Course Change Request

Date Submitted: 02/13/18 11:15 am

Viewing: MARA 616: Management of Port Facilities and Infrastructure

Last edit: 02/13/18 6:51 pm
Changes proposed by: tiaverne

Catalog Pages referencing this course

Science/Master of Maritime Administration
BS/MML-MARA/MAAL-GAD: Maritime Administration - 5-year Bachelor of Science/Master of Maritime Administration and Logistics
BS/MML-MARR/MAAL-GAD: Marine Engineering Technology - 5-year Bachelor of Science/Master of Maritime Admin & Logistics

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joan Mileski</td>
<td><a href="mailto:mileskij@tamug.edu">mileskij@tamug.edu</a></td>
<td>4097404978</td>
</tr>
</tbody>
</table>

Rationale for Course Edit

Other

Explain other rationale
To support the online program

Course prefix     MARA     Course number     616
Department         Maritime Administration
College/School    Galveston Campus
Academic Level     Graduate
Academic Level     Undergraduate
(alternate)
Effective term    2018-2019 Galveston

Complete Course Title
Management of Port Facilities and Infrastructure

Abbreviated Course Title
MGMT PORT FCLTS INFRASTR

Catalog course description
Problems associated with the management of buildings, piers, bulkheads and associated structures and connecting waterways focusing on corrosion, adverse affects of climate, tide and current affects, dredging cycles and related facilities access issues associated with structures in the coastal zone. Particular attention is paid to the requirements of state and federal agencies regarding equipment and facilities used in the safe loading, discharge, and storage of cargoes, including hazardous materials.

Prerequisites and Restrictions
Approval of instructor, graduate status or special approval.

Concurrent Enrollment
No
Should catalog prerequisites /

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

Approval Path
1. 02/13/18 3:07 pm
   Joan Mileski (mileskij): Approved for MARA Department Head
2. 02/13/18 6:51 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/14/18 8:59 am
   Nicole Kinslow (wilkinsn): Approved for GV Committee Preparer GR
4. 02/14/18 9:00 am
   Nicole Kinslow (wilkinsn): Approved for GV Committee Chair GR
5. 02/14/18 10:39 am
   Antonietta Quigg (quigg): Approved for GV College Dean GR
6. 02/16/18 12:54 pm
   Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:17 pm
   Lathesa Johnson (ljohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
concurrent enrollment be enforced?  
Crosslistings: No  
Crosslisted With:  
Stacked: No  
Stacked with:  

<table>
<thead>
<tr>
<th>Semester</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Hour(s)</td>
<td>Contact Hour(s) (per week):</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>5202091116</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 sections of this course be taught as non-traditional? (i.e., parts of term, distance education)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Learning Outcomes  
Meets traditional face-to-face learning outcomes.  
Describe how learning outcomes are met or provide justification why they are not met.  
Both Syllabi learning outcomes are the same

Hours  
Meets traditional face-to-face hours.  
Describe how hours are met or provide justification why they are not met.  
Work provided meets the 135 hours requirement for a 3 hour class

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

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

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

Will classroom space be needed for this course?  
No

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

<table>
<thead>
<tr>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>(MML-MAAL) Master of Maritime Administration and Logistics in Maritime Administration and Logistics</td>
</tr>
</tbody>
</table>

Course Syllabus
Syllabus: Upload syllabus

Upload syllabus
MARA 616 IN PERSON.pdf
MARA 616 ONLINE.pdf

Letters of support or other documentation
No

Additional information

Reviewer Comments
Sandra Williams (sandra-williams) (02/06/18 11:31 am): Rollback: You need to answer the question "Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)" if you are requesting non-traditional format approval. In addition, you need to attach a syllabus and a non-traditional syllabus (if applicable).

Sandra Williams (sandra-williams) (02/13/18 9:15 am): Rollback: You still did not answer the question on the form "Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education)".

Reported to state?
No
MARA 616-601: Management of Port Infrastructure Facilities  
Fall 2016

Course Location and Schedule

Location  CLB 112
Days/Time: Monday, 1800-2030 hours
Collaboration Sessions: are real-time lessons and discussions. Virtual Classroom. Chat is an exchange of text messages online. Virtual Classroom is a shared online environment where users can view links, share desktops, exchange files, and chat. Both types of collaboration can be recorded and saved for future review.

Instructor Information:

Name: Leonard Waterworth  
Phone: 7138997917  
Email: waterwol@tamug.edu  
Office hours: established with the professor by appointment.  
Office Location:

Course Description:

This course is designed to study the strategic issues in developing and managing infrastructure as part of maritime logistic chain management. Infrastructure is the conduit of how goods get to market. From manufacturing to points of distribution, the infrastructure within the logistic chain, cumulatively, must be efficient, effective and provide value. Ports play a vital role in the logistic chain, but is still only a link of the logistic chain. The course will examine the logistic chain as a system and identify issues inside and outside the gates of a maritime facility. Students will have the opportunity to address market timing to construction schedule, construction cost and standards, infrastructure design life vs business plan, infrastructure integration of the logistic chain, life cycle management, corrosion and sea level rise, effect of dredging cycles. Particular attention is paid to the requirements of state and federal regulatory agencies.

Course Objectives:

After completing this course you should:
1. Think critically, think in systems
2. Communicate effectively, Short and to the point.
3. Identify a problem, collect data, conduct analysis, develop solution(S) then make a recommendation based on business requirements.
4. Compare and contrast the managing of port infrastructure to other modes of transportation.
5. Evaluate how TQM can enhance infrastructure management at a port
6. Contrast a plan for maintenance, rehabilitation and reconstruction
7. Describe the integration of port infrastructure to municipal, state and national
infrastructure.
8. Compare and contrast market conditions to infrastructure life cycles
9. Describe infrastructure development and regulatory requirements
10. Describe the benefits of private versus public owned port infrastructure
11. Compare various financing options
12. Describe the trends in port financing for infrastructure
13. Compare aging infrastructure to productivity
14. Describe the development of infrastructure capability to requirements
15. Compare and Contrast Procurement alternatives example Design Bid Build vs Design Build.

Course Format

This is a graduate level class, and my intent is to build on your undergraduate knowledge, your experience, your research and your current critical thinking skills. To achieve my intent, we will conduct the class as if we are a project delivery team in a Maritime Consulting firm and we must deliver a feasibility report to our customer who is developing a business model to build a maritime facility in Texas.

Text Currently under review:


Other Required Readings: Articles are provided as available, and may or may not be assigned by the PM in addition to the text readings.

Course Grading:

- Deliverables/Schedule
  - Work Product/Data sharing/Time Sheets 20%
    - E-campus
  - Project Updates 25%
  - Chapter Statement, Outline, issues, Potential solutions/ROI
• NO MORE THAN 5 PAGES, TURNITIN

• Project (Chapter for our Proposal) 40%
  • NO MORE THAN 10 Pages, TURNITIN

• Value to the Project Delivery Team 15%
  • Selected PDT members brief White Paper

(note: NO MORE THAN. Write precisely, reference, don’t regurgitate what you have read)

Grade Scale:

The grade scale for this course is as follows:
90-100 A 80-89 B 70-79 C 60-69 D below 60 F

Course Outline:

The schedule may change based on our progress. The PM reserves the right to change dates for topic covered and report schedule. Project Delivery Team (PDT) members will be kept informed in team meeting / or over HOWDY of such changes. All PDT members are responsible for changes announced during meetings.

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/29</td>
<td>Course Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>9/5</td>
<td>Infrastructure in the logistics chain Life Cycle Analysis</td>
<td>READ: PIAM Chapter 1, PIF Chapter 1, DMF Chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>9/12</td>
<td>Characteristics of Port Infrastructure Investment Decision Marginal Cost Types of Ports (who is in charge)</td>
<td>Suspense: Work Product 1 and time sheet. READ PIF Chapter 2</td>
</tr>
<tr>
<td>4</td>
<td>9/19</td>
<td>Predicting the Future</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>9/26</td>
<td>Planning, Requirements and Measuring Performance</td>
<td>READ: Chapter 3 PIAM</td>
</tr>
<tr>
<td>6</td>
<td>10/3</td>
<td>NO CLASS</td>
<td>Suspense: Issue Statement/Study Plan SCAN: DMF Chapter 2/3/4 and</td>
</tr>
<tr>
<td></td>
<td>Date</td>
<td>Topic</td>
<td>Reading/Resource</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------</td>
</tr>
<tr>
<td>7</td>
<td>10/10</td>
<td>Vessel Characteristics Design Considerations Facility Type Inside/outside the fence line</td>
<td>8.1, 8.2</td>
</tr>
<tr>
<td>8</td>
<td>10/17</td>
<td>Operational and Environmental Loads</td>
<td>READ: PIF Chapter 3/4 Port Reform Tool Kit (Web)</td>
</tr>
<tr>
<td>9</td>
<td>10/24</td>
<td>Public/Private Partnerships Port Finances</td>
<td>READ: PIAM Chapter 9</td>
</tr>
<tr>
<td>10</td>
<td>10/31</td>
<td>Operations</td>
<td>READ: PIAM Chapter 11, 13 DMF Chapter 12</td>
</tr>
<tr>
<td>11</td>
<td>11/7</td>
<td>Maintenance, Rehabilitation and Reconstruction</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>11/14</td>
<td>NO CLASS</td>
<td>Finalize White Paper</td>
</tr>
<tr>
<td>13</td>
<td>11/21</td>
<td>Project Review. Selected projects will present to the PDT for a potentially larger Christmas Bonus.</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>11/28</td>
<td>continued</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>12/5</td>
<td>continued</td>
<td></td>
</tr>
</tbody>
</table>

**Meeting Etiquette**

Attendance and engagement in class is strongly recommended to enable the research outlined. Also material covered in class may not be in the reading and maybe critical for work products.

It is encouraged to bring you web enabled device to class for to support research analysis.

Meeting will start on time and end on time, if not earlier. Meeting Etiquette is simple, if it does not directly support or add value to the entire project team and the project, don’t do it!

**Integrity**

**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://www.tamu.edu/aggiehonor
American with Disabilities Act

The American 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 accommodations, please contact the Counseling Office, Northen Student Center, or call (409) 740-4587.

Absences
Statement on Absences
Information concerning absences are contained in the University Student Rules Section 7. The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Family Educational and Rights to Privacy Act (FERPA)
FERPA is a federal law designed to protect the privacy of educational records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions and Records office. Items that can never be identified as public information are a student's social security number of institutional identification number, citizenship, gender, grades, GPR or class schedule. All efforts will be made in this class to protect your confidentiality.

TAUMG Academic Dishonesty Statement
For many years, Aggies have followed a Code of Honor, which is stated in this very simple verse: “Aggies do not lie, cheat or steal, nor do they tolerate others who do.” As such, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty. The Aggie Code of Honor and the Scholastic Dishonesty sections in the TAMUG University Rules handbook will be the standards upon which scholastic integrity is maintained at Texas A&M University at Galveston.”

TAMUG 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, the legislation requires that all students be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Director of Counseling.
TAMUG Statement on Absences The University views class attendance as an individual student responsibility. All students are expected to attend class and to complete all assignments. Please consult the University Student Rules for reasons for excused absences, detailed procedures and deadlines as well as student grievance procedures (Part III, Section 45).

Maritime Administration Department Policy on Contacting Students

Every student has a University-created E-mail address, which the Department uses when it wishes to contact you. Please check your E-mail daily.
Course title and number  MARA 616, Management of Port Facilities and Infrastructure

Term  Fall, 2014
Meeting times and location  Distance Learning Course

Course Description and Prerequisites

Problems associated with the management of buildings, piers, bulkheads and associated structures and connecting waterways focusing on corrosion, adverse effects of climate, tide and current effects, dredging cycles and related facilities access issues associated with structures in the coastal zone. Particular attention is paid to the requirements of state and federal agencies regarding equipment and facilities used in the safe loading, discharge, and storage, and storage of cargoes, including hazardous materials. Prerequisite: Approval of instructor, graduate status, or special approval.

Learning Outcomes or Course Objectives

COURSE OBJECTIVES
This course starts with an overall review of maritime transportation followed by the discussion of port infrastructure development, port facility security management, and port safety in transferring hazardous cargoes. Incorporated with case study, group discussion, and writing proposal, this course equips students with the ability to understand, identify, analyze, and find solutions to current problems related to port management in a constantly changing economy. Students with the underpinning knowledge discussed in this course should be able to answer the questions such as how to encourage growth in maritime transport through modernizing port infrastructures and equipment, how to evaluate policy and regulation on mitigating congestion of waterborne transportation, what the barrier and restrictions are in maritime channels and ports, and what procedures are to improve maritime safety as well as protect the marine environment.

LEARNING OBJECTIVES:

1. Compare and contrast the managing of port infrastructure to other mode of transportation infrastructure
2. Describe how management of information systems is important to the management of physical infrastructure
3. Evaluate how TQM can enhance infrastructure management at a port
4. Construct a plan for maintenance, rehabilitation and reconstruction
5. Evaluate the concept of integrated asset management
6. Describe vessel characteristics
7. Describe mooring loads and the various design considerations
8. Evaluate the benefits and risks of fixed structure in a port
9. Evaluate the various geotechnical aspects of a site for port design consideration
10. Compare and contrast floating verses fixed port structures
11. Describe the important considerations for building and maintaining a dry dock
12. Construct a plan for inspection of port facilities
13. Construct a plan and framework to project growth of the port and the necessary infrastructure changes with growth
14. Describe the benefits of private verses public owned port infrastructure
15. Compare the various financing options on the six major trading continents
16. Describe the trends in port financing for infrastructure

Instructor Information

Name: Joan P. Mileski, PhD
Telephone number: Office 409-740-4978
Email address: mileskij@tamu.edu
TR 11:00 am to 12:00 pm I am typically in my office more than the listed hours. As such, I often have multiple distractions and perform several different functions. Therefore, if you need extended time or a personal/private conference, please make an appointment so I can commit the amount of time needed. We can meet via Skype (joan.mileski), phone or in person.
Office hours: CLB 229

Textbook and/or Resource Material


Grading Policies

Assessment of Learning:
Evaluation Methods:

1. Tests

In the Module tests, be prepared to understand the issues, identify problems, explore
alternatives, and develop recommendations. Tests will be sent to you on your request but no later than 48 hours before the due date of the module. The tests will be essay and short answer and are due by email to the instructor 48 hours after they are requested. You may use your books, notes, etc. but not each other to complete the tests.

2. Project

An original research paper worthy of publication in an academic journal is expected to relate to management of port facilities and infrastructure and is required to complete this course. The ultimate goal of what you write is one of the following: Can I understand public and private infrastructure asset management? Can I contribute to existing port infrastructure literature? Can I efficiently solve the specific problem a port or terminal firm encountered? Can I explain or even prove future trend of infrastructure management and finance? The bottom line — Can someone easily learn from my project? By keeping those purposes in mind, this class is designed to furnish students with the ability to apply and express complex port infrastructure subjects to the audience in a clear, logical, and complete way. Remember, the instructor will see only what you write, not what you meant to say. Be accurate and polish your paper.

Please send a proposal of your research paper as soon as possible but no later than October 1, 2013. I will interact as much or as little with each student on this project as s/he wishes via email or phone.

The paper will be review via Turnitin.com. See instructions below.

Assessment of Learning (continued):

B. Grading Standards

The final letter grade will be assignment based on the standard scale. A if your final average is above 90, B if between 80 to 89, C if between 70 to 79, D if between 60 to 69, and F if below 60.

<table>
<thead>
<tr>
<th>Module 1 test</th>
<th>20%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 2 test</td>
<td>20%</td>
</tr>
<tr>
<td>Module 3 test</td>
<td>20%</td>
</tr>
<tr>
<td>Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

Letter Grade | Numerical equivalent
-------------|---------------------
A            | 4
B            | 3
C            | 2
D            | 1
F            | 0

Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but this has many dimensions (e.g. a student has a right to be tested only on material available through the syllabus or lectures up through the time of the examination; students in the same class should not be treated differently; students who have legitimate
absences should be offered a chance to make-up their examination, etc.) One paradox is that objective examinations (e.g. multiple choice) are, by definition, less prone to unfairness in grading than subjective (essay) examinations and cases, yet are often viewed by students as an unfair test of their knowledge of courses in which the critical parts have subjective content (e.g. decision making processes). Also a resource constraint exists: students are entitled to a careful reading of their essays but limited faculty time must be allocated over many competing uses.

There is no solution to this dilemma, just uneasy compromises. The system of grading and examination in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

Course Topics, Calendar of Activities, Major Assignment Dates

Module 1  To be completed by September 30, 2014
Module 2  To be completed by October 31, 2014
Module 3  To be completed by November 30, 2014
Project  To be completed by December 10, 2014

Other Pertinent Course Information

Teaching Strategies
This is a distance learning class. My philosophy for the learning environment is the role of the professor as director of learning among equals. The relationship is a partnership where each, professor and student, are fully prepared for and enthusiastically embrace, each and every learning experience. I believe that insight (truth) can be an exciting experience for faculty and students alike. I try to instill in students that they must be their own lifetime teachers continuously gathering and discarding the appropriate skill sets for life long learning, success, and service to society.

Teaching/Learning Activities

Instructor
Meet with students with appointments to review questions
Review and grade exams and projects returning detailed comments
Will respond to email, phone messages, etc. in a timely fashion

Students
Read book and papers in timely fashion.
Write critically analyzed exams using concepts and terms
Will study appropriately for the course

Americans with Disabilities Act (ADA)
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Use of turnitin software

Turnitin is an anti-plagiarism software that scans written assignments for plagiarism with web sources, other student papers and assignments from A & M and all over the nation, and a variety of other written works. The software gives the instructor a percentage similarity between the student’s assignment and other written works. Please be assured that as long as you cite your work appropriately and give credit to your sources, that similarity alone is not enough for your work to be considered copied. Please review the Aggie Honor Code for more details on how these issues will be handled, should a cheating incident be found. You will submit the research project, to Turnitin at www.Turnitin.com. The class ID is 8552743 and password is facilities.

How to Utilize Turnitin as a student:

From the main site, select “enter.”
Next, select “create a new user profile.” Create your profile. You do not need to create a new user profile if you have used turnitin before.
Next, select “user login”
Join new class using the above listed ID and password.
Select our class from the “your classes” page (see the tabs above your name if you are not already at this page).
There are seven pages for each class. The “assignments” page lists assignments. The “turnitin” page is what you will use to submit an assignment.

To submit an assignment, make sure you complete the following four steps:
1. Type in an assignment title
2. Select the appropriate assignment from the drop-down box.
3. Type in the path for your assignment (which you can do easily by browsing for it) OR cut and paste (but you cannot do both for a single assignment).
Submit by selecting the “submit” icon at the bottom of this page.

Statement on the Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admissions & Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in this class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in the class.

Statement on Course Evaluations

The PICA (Personalized Instructor/Course Appraisal) is an online course evaluation for Texas A & M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is a critical component used to improve curriculum and teaching. Each faculty member values your input to improve his/her methodology. Your comments can also significantly impact the mix and membership of faculty. The PICA website is available at [http://pica.tamu.edu](http://pica.tamu.edu) your Howdy portal, or by scanning QR code available around campus.

Negotiation

Any and all of the above except academic integrity is negotiable as a class with the instructor.

The content of this outline and the attached schedule are subject to change at the discretion of the professor.

<table>
<thead>
<tr>
<th>Instructor’s Signature</th>
<th>Date</th>
</tr>
</thead>
</table>