**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:** “Aggies do not lie, cheat, or steal, nor do they tolerate those who do.” It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. (http://aggiehonor.tamu.edu/).

I, Erick Moreno-Centeno, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code (http://www.tamu.edu/aggiehonor) as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the word, “An Aggie does not lie, cheat, or steal or tolerate those who do.”

**In this course the penalty for any Aggie Honor Code violation, as minimal as it may be, is an “F*”**.

Violations include (but are not limited to) cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of (previous, current or future) examinations or project reports, submitting work of another person, or work previously used without informing the instructor, any unauthorized collaboration with current or past students for graded course work (note that collaboration in doing the homework is both authorized and encouraged), tampering with the academic work of other students, etc. For Further information, refer to the Honor Council Rules and Procedures on the web http://aggiehonor.tamu.edu

**IMPORTANT:** Making any material from this course available to future students is also an honor code violation, and will be persecuted and sanctioned accordingly.
Course Change Request

Date Submitted: 04/11/19 3:25 pm

Viewing: ISEN 355: System Simulation

Last edit: 06/03/19 8:51 am

Changes proposed by: yesenia_zavala

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

Programs referencing this course
- BS-STAT: Statistics - BS
- BS-GIST-CDA: Geographic Information Science and Technology - BS, Computation, Design and Analysis Track
- MINOR-INEN: Industrial Engineering - Minor

Contact(s)

Approval Path
1. 04/11/19 3:29 pm
   - Mark Lawley (malawley): Approved for ISEN Department Head
2. 04/12/19 10:32 am
   - Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 04/26/19 9:45 am
   - Bonnie Bustos-filos (bbustosrios): Approved for EN Committee Preparer UG
4. 04/26/19 12:27 pm
   - Prasad Enjeti (enjeti): Approved for EN Committee Chair UG
5. 04/26/19 12:30 pm
   - Prasad Enjeti (enjeti): Approved for EN College Dean UG
6. 05/06/19 11:22 am
   - Sandra Williams (sandra-williams): Approved for UCC Preparer
7. 05/30/19 10:31 am
   - Terra Bissett (t.bissett): Rollback to EN College Dean UG for UCC Chair
8. 06/03/19 8:51 am
   - Bonnie Bustos-filos (bbustosrios): Approved for EN College Dean UG
9. 06/04/19 8:46 am
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: ISEN  Course number: 355

Department: Industrial & Systems Eng  College/School: College of Engineering  Academic Level: Undergraduate

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: Summer 2019

Complete Course Title: System Simulation  Abbreviated Course Title: SYSTEM SIMULATION

Catalog course description:

Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, models and analysis; applications to industrial situations.

Prerequisites and Restrictions

ISEN 230 and ISEN 310; junior or senior classification.

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
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<tbody>
<tr>
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<tr>
<td>Or</td>
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<td>And</td>
<td>( ISEN 310</td>
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<tr>
<td>Or</td>
<td>STAT 212</td>
<td>D</td>
<td>UG</td>
<td>No</td>
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</tbody>
</table>

Crosslistings: No  Stacked: No

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

Lecture: 2  Lab: 3  Other: 0  Total

Repeatable for credit?: No  CIP/Fund Code: 1435010006

Default Grade Mode: Letter Grade (G)
Method of instruction  Lecture and 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)  Yes

Learning Outcomes

Add a justification statement indicating the department/college faculty determined the learning outcomes are appropriate for the course.

The learning outcomes for the traditional & non-traditional sections are identical. Learning outcomes in the non-traditional section are met through a combination of pre-recorded video lecture content which is delivered together with lecture slide, together with short, abbreviated synopsis videos and readings from a textbook. Learning outcomes are reinforced and assessed through a combination of quizzes, homework problem sets and exams.

Hours

Add a justification statement indicating the department/college faculty determined the contact hours are appropriate for the course.

The total sum of non-traditional video lecture content is equivalent to the sum of face-to-face lecture delivery in an in-class period. Textbook reading assignments and homework assignments are also equivalent between the two.

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)

Has/will this course be(en) submitted for core curriculum consideration?  No

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

Has/will this course be(en) submitted for ICD or CD  No
## Course Syllabus

<table>
<thead>
<tr>
<th>Syllabus:</th>
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<tr>
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| Letters of support or other documentation | No |

<table>
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<tr>
<th>Additional information</th>
<th>Reviewer Comments</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>Jon Jasperson (jon.jasperson) (05/29/19 4:45 pm): non-traditional syllabus needs URL link to student rule 7;</td>
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<tr>
<td></td>
<td>Terra Bissett (t.bissett) (05/30/19 10:31 am): Rollback: Rolling back for reviewer comments to be addressed.</td>
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<td>Bonnie Bustos-Rios (bbustosrios) (06/03/19 10:37 am): DL syllabus with corrections requested by Jon Jasperson has been uploaded.</td>
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<td>Jon Jasperson (jon.jasperson) (06/03/19 10:37 am): Concern addressed</td>
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<td>Terra Bissett (t.bissett) (06/10/19 8:25 am): UCC approved June 2019.</td>
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</table>
ISEN 355 (Spring 2019) – System Simulation

Ciriaco Valdez-Flores
Office 4073 ETB (458-2366) ciriacov@tamu.edu

Section 502: Lecture: MW 9:15 – 10:05AM, Lab: F 11:00AM – 1:30PM @ ETB1027

TA/Lab Exams: Yinsong Wang,
Peer Lab Instructors: Yumarly Suarez-Flores, yumarlysuarez@tamu.edu

Prerequisites: ISEN 230, ISEN 310, Junior/Senior Classification.

Catalog Description: Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, model and analysis; application to industrial situations.

Learning Objectives: (1) develop models using commercially available discrete event (process-oriented) simulation software,
(2) interpret simulation output using valid statistical methods,
(3) collect and analyze input data using valid statistical methods, and
(4) apply simulation to model industrial and system engineering problems.

ABET outcomes: B. ability to design and conduct experiments, as well as to analyze and interpret data
K. Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice


Course Topics:
Week 1 (1/14) Introduction to the course, introduction to simulation, and relationship with probability and statistics
Week 2 (1/21) Output analysis, confidence intervals and probability distributions
Week 3 (1/28) Non-stationary arrival process introduction
Week 4 (2/4) Input analysis and goodness of fit tests
Week 5 (2/11) Distribution fitting and parameter estimation using statistical methods
Week 6 (2/18) Random number generation, mechanics and statistical tests
1st test (in class) tentatively on Wed Feb 20
Week 7 (2/25) Sequences 2nd test (in lab) tentatively Fri Mar 1
Week 8 (3/4) Statistical analysis, comparing systems, analysis of variance
Week 9 (3/11) Spring Break
Week 10 (3/18) Non-stationary arrival processes, tables, and external data
Week 11 (3/25) Manufacturing and service system modeling and analysis using simulation
Week 12 (4/1) Material handling issues and processes.
Week 13 (4/8) Simio and Excel
Week 14 (4/15) Transporters - No Lab
Week 15 (4/22) Verification and validation 3rd test (in class) tentatively on Wed Apr 24
Week 16 (4/29) Non-discrete event simulation and examples 4th test (in lab) Tue Apr 30
Final Exam – Friday, May 3, 8:00AM – 10:00AM (Optional)

Reading and complying with a course syllabus is an individual responsibility. Failure to read this syllabus does not relieve a student from complying with it.
Office Hours: Monday, Tuesday and Wednesday 10:30AM to 11:30AM. You do not need an appointment to see me during those times and you should feel free to talk anytime you see me in the department. If you are in the area and you have questions (or just want to talk) feel free to check and see if I am in. I will be glad to discuss anything with you except material covered during an unexcused absence. You can also contact me via e-mail with questions. However, I rarely check e-mail messages during off-hours.

Quizzes, Homework, and Lab: At any time, without warning, a short quiz based on the homework or in-class examples might be given. Quizzes and homework are 5 points each and labs are 10 points, although some of the more complex lab assignments may be worth more than 10 points. Most lab assignments will be due and submitted by the end of the lab sessions but some homework and lab assignments may be submitted through eCampus. Late assignments are not accepted; therefore, you should always plan on submitting assignments one day ahead of time in case the computer system goes down. Quizzes may be given at the start of class so it is important not to be late since late arrivals will receive zero for that day’s quiz.

Two cautions with respect to eCampus: (1) only one submission is allowed and (2) when you open an assignment to either read the instructions or upload a file, submission is not automatic: you must click the submit button to receive credit for an assignment.

Lab assignments and homework often involve turning in output from a simulation run so that the actual program is not checked; therefore, you can easily obtain a perfect score on homework and lab assignments with an incorrect program. You must check your program against the program solution posted to the G Drive to insure that you understand the Simio concepts correctly. (This is not true for tests; I will check your programs developed during tests as thoroughly as possible.)

Most of the lab assignments are developed based on material found at http://jsmith.co/node/40 which has been developed by Professor Jeff Smith from Auburn University for Simio.

Classroom Computers: During lectures, the monitor in front of you should be turned off until you are asked to use the computers as part of the lecture.

Class Attendance: Class attendance is not optional. You are expected to attend all class lectures and labs except for university excused absences. With an excused absence, it is still the student’s responsibility to find out the homework assignment and be ready for a quiz. Because we often begin class or labs with either quizzes or computer work, it is also important that you arrive on time. If you have an excused absence or want to review lectures, you may see most lecture notes in the G: drive. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Grade: Homework, quizzes and labs count for 14% of the grade. Each lecture exam counts for 14.25%, each lab exam counts for 18%, and the final counts for 21.5% of the grade; however, if you choose not to take the final, each lecture exams will count for 19% and each lab exam will count for 24% of the grade. Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%. Any possibility of a curve on grades will be announced after the last exam and before the final. If a test is missed, you must have a written excuse that meets university requirements for an excused absence. Note that a job interview is not an excused absence on a test day. If possible, please let me know if you have an excused absence before the test; otherwise, I must be notified within two days of your return to school. Any disagreements regarding a grade received on any graded material must be discussed within one week of the return of the graded material. No grade will be changed beyond the one week limit.

Grades will be maintained online at http://eCampus.tamu.edu
Software Needed: Although Simio, a fourth generation software system, is installed in all departmental computers and in the ISEN Cloud, you may want to purchase it for installation on your personal computer so that you can easily practice simulation modeling at home. Students may purchase a license to use Simio for $25; the license is good through the end of the year. Instructions for purchase of the license will be loaded onto eCampus and also stored on the G Drive. (It is not absolutely essential that you purchase this software; however, it is strongly recommend since students have not been entirely pleased when they have used Simio through the cloud, in previous semesters, Simio was oftentimes inaccessible through the cloud.) Simio is not compatible with the Mac OS. Boot Camp, supplied with MacOS, is the recommended method for installing Windows on a Mac system. BootCamp requires a Windows license. This license is available from the Software Center (software.tamu.edu) for a fee. The use of Simio and access to the student licenses are possible due to a grant from Simio LLC (www.simio.com).

Cell Phone Use: If you use your cell phone during lectures, you may be asked to leave the room. This includes texting on your phone. Use of your cell phone, including texting, during a test or quiz will automatically be considered an act of academic dishonesty and reported to the Aggie Honor Office with a recommended course grade of F* unless I am notified ahead of time of special circumstances. During tests and quizzes, cell phones should not be visible.

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. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: http://student-rules.tamu.edu; http://student-rules.tamu.edu/aggiecode; and http://student-rules.tamu.edu/rule20. It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. (See the web site http://aggiehonor.tamu.edu for complete information of university regulations regarding the handling of academic misconducts -- including the appeal process.

It is acceptable for you to discuss both lab assignments and homework with colleagues; it is also permissible to show another student your code (except during tests or quizzes) as long as you DO NOT COPY OR USE each other’s work. After discussing an assignment with someone else, do not write anything that you do not understand and always use your own language on the assignments. Obviously, you may not discuss exams with anyone else until after the exam is over and you know that every student you are discussing the exam with has already taken it.

Quizzes are given through eCampus. One purpose of the quiz is to insure that you are actually in class (remember: class attendance is required; it is not optional). Sending a text message giving the password of the quiz to another student is a violation of the Aggie honor code and taking the quiz through eCampus while not in class is also a violation of the Aggie honor code. Both violations will result in a report being made to the Aggie Honor Office with a recommended course grade of F*.

No leniency is given for academic dishonesty during a test. Looking at someone else’s computer or test paper during a test is obviously considered cheating. In addition, opening any file during a lab test except were explicitly authorized is also considered cheating. A report will be made to the Aggie Honor Office regarding cheating during a test with a recommended course grade of F*.

The Americans with Disabilities Act (ADA): The ADA is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
Course title and number: ISEN 355 System Simulation

Term: Summer 2019 (10-weeks summer term)

Meeting times and location:
- Lecture: Via recorded series of videos equivalent to 2 hours and 20 minutes of in-class lecture content per week available on eCampus
- Lab: Via an interactive virtual session (such as Webex or equivalent) for 3 hours and 30 minutes per week. Virtual lab meets every Thursday from 4:30 PM – 8:00 PM. Students should make a note of this interactive weekly meeting time and are required to attend and participate in the virtual lab.

Course Description and Prerequisites

Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, model and analysis; application to industrial situations.

Prerequisite: ISEN 230, ISEN 310, Junior/Senior Classification

Learning Outcomes or Course Objectives

1. Student will develop models using commercially available discrete event (process-oriented) simulation software.
2. Student will interpret simulation output using valid statistical methods.
3. Student will collect and analyze input data using valid statistical methods.
4. Student will apply simulation to model industrial and system engineering problems

ABET outcomes: B. ability to design and conduct experiments, as well as to analyze and interpret data
K. Ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Instructor and TA Information

Name: Prof. Amarnath Banerjee
Telephone number: 979-458-2341
Email address: banerjee@tamu.edu
Office hours: TBA; via Webex and/or email correspondence
Office location: 4041 ETB

TA: TBD
Email: TBA
Office hours: TBA

Textbook and/or Resource Material


References:
Grading Policies

Quizzes and labs count for 15% of the grade. Each theory exam counts for 12%, each lab exam counts for 17%. Final exam is worth 15%. Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%. Any possibility of a curve on grades will be announced in the last few days of the semester.

The exam should be taken on the exam date (if you are outside of the country, some flexibility is allowed). If you miss an exam, there will be no make-up exams. The final exam will count for both the missed exam and the final. If an exam is missed, you must have a written excuse that meets university requirements for an excused absence. Note that a job interview is not an excused absence on a test day. If possible, please let me know if you have an excused absence before the exam; otherwise, I must be notified within a day of the exam.

Any disagreements regarding a grade received on any graded material must be discussed within two business days of the return of the graded material. No grade will be changed beyond the two business days limit.

Grades will be maintained online at http://eCampus.tamu.edu. University excused absences will be followed in accordance to Student Rules regarding Academics. See http://student-rules.tamu.edu for more details.

There will be three theory exams (50 minutes): June 6, July 8, July 26 [from 5:00 PM – 5:50 PM CDT]
There will be two lab exams (Simio coding) (2 hours long): July 1, August 5 [from 4:30 PM – 6:30 PM]
Final exam will be on August 6 [from 4:00 PM – 6:00 PM]
NOTE: A proctoring service is required to take the three theory exams and the final exam. You do not need a proctoring service to take the two lab exams.

Course Topics, Calendar of Activities, Major Assignment Dates

Major Topics by week. There may be slight variation based on the depth of the topic being covered

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course, introduction to simulation, and relationship with probability and statistics</td>
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<tr>
<td>2</td>
<td>Output analysis, confidence intervals and probability distributions; Non-stationary arrival process introduction</td>
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<tr>
<td>3</td>
<td>Input analysis and goodness of fit tests; Distribution fitting and parameter estimation using statistical methods</td>
</tr>
<tr>
<td>4</td>
<td>Random number generation, mechanics and statistical tests</td>
</tr>
<tr>
<td>5</td>
<td>Sequences; Statistical analysis, comparing systems, analysis of variance;</td>
</tr>
<tr>
<td>6</td>
<td>Non-stationary arrival processes, tables, and external data</td>
</tr>
<tr>
<td>7</td>
<td>Manufacturing and service system modeling and analysis using simulation</td>
</tr>
<tr>
<td>8</td>
<td>Material handling issues and processes; Transporters</td>
</tr>
<tr>
<td>9</td>
<td>Simio and Excel; Verification and validation</td>
</tr>
<tr>
<td>10</td>
<td>Non-discrete event simulation and examples</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Reading and complying with a course syllabus is an individual responsibility. Failure to read this syllabus does not relieve a student from complying with it.

Quizzes, Homework, and Lab: Homework will be assigned, but will not be collected or graded. Solutions will be made available for self-check. I strongly recommend that you do the homework problem on your own without looking at the solution. This is the only way to learn the material. There will be a
weekly short quiz based on the homework and/or the examples that are discussed in the recorded videos. Each quiz will have a due date. Quizzes make up 5% of the total grade and labs will be 10% of the total grade. Most lab assignments will be due and submitted by the end of the weekly virtual lab sessions. Late lab submissions are not accepted.

Two cautions with respect to eCampus: (1) only one submission is allowed and (2) when you open an assignment to either read the instructions or upload a file, submission is not automatic: you must click the submit button to receive credit for an assignment.

Lab assignments often involve turning in output from a simulation run so that the actual program is not checked; therefore, you can easily obtain a perfect score on lab assignments with an incorrect program. You must check your program against the program solution posted on eCampus to insure that you understand the Simio concepts correctly. (This is not true for tests; I will check your programs developed during tests as thoroughly as possible.)

Most of the lab assignments are developed based on material found at http://jsmith.co/node/40 which has been developed by Professor Jeff Smith from Auburn University for Simio.

Office Hours: Office hours will be virtual. I will announce my availability online at the start of the course. You can also contact me via e-mail with questions. I typically respond to emails within 24 hours.

Class Attendance: You are expected to watch the posted videos, attempt the homework problems, and take the quizzes in a timely manner. You must plan on being online and participate in the virtual lab session every week, and turn in the assignment by the end of the lab session. See Student Rule 7.1 https://student-rules.tamu.edu/rule07/ regarding excused absences.

Software: We will be using Simio as the simulation software. The software is available on the departmental cloud server and also in the computers in the lab and classrooms. You will need to have a VPN connection in order to access the departmental cloud server. More details on installing the VPN can be found at http://hdc.tamu.edu/Connecting/VPN/index.php. Information on obtaining an optional personal copy of Simio will be made available on eCampus. In addition, a one-year student version license of the Simio software that can be downloaded to your personal computer can be purchased by filling the request form request form: http://www.simio.com/academics/order-academic-software/student-edition-order.php

Cell Phone Use: Use of your cell phone and mobile devices, including texting, during a test or quiz will automatically be considered an act of academic dishonesty and reported to the Aggie Honor Office with a recommended course grade of F* unless I am notified ahead of time of special circumstances. During tests and quizzes, cell phones and other mobile devices (including smart watches) should not be visible.

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.”

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: http://student-rules.tamu.edu/; http://student-rules.tamu.edu/aggiecode; and http://student-
rules.tamu.edu/rule20. It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. See the web site http://aggiehonors.tamu.edu for complete information of university regulations regarding the handling of academic misconducts -- including the appeal process.

It is acceptable for you to discuss both lab assignments and homework with colleagues; it is also permissible to show another student your code (except during tests or quizzes) as long as you DO NOT COPY OR USE each other’s work. After discussing an assignment with someone else, do not write anything that you do not understand and always use your own language on the assignments. Obviously, you may not discuss exams with anyone else until after the exam is over and you know that every student you are discussing the exam with has already taken it.

Quizzes are given through eCampus. Sending a text message giving the quiz answers to another student is a violation of the Aggie honor code. A violation will result in a report being made to the Aggie Honor Office with a recommended course grade of F*.

No leniency is given for academic dishonesty during a test. Looking at someone else’s computer or test paper during a test is obviously considered cheating. In addition, opening any file during a lab test except were explicitly authorized is also considered cheating. A report will be made to the Aggie Honor Office regarding cheating during a test with a recommended course grade of F*.
Course Change Request

Date Submitted: 04/30/19 10:57 am

Viewing: **PHLT 412 : Health Advocacy and Policy**

Last edit: 05/06/19 8:04 am

Changes proposed by: micheyszu

**Catalog Pages** referencing this course

- PHLT - Public Health (PHLT)

**Programs referencing this course**

- BS-PHLT: Public Health - BS
- BS/MPH-PHLT/PHEP-PPH: Public Health - 5-year Bachelor of Science/Master of Public Health in Epidemiology

Contact(s)

**In Workflow**

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

**Approval Path**

1. 04/30/19 9:56 am
   Erin Schneider (erinschneider): Rollback to Initiator
2. 04/30/19 10:58 am
   Erin Schneider (erinschneider): Approved for CLPH Reviewer
3. 05/03/19 11:59 am
   Dana Hernandez (dparks): Approved for CLPH Reviewer UG
4. 05/03/19 1:45 pm
   Don Curtis (dcurtis): Approved for CLPH Department Head UG
5. 05/03/19 1:57 pm
   John August (j-august): Approved for CLPH Department Head
6. 05/03/19 2:59 pm
   Terra Bissett (tbissett): Approved for Curricular Services Review
7. 05/13/19 9:21 am
   Rick Danko (danko): Approved for PH Committee Preparer
8. 05/20/19 3:58 pm
   micheyszu: Approved for PH Committee Chair
Rationale for Course Edit

The proposed changes are part of a routine curriculum review.

Course prefix: PHLT  
Course number: 412

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

Undergraduate course level justification (Select One)

Prerequisites

All prerequisites will be enforced through COMPASS.

Effective term: Fall 2020

Complete Course Title: Health Advocacy and Policy
Abbreviated Course Title: HEALTH ADVOCACY & POLICY

Catalog course description:
Concepts of legal, ethical, economic and regulatory dimensions of public health policy; the roles, influences and responsibilities of the different agencies and branches of government; advocacy for the public’s health at all levels of society.

Prerequisites and Restrictions

Grade of C
Public health major; junior or better in PHLT 313; public health major; junior senior classification; or senior classification; or approval of of instructor.

Should catalog prerequisites / concurrent enrollment be enforced?

Yes

Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>PHLT 313</td>
<td>C</td>
<td>UG</td>
<td></td>
</tr>
</tbody>
</table>

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

CIP/Fund Code

5122010014

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) No

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

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

Will classroom space be needed for this course? Yes

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

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

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

Has/will this course be(en) submitted for core curriculum consideration? No

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

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

**Course Syllabus**

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information

Based on past three semesters and student ability to perform in PHLT 412, the decision has been made to require PHLT 313 be completed prior to enrolling in PHLT 412.

Reviewer Comments

Erin Schneider (erinschneider) (04/30/19 9:56 am): Rollback: Changes needed in grading policy, other pertinent information, eCampus and Referencing Formatting sections.

Terra Bissett (t.bissett) (05/03/19 2:58 pm): Syllabus not required for this type of change.

Terra Bissett (t.bissett) (05/03/19 2:59 pm): Minor edits made to catalog prerequisites to comply with catalog style guide.
micheyzsu (05/20/19 3:58 pm): SPH CC approved the change.
Terra Bissett (t.bissett) (06/10/19 8:28 am): UCC approved June 2019.
Course Change Request

Date Submitted: 05/13/19 11:31 am

Viewing: **PSYC 411 : Psychology of Self**
Last approved: 12/06/18 3:26 am
Last edit: 05/14/19 10:06 am
Changes proposed by: joshua.hicks

Catalog Pages referencing this course
Department of Psychological and Brain Sciences
PSYC - Psychology (PSYC)

Faculty Senate Number

Contact(s)

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

Approval Path
1. 05/13/19 12:48 pm
   Heather Lench (hlichen):
   Approved for PB SI
   Department Head
2. 05/14/19 10:07 am
   Terra Bissett (t.bissett):
   Approved for Curricular Services Review
3. 06/03/19 10:19 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Preparer UG
4. 06/24/19 7:35 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA Committee Chair UG
5. 06/24/19 8:00 am
   Steve Oberhelman (s-oberhelman):
   Approved for LA College Dean UG
6. 06/24/19 1:26 pm
   Sandra Williams (sandra-williams):
   Approved for UCC Preparer
7. 07/08/19 11:36 am
   Terra Bissett (t.bissett):
   Approved for UCC Chair

History
1. Feb 7, 2017 by Sandra Williams (sandra-williams)
2. Mar 23, 2018 by Joshua
### Rationale for Course Edit
The proposed changes are part of a routine curriculum review.

- **Course prefix**: PSYC
- **Course number**: 411
- **Department**: Psychological and Brain Sciences
- **College/School**: Liberal Arts
- **Academic Level**: Undergraduate

### Prerequisites
All prerequisites will be enforced through COMPASS.

- **Academic Level**
  - Graduate (alternate)

### Effective term
- **Fall 2020**
- **2018-2019 Spring**

### Complete Course Title
Psychology of Self

### Abbreviated Course Title
PSYCHOLOGY OF SELF

### Catalog course description
Overview of psychological theory and research on issues related to the self, the self-concept and identity, and how these phenomena are integral to the human experience and to mental health and well-being.

### Prerequisites and Restrictions
- **PSYC 107** or approval of instructor.

#### Concurrent Enrollment
- **No**

#### Should catalog prerequisites / concurrent enrollment be enforced?
- **Yes**

### Enforced Prerequisites / Concurrent Enrollment

<table>
<thead>
<tr>
<th>And/Or</th>
<th>Course Prefix/Number</th>
<th>Min Grade/Score</th>
<th>Academic Level</th>
<th>}</th>
<th>Concurrency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 107</td>
<td>315</td>
<td>D</td>
<td>UG</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- **Semester**: 3
- **Credit Hour(s)**
- **Contact Hour(s) (per week)**: Lecture: 3

- **Repeatable for credit?** No
- **Three-peat?** No
- **CIP/Fund Code**: 4227070001
- **Default Grade Mode**: Letter Grade (G)
- **Alternate Grade Modes**: Satisfactory/Unsatisfactory
- **Method of instruction**: Lecture

- **Will this course be** No

---

**Name**

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>joshua hicks</td>
<td><a href="mailto:joshua.hicks@tamu.edu">joshua.hicks@tamu.edu</a></td>
<td>979-845-2097</td>
</tr>
</tbody>
</table>
taught at another branch?

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?  No

Will classroom space be needed for this course?  No

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BA-PSYC) Psychology - BA</td>
</tr>
<tr>
<td>(BS-PSYC) Psychology - BS</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration?  No

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

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

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**Course Syllabus**

Syllabus:  Upload syllabus

Upload syllabus

Letters of support or other documentation  No

Additional information  proposed CIP code reflects course content

Reviewer Comments  Terra Bissett (t.bissett) (07/08/19 11:36 am): UCC approved July 2019.

Reported to state?  Change

CS

No
VTPB 410: Cell Mechanisms of Disease

Course Change Request

Date Submitted: 05/20/19 9:09 pm

Viewing: VTPB 410: Cell Mechanisms of Disease

Last approved: 05/19/18 3:23 am

Last edit: 06/17/19 10:34 am

Changes proposed by: jherman

Catalog Pages referencing this course

Department of Veterinary Pathobiology
VTPB - Veterinary Pathobiology (VTPB)

Programs referencing this course

MINOR-BIMS: Biomedical Sciences - Minor
BS-BIMS: Biomedical Sciences - BS
BS-USVM-BIM*: University Studies - BS, Biomedical Sciences Concentration
BS-BMEN: Biomedical Engineering - BS

Faculty Senate Number

Contact(s)

Approval Path

1. 08/22/18 3:00 pm
   Ramesh Vemulapalli (r vemulapalli): Approved for VTPB Department Head
2. 08/27/18 8:11 am
   Terra Bissett (t.bissett): Rollback to Initiator
3. 06/04/19 10:51 am
   Ramesh Vemulapalli (r vemulapalli): Approved for VTPB Department Head
4. 06/04/19 4:11 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
5. 06/06/19 3:01 pm
   Jim Herman (jherman): Approved for VM Committee Chair UG
6. 06/14/19 3:00 pm
   Elizabeth Crouch (ecrouch): Approved for VM College Dean UG
7. 06/17/19 10:39 am
   Terra Bissett (t.bissett): Approved for UCC Preparer
8. 07/08/19 11:38 am
   Terra Bissett (t.bissett): Approved for UCC Chair

History

1. May 19, 2018 by Terra Bissett (t.bissett)
The proposed changes are part of a routine curriculum review.

**Course prefix:** VTPB  
**Course number:** 410

**Department:** Veterinary Pathobiology  
**College/School:** Veterinary Med & Biomedical Sc  
**Academic Level:** Undergraduate

**Prerequisites:**
All prerequisites will be enforced through COMPASS.

**Academic Level (alternate):**
Graduate

**Effective term:** Fall 2020

**Complete Course Title:** Cell Mechanisms of Disease

**Abbreviated Course Title:** CELL MECHANISM OF DISEAS

**Catalog course description:**
Mechanisms, morphologic manifestations and clinical signs of disease processes at the cellular level.

**Prerequisites and Restrictions:**
CHEM 227 and CHEM 228, or equivalent; junior or senior classification; biomedical sciences major, biomedical engineering major or related field. VTPP 423 or concurrent enrollment; junior or senior classification.

**Concurrent Enrollment:**
No

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

**Crosslistings:**
No

**Stacked:**
Yes

**Crosslisted With:**
VPAT 652 - Cell Mechanisms of Disease

**Semester Credit Hours:**
3

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

**Repeatable for credit?**
No

**Three-peat?**
No

**CIP/Fund Code:** 2609100002

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

**Alternate Grade Modes:** Satisfactory/Unsatisfactory

**Method of instruction:** Lecture

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

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<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brad Weeks</td>
<td><a href="mailto:bweeks@cvm.tamu.edu">bweeks@cvm.tamu.edu</a></td>
<td>979-458-9948</td>
</tr>
</tbody>
</table>

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[https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...](https://nextcatalog.tamu.edu/courseleaf/courseleaf.cgi?page=/courseadm...)
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)

No

Will this course be taught as a distance education course?

No

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

Yes

Will classroom space be needed for this course?

Yes

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

Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-BIMS) Biomedical Sciences - BS</td>
</tr>
<tr>
<td>(BS-BMEN) Biomedical Engineering - BS</td>
</tr>
</tbody>
</table>

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

No

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

No

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

No

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation

No

Additional information

4/30/18 - edits made to enforced prerequisite table per UCC policy, effective fall 2018 – TB

Reviewer Comments

Terra Bissett (t.bissett) (08/27/18 8:10 am): Edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (08/27/18 8:11 am): Rollback: Please update 'Undergraduate course level justification (Select One)' on form.

Terra Bissett (t.bissett) (06/04/19 1:56 pm): Updates received. Minor edits made to catalog prerequisites to comply with catalog style guide.

Terra Bissett (t.bissett) (07/08/19 11:36 am): UCC approved July 2019.

Reported to state?
Course Change Request

Date Submitted: 10/18/18 1:37 pm

Viewing: **VTPP 429: Introduction to Toxicology**

Last approved: 09/06/18 3:22 am

Last edit: 03/06/19 1:56 pm

Changes proposed by: m-bailey

Catalog Pages referencing this course

Department of Veterinary Physiology and Pharmacology
VTPP - Vet Physiology & Pharm (VTPP)

Programs referencing this course

MINOR-BIMS: Biomedical Sciences - Minor
BS-BIMS: Biomedical Sciences - BS
BS-USVM-BIM*: University Studies - BS, Biomedical Sciences Concentration

Faculty Senate Number

Contact(s)

Evert M.3 Bailey
mbailey@cvm.tamu.edu
979-845-5976

Jim Herman
jherman@cvm.tamu.edu
979-862-7765

Rationale for Course Edit

The proposed changes are for accreditation purposes.

Course prefix

VTPP

Course number

429

Department

Vet Physiology & Pharmacology

In Workflow

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

Approval Path

1. 03/04/19 5:11 pm
   Larry Suva (larry-suva): Approved for VTPP Department Head
2. 03/06/19 1:57 pm
   Terra Bissett (t.bissett): Approved for Curricular Services Review
3. 03/15/19 8:09 am
   Jim Herman (jherman): Approved for VM Committee Chair UG
4. 06/03/19 12:44 pm
   Elizabeth Crouch (ecrouch): Approved for VM College Dean UG
5. 06/11/19 8:13 am
   Terra Bissett (t.bissett): Approved for UCC Preparer
6. 07/08/19 11:39 am
   Terra Bissett (t.bissett): Approved for UCC Chair

History

1. Sep 6, 2018 by Jim Herman (jherman)
College/School: Veterinary Med & Biomedical Sc
Academic Level: Undergraduate
Undergraduate course level justification (Select One)
College/Program Course Level Rubric
Academic Level (alternate): Graduate
Effective term: Fall 2020 2018-2019
Complete Course Title: Introduction to Toxicology
Abbreviated Course Title: INTRO TO TOXICOLOGY

<table>
<thead>
<tr>
<th>Catalog course description</th>
<th>Principles An overview of toxicology with emphasis on environmental issues, human and animal health issues; study of the regulatory processes concerning toxic chemicals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisites and Restrictions</td>
<td>Junior or senior classification.</td>
</tr>
<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>
<tr>
<td>Stacked</td>
<td>No</td>
</tr>
</tbody>
</table>

| 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 | 2610040002 |
| 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:

VTTP 429: Introduction to Toxicology
Required (select program)

Elective (select program)

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS-USVM-BIM*) University Studies - BS, Biomedical Sciences Concentration</td>
</tr>
<tr>
<td>(MINOR-BIMS) Biomedical Sciences - Minor</td>
</tr>
<tr>
<td>(BS-BIMS) Biomedical Sciences - BS</td>
</tr>
</tbody>
</table>

Has/will this course be(en) submitted for core curriculum consideration? No

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

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

Course Syllabus

Syllabus: Upload syllabus

Upload syllabus

Letters of support or other documentation No

Additional information

Reviewer Comments

Terra Bissett (t.bissett) (03/06/19 1:57 pm): Minor edits made to catalog course description to comply with catalog style guide.

Terra Bissett (t.bissett) (07/08/19 11:38 am): UCC approved July 2019.

Reported to state? No
Course Description. This field-based course provides information and skills necessary for educators to work with diverse families. It addresses the need for positive school-family collaboration and characteristics of families throughout the life cycle, the collaboration of educators with families through the special education process, and the provision of family services through community agencies.

Course Objectives. The student will:
1. Identify and describe variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
2. Identify and describe rights and responsibilities of parents, students, teachers and other professionals, and schools as they relate to individuals with learning needs and explain these rights to families.
3. Identify and describe the effects an exceptional condition(s) may have on an individual's life and the lives of family members.
4. Identify and describe roles of individuals with exceptionalities, parents, teachers, and other school and community personnel in planning an individualized program.
5. Describe the effects of the cultural and environmental factors on the child and the family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse.
6. Describe and generate a plan to address typical concerns of parents of individuals with exceptional learning needs.
7. Identify cultural perspectives influencing the relationship among families, schools, and communities as related to effective instruction for individuals with exceptional learning needs.
8. Assess and describe personal cultural biases and differences that affect one's teaching and interactions with families.
9. Collaborate with families and other professionals involved in the assessment of individuals with exceptional learning needs.
10. Design instructional goals and chart student progress in a manner which effectively involves the individual and family.
11. Describe factors that promote effective communication and collaboration with individuals, parents, and school and community personnel in a culturally responsive program.
12. Apply collaborative strategies in working with individuals with exceptional learning needs, parents, and school and community personnel in various learning environments.
13. Facilitate respectful and beneficial relationships between families and professionals.
14. Apply strategies to encourage and assist families to become active participants in the educational team.
15. Describe how to conduct an effective collaborative conference with families or primary caregivers.
16. Demonstrate positive regard for the culture, religion, gender, and sexual orientation of individual students and their families.
17. Apply critical thinking skills when addressing cases and problem solving.

**Required Readings**


3) Case studies, scenarios, and other readings posted on eCampus.

**Required Readings for Extra Credit**

Article supplements are designated for each chapter. Those articles can be accessed through [http://library-reserves.tamu.edu/](http://library-reserves.tamu.edu/)

**Learning Management System** [http://ecampus.tamu.edu](http://ecampus.tamu.edu)

**Technical Support**

For Online Support, Contact: TAMU Help Desk Central (Open 24/7 for student support) Email: helpdesk@tamu.edu Phone: 979.845.8300 Website: [http://hdc.tamu.edu/](http://hdc.tamu.edu/)

Consider using one of the computer labs on campus to minimize technology problems.

**Technology Requirements**

- For this course you will need regular access to a computer and reliable internet. If you go out of town, you are still expected to participate in the course, so be sure you always have access or do your work prior to going to a location that may have service problems.
- We use basic software applications for this course, such as Adobe Reader and Microsoft Office (including Word and PowerPoint). You will need to have access to this software or software that allows you to work on these applications. I use a Windows based computer, so be sure that if you are using Mac applications they are compatible and I will be able to view them.
- Recommended browser: Internet Explorer has been found to work best with MediaMatrix videos.
- Basic computer speakers and a microphone will be required.
- We will also make use of YouTube. System requirements to view YouTube videos can be found at [https://support.google.com/youtube/answer/78358?hl=en](https://support.google.com/youtube/answer/78358?hl=en)
- Be sure all software and plugins such as Java for Flash are running the most updated version. You can check by going to the software’s website.

**Technical Skill Requirements**

Technical skill competencies required for this class include:

- Download and upload documents
- Navigate the course website
- Send messages to fellow classmates and the instructor
- Post messages and reply to messages on a discussion forum
- Create a PDF of a file
- Scan printed documents
- Create a video (can be done through many different means, including PowerPoint slideshow, Windows Movie Maker)
- Software usage, especially Microsoft Office, including:
  - Creating a PowerPoint with audio included
  - Creating a Word Document
These are skills required and expected for successful completion of this course. If you need instruction in these areas, many informative YouTube videos exist which can be helpful as you work to solve problems that may arise with technology.

**Course Etiquette and Netiquette**
In-class and online discussions are an essential component of this course. To ensure a positive learning environment, make sure you follow the following guidelines for in-class and online communications:

- Be polite
- Respect other participants’ views or opinions
- Think before you write or speak
- Use positive phrases (i.e., "Good idea!" or "Thanks for the suggestions," etc.)
- Be sensitive to cultural differences
- Avoid hostile, curt or sarcastic comments
- No objectionable, sexist, or racist language will be tolerated
- Create a positive classroom community by offering assistance and support to others.

**Email Communication Etiquette.** When sending emails please remember that it is a formal, professional means of communication. Therefore, make sure to address the recipient by name, detail which course you are referring to (including the section number), check over your grammar, include a signature line, and re-read the email at least once before hitting send.

**General Notes Regarding Course Communications.** All emails sent to me by 2:00 p.m. (Central Standard Time) Monday – Friday will be answered that same day by midnight. Emails sent after 2:00 p.m., on the weekend, or during holidays will be answered on the following business day by midnight.

My goal is that all assignments will be evaluated within ten business days of the assigned due date, based on the provided grading rubrics.

**Course Expectations**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>About Me Project</td>
<td>10</td>
</tr>
<tr>
<td>Case Studies</td>
<td>15</td>
</tr>
<tr>
<td>Family Questionnaire</td>
<td>1</td>
</tr>
<tr>
<td>Group Debriefs</td>
<td>15</td>
</tr>
<tr>
<td>Total Points</td>
<td>100</td>
</tr>
</tbody>
</table>

**About Me Project:** Students will develop a representation of who they are related to families (details and rubric provided on eCampus). (10 points)

**Case Studies:** There will be two graded case studies which will include application type questions. These will be completed with your color group members. Case Studies are to be submitted as Word documents, single-spaced, using 12 pt font on eCampus and are due seven weekdays following the case study discussion in class. Individual contributions should be noted on the assignment submission. Individual peer and self-evaluations will be submitted online. Your two case study grades will be averaged. (15 points)

**Family Questionnaire:** Students will complete a family questionnaire at the beginning of the semester. This activity helps students gain an understanding of content and topics that will be covered during the semester. (1 point)
**Group Debrief:** Students will be asked to process and reflect on their experience in a group of 4-5 people (color group), and complete a group debrief worksheet after listening to guest speakers or completing an identified activity in class. The debrief worksheet should be submitted as a group; each group member must contribute to all questions and indicate his/her contributions in the final submissions. Group Debriefs are to be submitted as Word documents, single-spaced, using 12 pt font on eCampus and are due six to seven weekdays after the speaker’s presentation/identified class activity; check the syllabus calendar for specific due date. The rubric for the Group Debrief is provided on eCampus. A total of three debriefs will be submitted, and grades will be averaged across the semester. Individual peer and self-evaluations will be submitted online. (15 points)

**Interview:** Students, in pairs or small groups, will conduct a structured interview related to family issues. Interviewees might be parents, agency personnel, medical personnel, etc. Interview questions will be developed and a presentation/summary of the interview will be shared in class. **Questions must be approved by the instructor prior to scheduling the interview.** Students will complete a peer evaluation over professionalism during the interview project. Students will also have their interviewee complete an evaluation about their professionalism during the interview process. A rubric for the interview assignment is provided on eCampus. **In order to earn a passing grade on the interview, you must be present at the actual interview with the interviewee.** (10 points)

**Interview Reactions:** Individual, short written reactions will be completed and submitted in class or via Google Docs on interview days. Emphasis of interview reactions should be on making connections between information learned and: 1) previous course concepts, 2) practicum experiences, 3) future career goals, etc. (1 point each day, 4 points total)

**Reading Quizzes:** There will be an online quiz for each of the 12 chapters. Quizzes must be completed by 9:00 a.m. on the due date. **No time extensions are given for quizzes; these can NOT be completed late.** Students may earn up to three points of extra credit for each chapter quiz by participating in an online discussion related to selected articles which align with chapter content. Article response and discussions must be posted on the online discussion forum within three business days of the chapter quiz in order to receive credit. Directions for the extra credit are posted on eCampus. Reading quizzes will be graded as a completion grade. Students will have up to 30-minutes to complete each ten-question quiz. Quizzes are open book and open notes. (15 points)

**Individual Practicum:** Students will complete an individual practicum working with persons and families with diverse backgrounds and needs. Practicum opportunities are available both on and off-campus. Students should take their transportation needs into consideration when choosing practicum sites. The practicum will consist of 45 clock hours. You may not substitute another practicum or paid employment for this practicum. **In order to pass this course, a student must earn at least a satisfactory grade on the practicum in addition to earning a passing level of points.** Activities to be included in the practicum include:

1. Complete your practicum hours in activities related to family involvement in education (parent support meetings, parent education classes, parent advocacy meetings, Options for Teen Parents activities, Project Unity activities - a list of options is posted on eCampus). You must participate in two different activities; one must qualify as service learning. Activities can be suggested based on your experiences, schedule, career goal, etc.
2. Spend a minimum of 45 clock hours in approved practicum experiences and keep a record of these hours.
3. Demonstrate appropriate and professional behavior at the practicum sites.
4. Reflect on the experience in a written summary, audio recording, PowerPoint presentation, or recorded video.
Documentation includes a daily log which includes dates/hours, brief description or bullet points of activity, and signature of a supervisor. Also submit a summary reflection (600-900 words, single spaced) including an overall evaluation of the experiences and what implications for teaching and working with families were gained from the experience (see guidelines on eCampus for the reflection). Instead of a written summary, students may choose to complete an audio recording, PowerPoint, or recorded video of their summary. Students will also have their primary supervisor complete an evaluation about their professionalism during the practicum. A grading rubric is provided on eCampus. (30 points)

**Assignment Format.** Assignments **MUST** be submitted as a Word (.doc or .docx), .rtf, or .pdf file. All assignments should be single-spaced, with 12 point font. Photos of practicum documentation can be submitted as .jpeg. Please check the format before submitting an assignment. Documents that are not readable will be counted as late. You will have one week to re-submit for half credit. Ensure that you include your name along with the Aggie Honor Code on all assignments.

**Assignment Deadlines.** Assignments are due as assigned. Most assignments are due by 11:59 p.m. on the date listed on the syllabus. Chapter quizzes are due by 9:00 a.m. and cannot be submitted late. One hour after the deadline, a written assignment will be considered late, and a maximum of half-credit will be given. Any late written assignment can earn up to half-credit if the assignment is turned in within one week of the assigned due date. Beyond one week late, no credit will be given. If you have technical difficulties, send an on-time email with the assignment attached, but continue to try to post to eCampus.

**Professional Behavior Expectations.** Professional behavior is an essential skill for professionals who will work with families and crucial for success during both coursework and field work in the Special Education program. In order to prepare you for your professional career, the Special Education Program faculty expects the following professional behaviors to be displayed: giving maximum effort; actively participating/taking initiative; displaying a respectful attitude in all settings and to all people; using electronic devices appropriately; using effective, appropriate, timely and, courteous communication to your peers, the TAMU faculty, guest speakers, school personnel, and students with whom you work; and ensuring confidentiality. In the event professional behavior is not exhibited, it is at the discretion of the TAMU faculty member how violations are handled. Consequences include but are not limited to redirection, confrontation, Growth/Probation plan, appearing before the Undergraduate Committee, and/or dismissal from the Special Education Program.

**Statement Regarding Class Handouts.** The handouts used in this course are copyrighted. "Handouts" include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts without expressly granted permission.

**Plagiarism.** As commonly defined, plagiarism consists of passing off as one's own the 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 latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty." See aggiehonor.tamu.edu for more information.

**Absence Policy.** Each student will be allowed one unexcused absence. After that, one point will be subtracted from the student's final grade for each unexcused absence up to a maximum deduction of five points. There will be no make-up assignments without a university-approved excuse. Appropriate excuse documentation must be turned in to the professor in a timely manner, either via email or by hard copy
placed in the course folder for an absence to be considered excused. See https://student-rules.tamu.edu/rule07/ for more information regarding student attendance policies at TAMU.

**Course Grades** Your grade will be based on a 100-point scale. I do not curve grades. For each assignment or exam you will receive the amount of points described below. This is a pass/fail course; a grade of satisfactory or unsatisfactory will be recorded. Students will be required to receive at least 60 points to pass the course and receive a satisfactory grade.

**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. For more information on Texas A&M University's accessibility policies, visit http://vpapit.tamu.edu/Accessibility_Statement.php

**Academic Integrity.** Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. “An Aggie does not lie, cheat, or steal or tolerate those who do.” Please become familiar with the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu. All assignments MUST be turned in with the following typed statement and student signature:

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

___________________________________________ (Signature of Student)

**College of Education and Human Development on Tolerance.** We, 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, and 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.

**FALL 2019**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings to be done BEFORE Class</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>T, 8/27</td>
<td>Introduction -FAM Information</td>
<td></td>
<td>Family Questionnaire (in class)</td>
</tr>
<tr>
<td>TR, 8/29</td>
<td>Family Characteristics</td>
<td>Read Ch. 1</td>
<td>Complete Chapter 1 quiz and Syllabus Quiz by midnight on Friday of week 1</td>
</tr>
<tr>
<td>T, 9/3</td>
<td>Family Interactions and Subsystems</td>
<td>Read Ch. 2</td>
<td>Complete Chapter 2 quiz by 9:00 a.m. (prior to class)</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Assignment</td>
<td>Due Date</td>
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<tr>
<td>TR, 9/5</td>
<td>Case Study Analysis Practice: Let It Go</td>
<td>Read <em>Let It Go</em> Case</td>
<td></td>
</tr>
<tr>
<td>T, 9/10</td>
<td>Family Functions</td>
<td>Read Ch. 3</td>
<td>Complete Chapter 3 quiz by 9:00 a.m.</td>
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<td></td>
<td><em>Practicum Plan due by midnight on eCampus</em></td>
</tr>
<tr>
<td>TR, 9/12</td>
<td>Privilege Walk</td>
<td>Read <em>Four Principles for Bias-Busting in the Classroom</em></td>
<td></td>
</tr>
<tr>
<td>T, 9/17</td>
<td>Family Life Cycle</td>
<td>Read <em>Dad Knows Best</em></td>
<td>Complete Chapter 4 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 9/19</td>
<td>Case Study Analysis Practice: Dad Knows Best</td>
<td>Read <em>Dad Knows Best</em></td>
<td></td>
</tr>
<tr>
<td>T, 9/24</td>
<td>Families’ Historical and Current Roles</td>
<td>Read Ch. 5</td>
<td>Complete Chapter 5 quiz by 9:00 a.m.</td>
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<td></td>
<td><em>Draft Interview Questions due by midnight on eCampus</em></td>
</tr>
<tr>
<td>TR, 9/26</td>
<td>Group Case Study #1</td>
<td>Read Group Case Study #1 prior to class. (posted on eCampus) Read <em>Parent’s Guide to the ARD Process (2018)</em></td>
<td>Group Case Study #1 and peer review to be submitted on eCampus by midnight on <strong>Monday, 10/7</strong></td>
</tr>
<tr>
<td>T, 10/1</td>
<td>Policies, School Reform</td>
<td>Read Ch.6</td>
<td>Complete Chapter 6 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/3</td>
<td>Interviews – Round 1</td>
<td>Read Ch.6</td>
<td>Interview Reaction 1 - In class</td>
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<tr>
<td></td>
<td>Practicum Check-In</td>
<td></td>
<td>Submit photo of current practicum log on eCampus. (11 practicum hours due)</td>
</tr>
<tr>
<td>T, 10/8</td>
<td>Partnerships</td>
<td>Read Ch. 7</td>
<td>Complete Chapter 7 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/10</td>
<td>Guest Speakers: Ella McGrunder &amp; Jose Gonzalez, Meeting Basic Needs</td>
<td></td>
<td>Group Debrief 1 due on eCampus by midnight on <strong>Monday, 10/21</strong></td>
</tr>
<tr>
<td>T, 10/15</td>
<td>Communication and Collaboration</td>
<td>Read Ch. 8</td>
<td>Complete Chapter 8 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/17</td>
<td>Interviews – Round 2</td>
<td></td>
<td>Interview Reaction 2 - In class</td>
</tr>
<tr>
<td>T, 10/22</td>
<td>Evaluation of Students</td>
<td>Read Ch. 9</td>
<td>Complete Chapter 9 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/24</td>
<td>Child Abuse Scenarios</td>
<td>Read <em>Reporting Suspected Abuse or Neglect of a Child in TX</em></td>
<td>Group Debrief 2 due on eCampus by midnight on <strong>Monday, 11/4</strong></td>
</tr>
<tr>
<td>T, 10/29</td>
<td>Developing IEPs</td>
<td>Read Ch. 10</td>
<td>Complete Chapter 10 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 10/31</td>
<td>Interviews - Round 3</td>
<td></td>
<td>Interview Reaction 3 - In class</td>
</tr>
<tr>
<td>T, 11/5</td>
<td>Meeting Basic Needs</td>
<td>Read Ch. 11</td>
<td>Complete Chapter 11 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
<td>Due Dates</td>
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<tr>
<td>TR, 11/7</td>
<td>Guest Speaker: Robin Oberg, Serving English Language Learners and Migrant Families</td>
<td>Group Debrief 3 due on eCampus by midnight <strong>on Monday, 11/18</strong></td>
<td></td>
</tr>
<tr>
<td>T, 11/12</td>
<td>Case Study Analysis Practice: <em>Falling Between the Cracks</em></td>
<td>Read <em>Falling Between the Cracks</em></td>
<td></td>
</tr>
<tr>
<td>TR, 11/14</td>
<td>Interviews - Round 4</td>
<td>Interview Reaction 4 - In class</td>
<td></td>
</tr>
<tr>
<td>T, 11/19</td>
<td>Student Outcomes</td>
<td>Read Ch. 12</td>
<td>Complete Chapter 12 quiz by 9:00 a.m.</td>
</tr>
<tr>
<td>TR, 11/21</td>
<td>Grief</td>
<td>Read two articles (posted on eCampus)</td>
<td></td>
</tr>
<tr>
<td>T, 11/26</td>
<td>Group Case Study #2</td>
<td>Read Group Case Study #2 prior to class.</td>
<td>Group Case Study #2 to be submitted on eCampus <strong>by 2:30 p.m., on Friday, 12/6</strong></td>
</tr>
<tr>
<td>TR, 11/28</td>
<td>Happy Thanksgiving!</td>
<td></td>
<td>Enjoy time with family and friends!</td>
</tr>
<tr>
<td>T, 12/3</td>
<td>About Me - Roundtable Project Share</td>
<td></td>
<td>About Me Project</td>
</tr>
<tr>
<td></td>
<td>Course closure</td>
<td></td>
<td><strong>Full Practicum Documentation</strong> due by midnight on <strong>Thursday, 12/5</strong></td>
</tr>
</tbody>
</table>

*All items and tasks listed in this syllabus are required aspects of the course. The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances, by mutual agreement, and/or to ensure better student learning.*
COURSE OUTLINE and SYLLABUS  
INST 301: Educational Psychology (FALL 2019)  
Monday and Wednesday 4:10pm-5:25pm  
Harrington Tower (Room 200)  
Zero Credit Course for Aggie ACHIEVE

Instructor:  
Dr. Robert S. Woodward, Jr. “JAY”  
Office 602 Harrington  
Office phone: 845-1802  
Email: drjaytamu97@gmail.com  
Office Hours: (by appointment)

Graduate Teaching Assistant:  
Mr. Matthew Bowen  
Office: 613 Harrington  
Office phone: 845-1802  
Email: matthewb96@tamu.edu  
Office Hours: (by appointment)

Textbook:  

Course Purpose:  
In INST 301 Educational Psychology, we will examine theory and research that has direct implications for educational practice and some of the educational applications that have developed from this theory and research. Topics that will be covered over the course of the semester can be separated into five main areas:

✓ Introduction, overview of the terms and methods used in Educational Psychology
✓ Development, which will encompass physical, social, and cognitive realms;
✓ Learning, which will include theories and perspectives on knowledge acquisition;
✓ Motivation, which will involve individual, collective, and social aspects;
✓ Culture & Diversity, which will depict the role of context and individual differences in an educational setting

Course Objectives:  
1. Gain insight into the nature of learners and of the learning process for the design and implementation of effective teaching strategies.
2. Compare and contrast “textbook” applications of educational, psychological, developmental, and sociological theories to “real-life” practices and approaches.
3. Use your critical thinking skills and your knowledge of self and subject matter to fully develop your own personal concept of what aspects are essential and uniquely inherent to the realm of educational psychology

Student Responsibilities:  
Students enrolled in INST 301 are expected to:

1. Read or listen to all specified chapters/articles by the date indicated on the syllabus.  
   *(Assigned modules/pages listed under each scheduled session should be read prior to coming to class on that date)*
2. Attend all class sessions ... while I follow the book, I also bring in a lot of outside material and unexcused and/or unauthorized absences will put you behind!
3. Actively participate in and contribute to all in-class discussions and activities
4. Complete and hand in all assignments by the date listed on the syllabus
Course Evaluation: INST 301 meets on M/W from 4:10-5:25 p.m. in Harrington 200. Your grade in this course will be determined by the following:

- R.E.A.C.T. Assignment (4 @ variable pts.) 31 pts.
- Intro Project: Survey Design 30 pts.
- Final Project: Educational TED talk 30 pts.
- Typical Evaluation of Student Thinking (T.E.S.T.) (4 @ variable points) 210 pts.

**TOTAL** 301 pts.

Grading: This course is pass/fail course; a grade of satisfactory or unsatisfactory will be recorded. Students will be required to make at least 175 points to pass the course and receive a satisfactory grade the course.

Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own words, writings, etc., which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In addition, all materials generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I specifically grant permission. If you have any questions concerning plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section entitled “Scholastic Dishonesty.”

**AGGIE HONOR CODE**

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

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**Students with Special Needs**

Any student 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.

**Attendance/Make-Up Policy**

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by
the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The 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://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**Explanation of Assignments:**

- **“R.E.A.C.T.” Assignment**
  The R.E.A.C.T. assignment will call for you to view an online educational video pertaining to the unit we are currently covering. The video can be watched at your convenience and class will not convene on days in which these assignments are scheduled. These videos have been selected to enhance textbook materials and classroom lectures, but more importantly, get you to think critically and contextually on your philosophy of education.

  For this assignment, you will be asked to “R”espond to, “E”xpand upon, “A”rgue with, “C”omment on, and/or “T”hink about (R.E.A.C.T.) what you have just viewed. There are no right or wrong responses – feel free to comment freely and openly on any or all of the content that affected, enlightened, inspired, outraged, or unnerved you. What particularly about this video impacted you?

  Students can choose one of the following options to submit their responses: (a) a two-page paper (double-spaced); (b) a three- to five-minute audio recording; or (c) a ten slide PowerPoint. Students should integrate classroom material (where applicable), previous educational experiences (personal or relational), and/or their persona into their discussion.

- **Intro Project: Survey Design**
  In this class, we will be discussing the use of quantitative methods and descriptive statistics in the analysis and reporting of educational research. For this intro project, you will need to design a unique survey consisting of 6 independent but related questions (ex. all dealing with teachers attitudes towards standardized testing, etc.)

  As part of a group, you will be responsible for setting up all facets of the survey (look, response processes, etc.) but your 6 questions should contain (at least) one example from each of the scales of measurement. From there, you will need to get (at least) 30 people to take your survey so that you have a good sample from which to base your analysis on.

  Your analysis will encompass the categorizing and discussing your questions from a scales of measurement perspective, reporting of the descriptive statistics of the information you collected from your subjects, and a general summary of the results (what did you learn).

  Students will be expected to meet with their group members and contribute to the overall project. Each student will assist their group members by helping to design the survey, finding participants to complete the survey, and making a group summary of results.

- **T.E.S.T.S. (Typical Evaluation of Student Thinking)**
  - **TESTS 1**  **(Introduction 15 questions / 30 points)**
  - **TESTS 2**  **(Development 30 questions / 60 points)**
  - **TESTS 3**  **(Learning 30 questions / 60 points)**
  - **TESTS 4**  **(Motivation 30 questions / 60 points)**
These T.E.S.T.S. are designed to assess your understanding of the material presented in each topical unit (not cumulative). Students will be expected to make a PowerPoint presentation that highlights the main topics addressed in each unit. Students will be expected to include information from the text, videos, class discussions, lectures, etc. PowerPoint presentations will be due by 11:59pm the day of each exam.

- **Final Project: Educational TED talk**

Being able to effectively communicate a point both verbally and visually is a key component of being a good educator. For this assignment, as an individual or as part of a group, design a lecture following the TED talk format that addresses the following prompt:

✓ **What impact does culture have on education?**

This prompt aligns with Module 18 in your textbook over “Ethnicity, Race, and Gender”

In general, TED talks are informative in nature, so you will be presenting facts that demonstrate the principles this textbook module while bringing in outside information (theories, concepts, practical uses, etc.) that accentuate and expand upon the material.

The format can be whatever you’d like (Powerpoint, Vimeo, Prezi, YouTube, etc.).

Beyond the factual, TED talks focus on the power of ideas to change attitudes, so you should plan on addressing your talk to current educators, future teachers, school administrators, parents, or students themselves (depending on the focus of your talk).

If working as part of a group, students will be expected to meet with their group members and contribute to the overall project. Each student will assist their group members by helping to design the presentation and participate in the recording of the presentation.

Finally, true to the TED talk format, your recording should not exceed 18 minutes.

(18 minutes over Module 18 ... class of ’18 ... WHOOP!)

A good recording will maximize the use of this time without going over or having several minutes to spare.

Aside from these aspects, there are no limits to the approach you can take. Your talk can be a new take on an old issue or challenge a belief that your audience already has. It can be an inspiring take or anecdotal evidence from your own experience. Regardless the tone and tenor or your presentation, factual evidence will need to back up your claim, so please make sure you have done adequate research and be prepared to defend what you speak on and about.

A rubric will be provided to all students that clearly depict the expectations of the assignment and a framework for you to construct your TED talk.
# TENTATIVE CLASS SCHEDULE

INST 301 meets in room 200 of the Harrington Education Center (HECC) from 4:10 – 5:25 p.m.

<table>
<thead>
<tr>
<th>Dates (TBA)</th>
<th>Manic Monday</th>
<th>What-a-Wednesday!</th>
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<tbody>
<tr>
<td><strong>INTRODUCTION TO EDUCATIONAL PSYCHOLOGY</strong></td>
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<tr>
<td>Aug</td>
<td>Class Introductions</td>
<td>R.E.A.C.T. overview</td>
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| Sept | Research & Theory in EPSY | Assessment in EPSY
  *Module 2 (pp. 15-25)* | |
| Sept | **INTRODUCTION T.E.S.T.** | Intro Project Information Day
  (!) **R.E.A.C.T. #1 DUE** |
| **DEVELOPMENT** | | |
| Sept | General Principles of Dev. | Cognitive Development
  *Module 3 & 14 (pp. 32-44 & pp. 174-181)* | |
| Sept | Physical & Personal Development | Social and Moral Development
  *Modules 7 & 9 (pp. 74-81 & pp. 96-106)* | |
| Oct | T.E.S.T. #2 Review | **DEVELOPMENT T.E.S.T.**
  (!) INTRO PROJECTS DUE | |
| Oct | Behavioral Views of Learning | Cognitive Views of Learning
  *Modules 20 & 21 (pp. 254-285)* | |
| Oct | Learning & Memory | Social Views of Learning
  *Modules 23 & 24 (pp. 307-343)* | |
| Oct | T.E.S.T. #3 Review | **LEARNING T.E.S.T.**
  *Learning REACT* | |
| Oct | Intro to Motivation | |
  *Module 32 (pp 446-454)* | |
| Nov | Motivation in Context | Self Factors of Motivation
  *Module 33 (pp. 455-465)* | |
| Nov | T.E.S.T. #4 Review | **MOTIVATION T.E.S.T.**
  *Motivation REACT* | |
| | Final Project Information Day | (!) **R.E.A.C.T. #4 DUE** |
Nov. Introduction to Culture & Diversity Project Help Day
*Module 17 (pp. 212-223)*

December **FINAL PROJECT DUE** on/before this date @ 5:30 p.m.