Course Change Request

Date Submitted: 02/13/18 1:48 pm

Viewing: MARA 624 : Intermodal Transportation Operations

Last edit: 02/13/18 6:52 pm
Changes proposed by: tlavner

Catalog Pages referencing this course
- MARA - Maritime Administration
- BS/ML-MARA/MAAL-GAD: Maritime Administration - 5-year Bachelor of Science/Master of Maritime Administration and Logistics
- BS/ML-MARR/MAAL-GAD: Marine Engineering Technology-5-year Bachelor of Science/Master of Maritime Admin & Logistics

Programs referencing this course

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:mileski@tamug.edu">mileski@tamug.edu</a></td>
<td>4097404978</td>
</tr>
</tbody>
</table>

Rationale for Course

Edit
Other

To support online (nontraditional) program

Course prefix        MARA  
Course number        624
Department           Maritime Administration
College/School       Galveston Campus
Academic Level       Graduate
Academic Level (alternate)
Effective term       2018-2019 Galveston

Complete Course Title
Intermodal Transportation Operations

Abbreviated Course Title
INTERMODAL TRANS OPS

Catalog course description
Survey of economic and operational characteristics of intermodal transportation, rail, trucking, air, shipping, and pipelines. Emphasis on the interface of surface transportation with the maritime industry; pricing strategies, cost structures, and regulatory issues.

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

Concurrent Enrollment
No

Should catalog prerequisites / concurrent enrollment be enforced?
No

Crosslistings
No

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 3:11 pm
   Joan Mileski (mileski): Approved for MARA Department Head
2. 02/13/18 6:52 pm
   Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/14/18 8:59 am
   Nicole Kinlowsow (wilkinsn): Approved for GV Committee Preparer GR
4. 02/14/18 9:00 am
   Nicole Kinslow (wilkins): 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
   LaRheta Johnson (lrjohnson): Approved for GC Chair

https://nextcatalog.tamu.edu/courseleaf/approve/
Semester: 3  
Credit Hour(s):  
Contact Hour(s): Lecture: 3  
Lab: 0  
Other: 0  
Total: 3  
Repeatable for credit? No  
Three-peat? No  
CIP/Fund Code: 5202090016  
Default Grade Mode: Letter Grade(G)  
Alternate Grade Modes: Satisfactory/Unsatisfactory  
Method of instruction: Lecture  
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes  

Learning Outcomes  
Meets traditional face-to-face learning outcomes.  

Describe how learning outcomes are met or provide justification why they are not met.  
Syllabi for both face to face and distance have the same as to learning outcomes  

Hours  
Meets traditional face-to-face hours.  

Describe how hours are met or provide justification why they are not met.  
Work provided in syllabus is equal to 135 hours required for 3 hour course credit  

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

Course Syllabus  

Syllabus: Upload syllabus  

Upload syllabus  

https://nextricatuecatalog.tamu.edu/courseleaf/approve/
Letters of support or other documentation: No

Additional information:

Reviewer Comments:
- Sandra Williams (sandra-williams) [02/06/18 11:32 am]: Rollback: You need to attach a syllabus and a non-traditional syllabus (if applicable).
- Joan Mileski (mileski) [02/11/18 5:48 pm]: Rollback: Where is the face to face syllabus?

Reported to state? No
Syllabus

MARA 624: InterModal Transportation Operations

Dr. Okan Duru

Contact Information

Professor
Class Time and Location
Office
Office Hours
Email

Dr. Okan Duru
T, 6:00PM – 8:30PM, CLB 210
CLB 226
Tuesday, Thursday 1:00-3:00pm; By appointment
duruokan@yahoo.com

Prerequisites

Refer to the University Catalog which states approval of instructor, graduate status or special approval.

Course Description

The aim of this course is to develop intellectual skills on analyzing and development of transport systems by using economic thinking and instruments of economic assessment. Considering the evolution of economic thinking, an economic inquiry is not only matter of production, pricing or simply money as a medium of exchange, but it is very much related with the society, culture, institutions, history, policies, technology and many other factors driving the economic behavior. From this fundamental perspective, objectives of this course can be summarized as follows:

- Developing academic skills to apply economic thinking (in its wider meaning) to transportation problems,
- Understanding factors influencing the organization, efficiency and sustainability of transport infrastructure and transport policies,
- Understanding factors affecting decision making in the transport phenomenon,
- Understanding the role of supply-demand framework as well as its limitations,
- Understanding the role of society, culture, institutions (habits, customs, reason, herding) and irrationality on the development and governance of transport systems.

The course will acquaint you with the underlying economic principles governing transportation provision including: demand, costs, the pricing of the service, subsidies, competition between the various modes, and the social appraisal of projects.
**Textbook**

*Primary*


*Secondary*


**Course Material**

The main readings for this course will be the chapters covered from textbooks in class. Along-with the book chapters, we will be discussing and reading articles and scholarly papers relating to the study material in the class. There are also supporting publications to improve fundamental knowledge on economic thinking, economic pluralism, historical perspective, public governance, among others.

**Grading**

The grading for this course will include the following:

1) **Prelecture Quizzes:** Prelecture Quiz is a short exam administered prior to in-class lecture or discussion of course material (prelecture activity). Prelecture activity is strongly encouraged and therefore the highest weight on the final grade is given to prelecture quizzes. Students should search keywords and key concepts on web and have some knowledge of the day’s topic. Web search includes keyword-topic search, Wikipedia search, image search, video search (YouTube), file search (by using advanced search e.g. Google Advanced Search, students can find pdf, ppt, doc, xls files on web easily), Google Scholar for academic papers as well as social media search for having a sense of current issues. In the prelecture quiz, some very short/simple questions or a single question will be asked to review students’ prelecture activity on key words and/or concepts.

2) **Exams:** There will be 2 exams for the course during the course of the semester in class. The midterms will be essay questions and problem/case analysis. I will not be giving any make-up exams and you are expected to show up for the exams (and class) on time.

3) **Class Participation:** I highly encourage active participation in class and this has proven to be a successful learning strategy for classrooms. Regular and timely attendance to classes is required to achieve a successful grade for this class. Please respect your classmates time and learning and follow the no Laptop and no Mobile policy mentioned below strictly. A student warned more than once about classroom manners will automatically receive a grade of zero in class participation. **Laptop Computer Policy:** Except in the case of proven medical necessity, students may not use a laptop computer or computer tablet during the lectures. Such devices must remain in your bag, and may not be placed on your desk. **Mobile Communications Policy:** Mobile telephone devices should have the ringer turned off and be placed in pockets or backpacks. Students may not make or receive phone calls, surf the web, or send or receive text messages during class.

4) **Student Presentations and Term Paper:** Each student will be given a topic to perform both practical and academic research. Then, a short class presentation (max. 10 mins) is required about the topic of research. For example, students will present ten fundamental problems/definitions of the topic in ten slides. After the presentation, students will submit
final research paper in a week (till the next lecture). Research paper is a 5-10-page long, written in academic style with proper references (preferably academic papers)

Instructions on the format and requirements of the presentation and paper are attached at the end of the syllabus.

Your final grade will be a weighted average of the 2 Midterm Exams, Quizzes, Participation, Term paper and Presentation. The weights are as follows:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Prelecture Quizzes</td>
<td>25%</td>
</tr>
<tr>
<td>Exam I</td>
<td>20%</td>
</tr>
<tr>
<td>Exams II</td>
<td>20%</td>
</tr>
<tr>
<td>In-Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Criticism/Inquiry/Discussion</td>
<td></td>
</tr>
<tr>
<td>Research Paper &amp; Presentation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Scale:

Following is the grading scale I would follow to assign your final grades. There will be no curving of the grades beyond this scale at the end of the semester.

<table>
<thead>
<tr>
<th>90-100</th>
<th>80-89</th>
<th>70-79</th>
<th>60-69</th>
<th>0-59</th>
<th>F</th>
</tr>
</thead>
</table>

Americans with Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Counseling Office, Seibel Student Center, or call (409)740-4587. For additional information visit http://www.tamug.edu/counsel/services/dsprocedures.htm.

Academic Dishonesty Policy

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/
Statement on Absences

Information concerning absences is 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).

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, GPR 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, your howdy portal, or by scanning.

Learning Outcomes

1) You will be able to apply economic principles into analyzing and understanding the policies and issues affecting the transportation sector worldwide.

2) The course will build the micro-economic theoretical foundations required for critically identifying and addressing the important issues facing the various modes of transport sector while develop awareness on limitations of quantitative instruments.

3) The course will build a broad perspective into transport economics and policy through several dimensions including but not limited to motivations and objectives, time (history), technology, organization, institutional framework, development stage, customs and culture, geography, public administration, cognitive and logical bias, incentives, risk exposure, irrationality, collective blindness, among others.
## Tentative Course Schedule*

<table>
<thead>
<tr>
<th>Week</th>
<th>Theme</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2015</td>
<td>Introduction to Transport Problem and Economic Thinking</td>
</tr>
<tr>
<td>September 8, 2015</td>
<td>Transport Systems, History &amp; Markets</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Transport Policy, Governance and Development (1)</td>
</tr>
<tr>
<td>September 22, 2015</td>
<td>Transport Policy, Governance and Development (2)</td>
</tr>
<tr>
<td>September 29, 2015</td>
<td>Supply-Demand Framework and Equilibrium (1)</td>
</tr>
<tr>
<td>October 6, 2015</td>
<td>Supply-Demand Framework and Equilibrium (2)</td>
</tr>
<tr>
<td>October 13, 2015</td>
<td>Exam 1</td>
</tr>
<tr>
<td>October 20, 2015</td>
<td>Pricing, Competition &amp; Choice</td>
</tr>
<tr>
<td>October 27, 2015</td>
<td>Business Cycles and Long Wave Theory</td>
</tr>
<tr>
<td>November 3, 2015</td>
<td>Transport Planning and Forecasting (1)</td>
</tr>
<tr>
<td>November 10, 2015</td>
<td>Transport Planning and Forecasting (2)</td>
</tr>
<tr>
<td>November 17, 2015</td>
<td>Transport Investments</td>
</tr>
<tr>
<td>November 24, 2015</td>
<td>Behavioral Economics of Transport &amp; Externalities</td>
</tr>
<tr>
<td>December 1, 2015</td>
<td>Integration of Concepts and Review</td>
</tr>
<tr>
<td>December 8, 2015</td>
<td>Exam 2: Last Class day</td>
</tr>
</tbody>
</table>

*Note: Depending on the class progress, the course outline can change. In such case, changes will be announced at the time of lectures.
<table>
<thead>
<tr>
<th>Week</th>
<th>Keywords • Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 15, 2015</td>
<td><strong>Transport Policy, Governance and Development (1)</strong></td>
</tr>
<tr>
<td>September 29, 2015</td>
<td><strong>Supply-Demand Framework and Equilibrium (1)</strong></td>
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<td><strong>Transport Planning and Forecasting (1)</strong></td>
</tr>
<tr>
<td>November 10, 2015</td>
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</tr>
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</tr>
<tr>
<td>December 8, 2015</td>
<td><strong>Exam 2: Last Class day</strong></td>
</tr>
</tbody>
</table>
Guidelines for your individual term paper:

- The paper should be typed in word with 1.5 spacing and font size 12 (Garamond) with 1 inch margins.
- The paper should be around 5-10 pages long excluding the references section (longer paper does not imply higher grading!).
- Provide proper citations; preferably Use scholarly sources. Academic level of paper will have strong impact on grading.
- Please avoid story-telling and come to the point. Shorter is better.
- Grading of term paper:
  1. Presentation in class (Please check below guideline) (15 pts.)
  2. Problem Definition (15 pts.)
  3. Literature Review (15 pts.)
  4. Critical Analysis/Presentation of Key Concepts-Theories (25 pts.)
  5. Discussion/Interpretation (15 pts.)
  6. Style/Literary-Grammatical Quality (15 pts.).

Critical analysis has priority among them. Your personal view and criticism (scientific skepticism) are most valued.

- Grading of term papers will be announced after having all papers.

Guidelines for your presentations and schedule:

- Each student will receive a Term Paper topic (theme) two weeks before the presentation. Students can define a more specific topic in the defined theme for Term Paper.
- After presentation, students will have one more week to submit Term Paper based on above mentioned circumstances.
- Presentations are expected around 10 slides and 10 minutes (like an executive summary).
- Send me your presentation file two days before the day of presentation for a final check (E-mail to duruokan@yahoo.com with a subject title of “MARA 624 Presentation Student Name”).
Texas A & M University at Galveston
Course Syllabus
MARA 624 Intermodal Transportation Operations
Fall, 2017
Department of Maritime Administration

INSTRUCTOR
Joan P. Mileski, Ph.D.

MEETING TIMES AND PLACE
eCampus. Distance class online.

INSTRUCTOR INFORMATION

E-mail: mileskij@tamug.edu
Office Phone: 409-740-4978
Office Location: CLB 229
Office Hours: Mondays, Thursdays and Fridays by appointment. You may email to make a phone or skype appointment. 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.

Web information: I use eCampus for all my notes, articles, etc.

Contacting students: The department will use your on-campus Email address as the primary means of contacting you. Please check your email daily.

TEXTBOOK

Course Text

Supplementary Publications


Other readings will be provided in eCampus in the weekly materials.

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailers.

COURSE DESCRIPTION
Intermodal Transportation Operations. (3-0). Credit 3. Survey of economic and operational characteristics of intermodal transportation, rail, trucking, air, shipping, and pipelines. Emphasis on the interface of
surface transportation with the maritime industry; pricing strategies, cost structures, and regulatory issues. Prerequisite: Approval of instructor, graduate status or special approval.

**COURSE SEQUENCE IN CURRICULUM**
Prerequisite: Approval of instructor, graduate status or special approval.

**COURSE OBJECTIVES**
The aim of this course is to develop economic analysis skills on transportation systems. Economic analysis considers all factors driving economic behavior including culture, history, policies, technology and national institutions. We will review the underlying economic principles governing transportation including demand, costs, pricing, subsidies, competition between the various modes and the social appraisal of projects.

**LEARNING OBJECTIVES**
1. **Content Learning Objectives** (Upon completion of the course, students will be able to.....)
   - Analyze transportation systems from an economic perspective
   - Identify and evaluate the various factors influencing the organization, efficiency, and sustainability of transportation infrastructure
   - Identify and evaluate the factors affecting decision making in transportation policy
   - Critique the role of supply-demand frameworks in transportation policy and system architecture
   - Recommend the strategies for transportation systems considering the framework of society, culture, institutions for governance of the systems.

2. **Broad Skills Learning Objectives** (Upon completion of the course, students will be able to.....)
   - Integrate knowledge from this intermodal discipline and apply the concepts to real life experiences
   - Analyze and critically evaluate ideas, arguments, and points of view

**TOPICAL OUTLINE**

<table>
<thead>
<tr>
<th>Session/Date</th>
<th>Topic</th>
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</table>

**Week 1: Transport and Economics**

**Overview:**
Welcome to Intermodal Transportation Operations. This week will focus mainly on course requirements and an overview of transportation and economics theory as it relates to transportation.

**Objectives:**
By end of the week students will be able to:

Integrate neoclassical economic theory along with agency theory, transaction cost economics, political economy and social theory.
Lectures/Videos:

Please view
https://www.youtube.com/watch?v=RY7H0UKcm7U

Required Readings:

Button Chapter 1
Rodrigue Chapter 3
Cowie Chapter 1 and 12

Discussion Questions (DQ):

1. Welcome! Please take a few minutes to introduce yourself to your classmates. Post a brief biography that includes your educational background, work experience, and personal interests or hobbies. Also include a brief statement about what you hope to gain from this course.
2. Explain how institutional environments affect transportation decisions. Limit your answer to 300 words.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 2, and reply to at least 2 peer posts by Day 4 of Week 01.
2. Answer DQ 02 by day 4, and reply to at least 2 peer posts by Day 5 of Week 01.

Week 2: Transport, Transport Markets and Transport Industries

Overview:

This week will look at global, national and local market trends in transportation. We will review both cargo and personnel management.

Objectives:
By the end of the week students will be able to:

1. Analyze and describe the market trends in transportation globally, nationally and locally.

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=AasAQ3EA_9w

Required Readings:

Button Chapter 2
Rodrigue Chapter 4
Cowie Chapter 3

Discussion Questions (DQ):
1. Discuss various trends in transportation. Identify which trends will have the most impact on seaport cargo. Fully analyze and defend your answer. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 02.

**Week 3: Movement, Transport and Location**

**Overview:**

This week we will look at the land use in transportation. We will also discuss the theory of the location of industry. We will analyze gateways and hubs. We will begin to discuss on rates for transport are determined.

**Objectives:**

By end of the week students will be able to:

1. Describe the link between affluence and mobility.
2. Identify and analyzing the land-use transport feedback cycle.
3. Discuss Weber’s model of industrial location
4. Evaluate the relationship between wage rates and transport.

**Lectures/Videos:**

Please view

https://www.youtube.com/watch?v=PkpyvQgkWL4
and
https://www.youtube.com/watch?v=190h8XegmiQ
and
https://www.youtube.com/watch?v=nz0Xg0ns2wk&t=28s

**Required Readings:**

Button Chapter 3
Rodrigue Chapter 2

**Discussion Questions (DQ):**

1. Discuss the link between mobility and affluence. Why is your house more valuable if you live along a commuter train line? Why is the industrial location so important for a city? How does it different between Houston and Chicago. How does the location of the port in each of these cities impact your answer? Fully analyze and defend your answer. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):
2. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 03.

**Week 4: The Demand for Transport**

**Overview:**

This week we will look at the demand for passenger and cargo travel. We will explore the factors that influence travel demand such as price, purpose, methods of charging, and the time period, income levels, competition, convenience and preferences. Further, we will evaluate the travel time as it impacts demand.

**Objectives:**

By end of the week students will be able to:

1. Evaluate peaks and troughs in transport demand.
2. Identify the factors that influence travel demand.
3. Evaluate demand and price elasticities.
4. Identify the market period for transport.
5. Evaluate the impact of competition among differing modes of transportation.

**Lectures/Videos:**

Please view

https://www.youtube.com/watch?v=m1HVisiaLOpI

and

https://www.youtube.com/watch?v=XtoyIDumlds

and

https://www.youtube.com/watch?v=tkmG-u9sV70

and

https://www.youtube.com/watch?v=XM471_NCf LI

**Required Readings:**

Button Chapter 4

Rodrigue Chapter 6

Cowie Chapter 4

**Discussion Questions (DQ):**

1. Explain using the factors influencing travel demand why Texan’s use their cars/trucks predominately for transportation. Do we need our cars? Fully analyze and defend your answer. Limit your answer to 300 words not including citations.

**Deadlines (submit by 11:59 pm CT):**

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 04.

**Week 5: The Direct Costs of Transport**

**Overview:**
This week we will look at the direct costs of transportation including fixed and variable costs. Further, we will look at the economies of scale, scope, density and experience including fleet size and infrastructure provision. We will look at the allocation of costs. All of this will be address in line with performance and efficiency.

Objectives:
By end of the week students will be able to:

1. Evaluate the supply transport curve
2. Distinguish between fixed and variable costs in transportation
3. Evaluate the costs and benefits of the economics of scale, scope, density and experience
4. Determine the optimal fleet size and infrastructure provisions
5. Analyze the allocation of costs
6. Evaluate the performance and efficiency of transportation services

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=60gESDw81cs
and
https://www.youtube.com/watch?v=04nOolReD8
and
https://www.youtube.com/watch?v=i0OHym73f7k

Required Readings:

Button Chapter 5
Rodrique Chapter 5
Cowie Chapter 5

Discussion Questions (DQ):

1. Discuss the fixed and variable costs for rail for cargo. What are the economies of scale and scope for the rail cargo industry in the US? How would you measure performance of rail cargo? Fully analyze and defend your answer. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 05.

Week 6: The External Costs of Transport

Overview:

This week we will look a: the externalities of transportation. Some externalities are economic; others are environmental. How externalities are valued is important including the magnitude of the problem such as congestion.

Objectives:
By end of the week students will be able to:
1. Define the externalities associated with transportation.
2. Determine the distinction between pollution and congestion.
3. Evaluate the value of externalities through the various models
4. Evaluate the various environmental externalities caused by transportation
5. Determine various strategies to address traffic congestion

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=tLRzM9dHcvQ
and
https://www.youtube.com/watch?v=z2ReDHaeWE
and
https://www.youtube.com/watch?v=zcPRmh5AIrI

Required Readings:

Button Chapter 6
Rodrique Chapter 8

Discussion Questions (DQ):
1. Did the transportation infrastructure help or hinder the flooding under Hurricane Harvey? Fully analyze and defend your answer. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 06.

Week 7: Pricing of Transport

Please note that the Intermodal Analysis Paper due by Day 6 of Week 7.

Overview:

This week we will look at principles of pricing for transportation. First, we will match supply and demand. Second, we will explore marginal cost pricing. Third, we will address the difficulty with suboptimal situations and peaks. Fourth, we will look at price differentiation models. Finally, we will explore indirect pricing.

Objectives:
By end of the week students will be able to:

1. Define the various principles of pricing.
2. Determine marginal cost pricing for transportation.
3. Evaluate price differentiation models for transport.
4. Determine how to address peaks.
5. Explain and evaluate indirect pricing such as subsidies.

Lectures/Videos:
Please view
https://www.youtube.com/watch?v=wmIeCY90oL
and
https://www.youtube.com/watch?v=W-GEZAthjCk
and
https://www.youtube.com/watch?v=j1jTWVSTSmM
and
https://www.youtube.com/watch?v=j1jTWVSTSmM

Required Readings:

Button Chapter 7
Cowie Chapter 6, 7 and 8

Discussion Questions (EQ):
1. Discuss what pricing strategies and models would address peaks in transportation demand. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):
1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 07.

**Week 8: Containing the Environmental Costs of Transport**

Overview:
This week we will look at containing environmental costs in transportation. We will explore several different approaches to addressing the costs including permits, regulations, subsidies, protections against those most impacted. Further, we will address the energy used in transport and safety issues.

Objectives:
By end of the week students will be able to:
1. Identify market-based incentives and command and control incentives and distinguish between the two.
2. Evaluate various solutions to environmental impacts of transport.
3. Analyze the pros and cons of the environmental standards on transport.
4. Evaluate the efficient use of energy in transport.
5. Identify best practices for safety in transportation by modes.

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=zuFjLsVZJc
and
https://www.youtube.com/watch?v=RjcWx7U1sjQ
and
https://www.youtube.com/watch?v=EH6TvSj0LM
and
https://www.youtube.com/watch?v=cazn8zV1Vgs
Required Readings:

Button Chapter 8  
Cowie Chapter 9

Discussion Questions (DQ):
1. Evaluate the various economic solutions that address the adverse impact of transportation on the environment. Determine the pros and cons of each. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 08.

Week 9: Optimizing Traffic Congestion

Overview:
This week we will look at excessive congestion in transport and the inefficient use of transport infrastructure. We will explore pricing for use of infrastructure and the pros and cons for these schemes. We will also focus on congestion at airports and seaports.

Objectives:
By end of the week students will be able to:

1. Identify economic solutions to road, seaport and airport congestion.
2. Evaluate the pros and cons of each economic solution.
3. Determine the outcomes of road pricing implementation.
4. Identify non-congestion pricing options such as investing in infrastructure.

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=iHzzSao6ypE
and
https://www.youtube.com/watch?v=wOe_mvlzMSk&t=58s
and
https://www.youtube.com/watch?v=UaTgA8MHrnc
and
https://www.youtube.com/watch?v=dUptOs79qbA

Required Readings:

Button Chapter 9  
Rodrique Chapter 7

Discussion Questions (DQ):
1. Come up with a strategy that would have been reasonable to evacuate people from Houston yet address the congestion that an evacuation would create. Use examples. Limit your answer to 300 words not including citations.
Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 09.

**Week 10: Some Economics of Transport Logistics**

**Overview:**
This week we will look at transport logistics and supply chain management. Further, we will address the maritime transport chain which includes costs of transportation, warehousing, and inventory holdings. We will also address mode choice and the factors that impact that choice. Finally, we will address security of the supply chain.

**Objectives:**
By end of the week students will be able to:
1. Evaluate the maritime transport chain.
2. Explain the need for consolidation and transshipment for efficiency in the supply chain.
3. Determine the factors that impact mode choice.
4. Analyze the ‘last mile’ problem for a seaport.
5. Define green logistics.
6. Evaluate security in international logistics.

**Lectures/Videos:**

Please view
[https://www.youtube.com/watch?v=3fFh2za1NbU](https://www.youtube.com/watch?v=3fFh2za1NbU)
and
[https://www.youtube.com/watch?v=CJotMvYtX80&t=8s](https://www.youtube.com/watch?v=CJotMvYtX80&t=8s)
and
[https://www.youtube.com/watch?v=YvfUM-Ep7Y](https://www.youtube.com/watch?v=YvfUM-Ep7Y)
and
[https://www.youtube.com/watch?v=NX9a-F_GBzw](https://www.youtube.com/watch?v=NX9a-F_GBzw)

**Required Readings:**

Button Chapter 10
Rodrigue Chapter 1

**Discussion Questions (DQ):**

1. Discuss how the choice of transportation should be integrated throughout the supply chain. What strategies would you use? Discuss fully. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 10.

**Week 11: Investment Criteria – Private and Public Sector Analysis**

**Overview:**
This week we will look at the importance of transportation infrastructure. Further, we will explore financial and social approaches to investment. We will also focus on the theory of cost-benefit analysis
and how to use it. Additionally, we will address assessment of appraisal techniques and effects on national income.

Objectives:
By end of the week students will be able to:
1. Determine which infrastructure investment is critical to the efficiency of transport.
2. Evaluate not only financial appraisal of investment but the social aspect as well.
3. Analyze investments using the cost-benefit analysis.
4. Evaluate how various modes are part of a greater network.
5. Determine the comparability between appraisal techniques.
6. Evaluate the impact of transportation system on the national economy

Lectures/Videos:
Please view
https://www.youtube.com/watch?v=oA2-80fY5rE
and
https://www.youtube.com/watch?v=8Mjtnsa2Mps
and
https://www.youtube.com/watch?v=G8S1rH6cEgM
and
https://www.youtube.com/watch?v=CQE707AmuWk
and
https://www.youtube.com/watch?v=hlVLtJxyI6o

Required Readings:

Button Chapter 11

Discussion Questions (DQ):
1. Evaluate the plans to invest in the bridge to our campus with the tools from the readings. Discuss fully. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):
1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 11.

Week 12: Transport Planning and Forecasting

Overview:
We will address the sequential process of transport planning through the review of the theory of transport planning. We will evaluate the traffic modeling and forecasting techniques including sequential travel demand forecasting, disaggregate modeling, interactive and stated preference modeling.

Objectives:
By end of the week students will be able to:
1. Identify the sequential process of transport planning.
2. Differentiate between transport planning in urban and rural settings.
3. Determine the accuracy of transport forecasting.
4. Evaluate the different models of transport forecasting.
Lectures/Videos:

Please view
https://www.youtube.com/watch?v=ByJwBm83VUA
and
https://www.youtube.com/watch?v=D-Fd2XcL7Z8&index=2&list=PLMJzlKQw5VfTDCz_XZskBljpg3MFfvdFE
and
https://www.youtube.com/watch?v=Vey6wDYSJSU
and
https://www.youtube.com/watch?v=BWgrRdMAf6A&list=PLLXJ22DHPPaABmryrfJ39kY0bce0oZssrNv

Required Readings:

Button Chapter 12
Rodrique Chapter 9
Cowie Chapter 13 and 147835

Discussion Questions (DQ):

1. Apply the sequential process to the planning of the recovery of transport infrastructure in Houston. Discuss fully. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 12.

Week 13: Transport and Development
Overview:
This week we will look at how transport infrastructure spurs economic development. We will also focus on which investments serve economic growth better. Additionally, we will look at the multiplier impacts of transportation investment.

By end of the week students will be able to:

1. Evaluate the relationship between transportation development and economic development in a country.
2. Identify the four main transport and logistics revolutions?
3. Distinguish the new economic growth theory from neoclassical economics.
4. Evaluate how the investment in transport impacts economic productivity.
5. Analyze the multiplier impacts of transport investment.
6. Discuss the difference between transport investment impacts on economic development in developing and developed nations.

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=jXmgPpp-apg
and
https://www.youtube.com/watch?v=N5FDMDI3cyn0
and
Required Readings:

Button Chapter 13
Cowie Chapter 2

Discussion Questions (DQ):

1. How does the Port of Houston spur economic development in the United States? How did Hurricane Harvey impact the Port of Houston and the economy of the US? Discuss fully. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):

1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 13.

Week 14: The Economic Regulation of Transport

Please note that the Intermodal Evaluation of a Port due by Day 6 of Week 14.

Overview:

We will focus on economic regulation of transport and its impact on the broad issues in the society. We will explore the types of market failure that regulation can address including monopoly power, excessive competition, externalities, use of public goods, high cost transport, high cost infrastructure, adequate transport and coordination. We will also address the need for priorities in transport.

Objectives:

By end of the week students will be able to:

1. Evaluate the impact of regulation on transport.
2. Identify the theories of regulation.
3. Provide a listing of the various policy instruments.
4. Evaluate alternative paths for regulatory reform
5. Determine whether coordination or market forces our appropriate for regulation on transport.

Lectures/Videos:

Please view
https://www.youtube.com/watch?v=AVvf28RouSg
and
https://www.youtube.com/watch?v=IEmTrePC5Tk
and
https://www.youtube.com/watch?v=8Mj88Mqmayl
and
https://www.youtube.com/watch?v=aDAGT9hc5MQ

Required Readings:
Button Chapter 14
Cowie Chapter 10 and 11

Discussion Questions (DQ):
1. When are regulation on transportation beneficial and when are they not? Give examples. Discuss fully. Limit your answer to 300 words not including citations.

Deadlines (submit by 11:59 pm CT):
1. Answer DQ 01 by day 4, and reply to at least 2 peer posts by Day 5 of Week 14.

TEACHING STRATEGIES
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
a. Instructor
   1. eMeet with students with appointments to review questions.
   2. Review and grade and projects returning detailed comments.
   3. Participate in class discussions

b. Students
   1. Read books and articles assigned in a timely fashion.
   2. Write critically analyzed posts using concepts and terms learned
   3. Participate in class discussions

ASSESSMENT OF LEARNING:
Evaluation Methods:

A. Course Requirements:

Discussion Questions (40%)

Class discussion takes place in the “Discussion” area of this course. Typically, one discussion question is assigned for each week. Initial post should be approximately 300 words in length.
You are expected to:
   Post an original response that is substantive, thoughtful, and support with citations, using the APA, style and then,
   Post substantive and thoughtful responses to at least two of your peers’ posts.
   Accomplish both of the previous actions within the designated deadlines.
Note: You will not see your peers’ posts until you have posted your initial response.
You, your peers, and the instructor will be actively involved in the discussion board. The discussion board is the equivalent to an online classroom. In other words, if you were in a face-to-face classroom,
you would be expected to participate in discussions. This is the same except that you are required to write your responses and cite your sources using APA style. This is a very important part of your learning experience.

Assignments

Intermodal Analysis Paper (20%)

Analyze one mode of transportation that is used by seaports to send cargo to the hinterlands. Compare and contrast to other modes. Determine the best type of cargo(s) that can be transported. In general, address the “who” (customer), what (cargo type), when (seasonality, time of day, etc), where (the extent of the transport) and how (how does this mode integrate into the supply chain of the seaport’s customers). Papers are to be no less than eight (8) double-spaced, 1 inch margins, 12 point font (text, not including reference pages), all pages numbered, separate reference section. Students should submit the completed paper via Assignments tool in eCampus. The paper is due no later than 11:59 pm CT on Day 7 of Week 7.

Intermodal Evaluation of a Port (40%)

This research paper offers students the opportunity to select a port, to be approved by the instructor, due Day 7 of Week 7. Once a port is selected it can only be select twice more. Then students will explore all mode of transportation in and out of the port and analyze the “who” (customers), what (cargo type), when (seasonality, time of day, etc), where (the extent of the transport) and how (how does this mode integrate into the supply chain of the seaport’s customers) for each mode. Further, the student will compare and contrast the various modes on the benefits and limitations of each. Papers are to be no less than 20 pages, double-spaced, 1 inch margins, 12 point font (text, not including reference pages nor abstract), all pages numbered, separate reference section. Further, as with the discussion questions, clear organization, logical arguments, supported by citation of sources are of critical importance in constructing the final paper. The paper should include a one-page abstract, introduction, main body, conclusion, and references. The conclusion should include recommendations for the port. Students should submit the completed Research Paper via Assignments tool in eCampus. The paper is due no later than 11:59 p.m. CT on Day 1 of Week 15.

Requirements for Assignments

All discussion posts and papers must be well written and edited. This is a graduate-level course, so you work must be graduate level as well. The content must be thoughtful, informed and include analysis. You are expected to use APA style citations to support your arguments and points. Deadlines are critical. Be sure to submit your work by the due dates/times posted in each week. All of these expectations are considered by your instructor when grading your work.

B. Grading Policy

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.

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<tr>
<th>Discussion Questions</th>
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<tr>
<td>Intermodal Analysis Paper</td>
<td>20%</td>
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Grading is one of the most sensitive issues a faculty member faces. Fairness in grading is the guiding objective but it 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 in this course has evolved through the suggestions of students. Please provide me your thoughts for improvement.

So in general the Assignment Grading Criteria:

**A range:** The paper is clear, engaging, original, and focused; ideas and content are richly developed with details and examples. Organization and form enhance the central idea and theme; ideas are presented coherently to move the reader through the text. The voice of the writer is compelling and conveys the writer’s meaning through effective sentence structure and precise word choices. The writer successfully moves the paper through academic constructs and experiential documentation to critical analysis. The paper demonstrates a clear balance of these three components.

**B range:** The paper is reasonably clear, focused, and well supported; ideas are adequately developed through details and examples. Organization and form are appropriate, and ideas are generally presented coherently. The voice of the writer contributes to the writer’s meaning through appropriate and varied sentence structure and word choices. Surface features do not interfere with understanding or distract from meaning. The writer has clearly brought the reader through properly cited academic constructs and experiential documentation, but has not fully developed the area of critical analysis.

**C range:** The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.
D range: The paper has little focus and development; few details and examples support ideas and content. There is little discernible shape and no direction. The writer's tone is flat. Awkward sentence structure and inadequate vocabulary interfere with understanding. Limited control of surface features make paper difficult to read. Critical analysis is absent, and segments of the paper are given to rambling descriptions of life experience without academic context.

Late Work and Make-up Work Policy:

If a student is unable to submit an assignment on time, s/he must make arrangements with the instructor for an extension. If at all possible, the student's request for extensions should be made 24-48 hours in advance. However, the instructor may only give extensions for true emergencies. Make up work will be discussed on a case by case basis subject to the instructor's discretion. See rules on absences below. In the event of an emergency, contact your instructor as soon as possible.

OTHER IMPORTANT INFORMATION:

Online Class Participation (attendance)

In the online environment, your online participation is considered your class attendance. You must "visibly participate" in the online classroom each week of the term, actively and positively contributing to the learning process. To meet participation requirements, you are expected to contribute substantively to the class discussion in addition to posting any written assignments for grading. Besides the initial response to discussion question, you must respond to a minimum of two of your classmates’ posts within the established deadlines.

I understand that on occasion you may be without access to the Internet. If at any time you must be away from the virtual classroom for more than two consecutive days, you are required to notify your instructor prior to your absence. In order for the absence to be excused, you must provide satisfactory evidence to substantiate the reason for your absence. Your instructor is under no obligation to provide satisfactory evidence to substantiate the reason for your absence. Your instructor is under no obligation to provide you with an opportunity to make up work because of an unexcused absence.

Performance Expectations

Graduate study means learning to learn from every possible source – from readings, peers, life experiences, the instructor, and research projects. The intent in any graduate course is to develop a learning community in which individual’s ideas are freely expressed and the class works together to support and challenge these ideas. The success of the learning experience in this class-and ultimately each student’s grade-is critically dependent on the excellence of each student’s preparation, written assignment submissions, and participation in online discussions where each student presents ideas with the requisite support and APA citations, and considers what others have to say as part of a reasoned, thoughtful discourse. Each student and his/her contributions must be respectful, professional, and considerate of others.

Student Concerns
If you have a concern or complaint about your course, then contact your instructor first. If, for whatever reason, you prefer not to do that of if the issue was not resolved, then contact the department head then the chief academic officer. All levels will ensure that the matter is looked into at the appropriate level and that you receive a response.

Feedback

Your instructor will provide feedback to questions within 24 to 48 hours and detailed feedback on written assignments within 7 days of the assignment due date. You are expected to read through all of the information and materials provided for the course. If you questions related to any of the information or course materials, please contact your instructor as soon as possible for clarification.

Statement on Course Evaluation

The PICA (Personalized Instructor/Course Appraisal) is an online evaluation for Texas A & M. We highly encourage you to complete an evaluation for each course on your schedule. Student input is 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, your howdy portal or by scanning the smart tag published around the campus.

CLASS POLICIES:

Academic Integrity Statement and Policy

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

Upon accepting admission to Texas A & M University at Galveston, 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 TAMUG community from the requirements or the processes of the TAMUG Honor System.

For additional information please visit: http://www.tamug.edu/honorsystem/

Plagiarism

Do not plagiarize. Plagiarism will be avoided through accurate and thorough citation. As commonly defined, plagiarism is passing off as one’s own, someone else’s idea, words, and writings. 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 have the permission of the person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student’s paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity; and it carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A & M University Student Rules. If you have any questions, please consult your instructor.

AVAILABLE RESOURCES:
Library
The TAMUG library as well as the TAMU can be accessed online via (www.tamug.edu or http://library.tamu.edu). As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides.

The Writing Center
The University Writing Center is a resource available to all students at Texas A & M University. Their mission is to help students practice the habits of mature composers of written and oral communication by providing one-to-one consulting sessions and other resources such as online handouts and workshops on writing and speaking. To schedule appointment view www.tamug.edu/writing/

Technical Assistance
Please contact Bill Elizondo in the IT department in Galveston at 409-740-4860 or elizondb@tamug.edu.

Advising Assistance
Please email me at mileskij@tamug.edu or phone at 409-740-4978.

Attendance Policies:
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 make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. 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.
1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://stuaconline.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class. a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
   (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
   (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
   c) An absence for a non-acute medical service does not constitute an excused absence.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

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

The Americans with Disabilities Act (ADA) is 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.

**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.

**Negotiation**

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

**ADDITIONAL COMMENTS REGARDING THE SIGNIFICANCE OF THE COURSE IN TERMS OF HISTORY, MOMENT, MOVEMENT, TRENDS, TIMELINES, BODY OF BASIC KNOWLEDGE, ETC.**

None

The content of this outline is subject to change at the discretion of the professor.

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Instructor's Signature  

Date