THE FACULTY SENATE

January 20, 1997

Dr. Ray M. Bowen
President
Texas A&M University

Dear President Bowen:

At a special meeting held January 17, 1997 the Faculty Senate approved the following curriculum matters and recommends them for your approval.

**New Graduate Course:** MMIM 663.

**Graduate Course Change:** VTMI 663.

**Undergraduate Course Change:** CVEN 422.

**Course additions to the Texas A&M University Core Curriculum — Humanities Category:** MUSC 202 and MUSC 203. **Social Science Category:** MGMT 475.

I enclose for your information a copy of the materials sent to Senators on the above items.

Thank you for considering these items. Please inform me of your action on these recommendations.

Sincerely,

Steven M. Oberhelman
Speaker, 1996-97

Enclosure

pc: Dr. Ronald G. Douglas, Executive Vice President & Provost  
Dr. Dan H. Robertson, Chair, Graduate Council  
Dr. R. Bruce Simpson, Chair, University Curriculum Committee  
Ms. Linda F. Lacey, Director, Academic Support Services

APPROVED  DATE

Ray M. Bowen  2/3/97
REPORT OF THE GRADUATE COUNCIL MEETING
19 December 1996

I. Approved requests for new graduate courses as follows:

**MMIM 663. Molecular Biology of Animal Viruses. (3-0). Credit 3.** In-depth studies of the biochemistry and replication strategies of animal viruses and molecular mechanisms of pathogenesis for selected viral systems. Prerequisite: Graduate classification in virology, molecular biology, biochemistry or approval of the instructor. Cross-listed with VTMI 663.

II. Approved requests for graduate course changes as follows:

Course cross-listing change

**VTMI 663**

from: no cross-listing.

to: Cross-listed with MMIM 663.
The University Curriculum Committee recommends approval of the following:

Changes in Courses

CVEN 422. Civil Engineering Systems II.

Credit hours
from: (2-0). Credit 2.
to: (3-0). Credit 3.

Course description
from: Application of systems analysis to civil engineering design; systems synthesis and optimization techniques; assignments apply concepts from CVEN 420 and 421 to real world design problems.
to: Economic analysis and evaluation of engineering projects; application of systems analysis to civil engineering design; systems synthesis and optimization techniques; assignments apply engineering economics, statistical methods and optimization techniques to civil engineering problems.
The Academic Affairs Committee recommends the Faculty Senate approval of the following courses be added to the Texas A&M University Core Curriculum.

COURSE ADDITIONS

Humanities

**MUSC 202. Music Theory. (3-0). Credit 3.** Rhythmic and harmonic structure of music; aural and visual recognitions and harmonies as used in all types and stylistic periods of music. Prerequisite: MUSC 102 or approval of instructor.

**MUSC 203. Sonic Design. (3-0). Credit 3.** For the student who has obtained a basic knowledge of music theory; focus on significant styles and techniques in contemporary music including jazz and popular trends; understanding of contemporary sonic design achieved through written exercises, reading and critical listening. Prerequisite: MUSC 202 or approval of instructor.

Social Science

**MGMT 475. Leadership Development. (3-0). Credit 3.** Provides participants both academic grounding and practical experience in health, education and economic development issues that are facing the nation; exercises and simulations designed to improve leadership skills. Prerequisite: Junior classification.

Approved by the Faculty Senate January 17, 1997 (FS.14.087)
To: Ms. Patty Stelle

FROM: Dan Robertson

DATE: Jan. 3, '97

SENT BY: DHR

NUMBER OF PAGES SENT (INCLUDING COVER SHEET): Six

IF YOU HAVE ANY TROUBLE RECEIVING THIS FAX, PLEASE CALL (409) 845-3631

 Comments

Patty

You and Sherry may have already taken care of this but, since Sherry is on Annual Leave today, I wanted to be sure you had this for Monday's meeting of the Exec. Comm.
I hope we can get this approved in time to list these courses in the new Graduate Catalog.

Attach. (5)  

Thanks,

Dan
MEMORANDUM

TO: Dr. Dan Robertson, Director
    Office of Graduate Studies

Dr. Steve Oberhelmen, Speaker
Faculty Senate

SUBJECT: Crosslisting of VTMI 663 as MMIM 663

After talking with Dr. Rod McCallum and our virology faculty, we are fully supportive of the crosslisting of VTMI 663 as MMIM 663. If this could be facilitated at Faculty Senate in order to be listed in the next graduate catalogue, it would be appreciated. I apologize for the confusion.

Sincerely,

Ann B. Kier, DVM, PhD
Professor and Head

ABK/mz
cc: Dr. R. McCallum
    Dr. V. Wilson
    Dr. E. Colliison
    Dr. G. Wagner
TAMU-CBM-003-ADD
DEPARTMENTAL REQUEST FOR NEW GRADUATE COURSE
(Submit original and 25 copies with a course syllabus attached to each)

1. This request is submitted by the Department of Medical Microbiology and Immunology

2. Complete course title (to include prefix and number): MMTM 663 Molecular Biology of Animal Viruses

3. Course description (not more than 50 words) In-depth studies of the biochemistry and replication strategies of animal viruses and molecular mechanisms of pathogenesis for selected viral systems.

4. Prerequisites: Graduate classification in virology, molecular biology, biochemistry or approval of the instructor.

5. Is there a similar course offered in any other department in the University? If so, identify.

6. If other departments are teaching or are responsible for related subject matter, has the course been coordinated with departments? If so, attach approval letters. (See No. 10 below)

7. Has this course been taught as a 699? If so, how many times? Indicate the number of students enrolled each academic period that it was taught.

8. Describe the application of the course:
   a. Degree(s) to which it is to be applied:
   b. Required course for students enrolled in the following major(s), option(s), or concentration(s):
   c. Support or service (elective) course for students enrolled in the following degree programs: M.S. and Ph.D. in Medical Sciences, Biology, Biochemistry and Biophysics, Veterinary Pathobiology

9. Statement of justification for adding this course:

10. Additional comments: Cross-listed with VPM 663

11. Course data.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Code</th>
<th>Subject Prefix</th>
<th>Course Number</th>
<th>SCH</th>
<th>Level</th>
<th>Subject Matter Content Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Molecular Biology of Viruses</td>
<td>01 03 06</td>
<td>M M M X X X X X X</td>
<td>6 3 X X X X</td>
<td>03</td>
<td>05</td>
<td>13 00 7 0 0 1</td>
</tr>
<tr>
<td>Contact Hour wk</td>
<td>21 22 25 26 27</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Course Title: MOLT EC BIOL OF VIRUS ES
Lab: 01 00 03 00 19 50 30 7

*Give suggested 22 character abbreviation (include spaces but exclude punctuation).

Submitted to Coordinating Board by:

Assistant to the Dean of Admissions and Records,
Texas A&M University

Date
Effective Date
NOTE: Attach a syllabus of sufficient detail to permit an accurate evaluation of the course content by the Graduate Council and University Curriculum Committee. If appropriate, indicate the lecture and laboratory periods, in hour increments, that will be required to present the proposed subject matter. A list of books (indicate authors), titles of scientific journals, or other resource materials to be used in teaching the course should be included.

Both Department Heads concerned must sign a request for cross-listing.

Approval recommended:

[Signatures and dates]
SYLLABUS

MIMM 663

MOLECULAR BIOLOGY OF ANIMAL VIRUSES
(3-0) Credit 3

DESCRIPTION: Comparison of the molecular biology of animal viruses (including human viruses) representing the major viral families, including the general biochemistry and replication strategies.

PREREQUISITE: Consent of instructors

TOPICS

Introduction to principles of virology

Double-stranded DNA viruses
(Papovavirus, Adenovirus, Herpesvirus)

Single-stranded DNA viruses
(Parvovirus)

Double-stranded RNA viruses
(Rotavirus)

Single-stranded RNA viruses
(Picornavirus, Bunyavirus, Retrovirus, Alphavirus, Rhabdovirus, Orthomyxovirus and Paramyxovirus)

Exam

HOURS

3

15

3

3

23

1

TEXTBOOKS: None required. Readings from the current literature will be assigned.

BASIS FOR GRADING:

Mid term exam: 50%

Final exam: 50%
THE FACULTY SENATE

December 13, 1996

MEMORANDUM

TO: Dr. Dan Robertson
Chair, Graduate Council

FROM: Karan L. Watson
Secretary-Treasurer, Faculty Senate

SUBJECT: Remand of MMIM 663, VTMI 663, & VAPH 624

The Graduate Council has recommended to the Faculty Senate that Molecular Biology of Animal Viruses 663 and Neuroimmunology 624 be added as new courses to the university graduate catalogue and that VTMI 663 course description be changed to cross-list with MMIM 663. However, these courses were remanded back to the Graduate Council for further consideration during the Faculty Senate meeting of December 9. The concerns of the Senate, which were voiced by Senator Bruce Simpson of the College of Veterinary Medicine, were that appropriate agreements between affected departments had not been reached.

Karan L. Watson, Secretary-Treasurer
MEEN 676. Fuzzy Logic and Intelligent Systems. (3-0). Credit 3. Fuzzy Logic and Intelligent Systems. (3-0). Credit 3. The course introduces to students the basics of fuzzy set theory; fuzzy role inference; fuzzy logic in control; fuzzy pattern recognition; neuron fuzzy systems; and fuzzy model identification using genetic algorithms. Prerequisite: CPSC 625 or approval of instructor. Cross-listed with CPSC 639.

METR 632. Statistical Methods in Climate Research. (3-0). Credit 3. Advanced techniques especially applicable to climatology. Space-time random field analysis applied to stochastic models, parameter estimation, statistical forecasting, data interpolation and signal detection. Applications to real data and climate model output. Prerequisites: STAT 601 or equivalent and approval of instructor.

MANA 642. Osteoporosis and Bone Biology. (2-0). Credit 2. Introduction to the discipline of bone biology as it pertains to the development and pathophysiology of osteoporosis; will include peak bone mass, estrogen deficiency, epidemiology, nutrition, and prevention; discussion to include all aspects of bone biology. Prerequisite: Graduate classification in Human Anatomy and Medical Neurobiology or Medical Sciences or approval of instructor.

MMIM 663. Molecular Biology of Animal Viruses. (3-0). Credit 3. In-depth studies of the biochemistry and replication strategies of animal viruses and molecular mechanisms of pathogenesis for selected viral systems. Prerequisite: Graduate classification in virology, molecular biology, biochemistry or approval of the instructor. Cross-listed with VTMI 663.

MPHY 601. Methods in Cell Physiology. (3-3). Credit 4. Fundamental laboratory techniques used to investigate cellular physiology; cell culture and isolation; light microscopy including brightfield, phase, DIC, fluorescent, confocal and widefield deconvolution 3-D techniques; digital and video image processing; immunofluorescence; ELISA; gel electrophoresis; immunoprecipitation; agarose gel electrophoresis; northern, southern, and western blotting. Prerequisites: Graduate classification in Medical Physiology or Medical Sciences or instructor approval.

VAPH 605. Chemical Hazard Assessment. (3-0). Credit 3. Chemical and biological methods for testing hazardous chemicals and complex mixtures; chemical analysis; microbial bioassays; developmental toxicity; enzyme induction; mammalian cell culture. Prerequisite: Graduate classification.

VAPH 624. Neuroimmunology. (3-0). Credit 3. Development of an immune response within the central nervous system; immunological disease of the nervous system; blood-brain barrier; neuroendocrinology. Prerequisites: Graduate classification with approval of committee chair.
Course prerequisite change

**BANA 632**

from: BANA 620.
to: BANA 316 or equivalent, or approval of instructor.

**BANA 634**

from: BANA 632.
to: BANA 620 and BANA 632.

Course cross-listing change

**VTMI 663**

from: no cross-listing.
to: Cross-listed with MMIM 663.

Courses to withdrawn

**BIEN 670.** Survey of Theoretical Ecology.

**BIEN 673.** Analysis of Biosystems.

**BIEN 674.** Modeling of Ecological and Environmental Systems.
Return-Path: <s-oberhelman@tamu.edu>
X-Sender: helios@acs.tamu.edu
To: dr-smith@tamu.edu
From: Steven Oberhelman <s-oberhelman@tamu.edu>
Subject: CVEN 422 Course
Cc: GPP5386@teesmail.tamu.edu, senate@acs.tamu.edu

Dear Don,

Thank you very much for your fax of today in which you requested that the Executive Committee of the Faculty Senate rescind the action of the senate on Monday regarding CVEN 422, namely, to remand it back to the University Curriculum Committee. Unfortunately, there is nothing I can do at this juncture; once the senate makes a collective decision, the decision must be acted upon. There is no parliamentarian procedure to undo a senate action, except at a regular meeting, which in this case will be January 13.

I do appreciate your comment that you now "reluctantly remove your objection and request that Civil Engineering 422 not be challenged" and that the curriculum be forwarded to the president for immediate action. I wish I could comply with your wishes; however, only the senate can undo what action it takes.

Moreover, since the University Curriculum Committee will not meet until February, theoretically the course cannot be considered until the February senate meeting. Procedurally speaking, we can reconsider the remanding of the course next month. The procedure is this: at the January meeting, either you or someone else who voted against the course must stand up and say that he has changed his mind and thus requests the senate to reconsider its former action. This requires a vote, followed by debate and then another vote. This is the only procedure available for actually undoing senate action. This also explains why senators must always exercise caution in removing items from the consent agenda.

By the way, I noticed that Engineering does not have someone on the University Curriculum Committee (at least, we do not have a record of this in the senate office). You may ask your caucus leader to check into this. If there was no one present at the UCC when the CVEN course was brought forward, then this could answer a lot of questions.

Thank you very much for your concern.

Steve

Steven M. Oberhelman
Please Route to:

TAMU Faculty Senae
Fax Number: 56445

Donald R. Smith
Fax Number: (409) 845-7079
Voice Number: (409) 845-5459

Date: Dec 12 1996, 12:14 PM

Subject: Executive Committee - Immediate Action

To Executive Committee - need immediate action on this in order to permit the civil engineering curriculum to be signed off in the President's office. Please attempt to accomplish this by Friday - this week.
DATE: 12-12-96

TO: TAMU FACULTY SENATE

COMPANY: 

ADDRESS: 

City/State/Zip: 

FAX #: 5 6445—

RECIPIENT'S PHONE #: 

FROM: DON SMITH

SENDER'S PHONE #: 5-543-9

DEPARTMENTAL ACCOUNT NUMBER: academic

MESSAGE OR SPECIAL INSTRUCTIONS:
CALL President's Office 1 Remove THE
HOLD ON THE CIVIL CURRICULUM ASRO - THANKS

This message contains

In case of transmission problems, please call (409) 845-5502
December 12, 1996

Memorandum:

To: Texas A&M Faculty Senate Executive Committee

From: Dr. Donald R. Smith, P.E.  
Faculty Senator - College of Engineering

At the December 9, 1996 Faculty Senate meeting I asked the Senate to remove CVEN 422 from the consent agenda and remand it back to the University Curriculum Committee. The specific course is found on pages 8 and 9 of Attachment B.6 of the Report of the University Curriculum Committee dated December 9, 1996. This request was made based upon serious reservations and concerns associated with this course.

After lengthy discussions with the appropriate individuals within the College of Engineering, I hereby reluctantly remove my objection and request that Civil Engineering 422 not be challenged. I also respectfully request that, if possible, the Executive Committee of the Faculty Senate assist by expediting the movement of the entire Civil Engineering curriculum on through to completion. I would hope that we would not have to wait until the January meeting.

I further trust that the faculty of Civil and Industrial Engineering will work together in the future to establish the appropriate course(s) in the area of Engineering Economic Analysis that will best serve the students of both departments.
THE FACULTY SENATE

December 16, 1996

MEMORANDUM

TO: Dr. Steven M. Oberhelman, Speaker
    Faculty Senate

FROM: Senator Thomas E. Wehrly, Chair
      Academic Affairs Committee

SUBJECT: Items Reported to the Executive Committee from the Academic Affairs Committee

The Academic Affairs Committee met on Monday, December 16, 1996. At the meeting we took action on several items to be reported to the Executive Committee.

1. CCOS presented the proposed addition of AGED 489, ENGR 489, LBAR 489, and MGMT 475 to the Core Curriculum as Social Science courses. The Academic Affairs Committee approved the addition of MGMT 475 as an approved course in Social Science and sends it on to the Executive Committee. **We do not approve AGED 489, ENGR 489, and LBAR 489 because 489 courses have variable content and variable hours. When these courses become regular university courses cross-listed with MGMT 475, we will approve their inclusion in the Core Curriculum as Social Science courses.**

2. CCOS presented the proposed addition of MUSC 202 and 203 to the Core Curriculum as Humanities courses. The Academic Affairs Committee approved the addition of MUSC 202 and 203 as an approved course in Humanities and sends it on to the Executive Committee.

Attachment
February 27, 1996

MEMORANDUM

TO: Dr. Robert Bednarz, Chair
    CCOS

THROUGH: Dr. Nancy J. Dyer, Associate Dean
         College of Liberal Arts
         Dr. A. Benton Cocalougher, Dean
         College of Business
         Dr. W. Dan Turner, Associate Dean
         College of Engineering
         Dr. Edward Hiler, Dean
         College of Agriculture and Life Sciences
         Dr. Ronald G. Douglas, Provost
         Texas A&M University

FROM: Arnold Vedlitz, Director
       Center for Public Leadership Studies

SUBJECT: Core Curriculum Approval for 489 Leadership Development

The enclosed materials form a request from the co-directors of the Eisenhower Leadership Development Program for approval from the Core Curriculum Oversight Subcommittee for Core Curriculum credit for the course, Leadership Development. This course has been offered each semester since the Spring 1994 semester. It was organized by the Center for Public Leadership Studies, College of Liberal Arts and the College of Business Administration/GBS with a two-year grant from the US Department of Education. Since that time, it has attracted the attention of two more colleges and is currently being offered to students in the Colleges of Agriculture and Life Sciences and Engineering in addition to Liberal Arts and Business.
TEXAS A&M UNIVERSITY CORE CURRICULUM
Request for Course Addition, Change or Withdrawal
Submitted to the Chair, Core Curriculum Oversight Subcommittee (CCOS)
Office of the Faculty Senate
Center for Public Leadership, College of Liberal Arts,
College of Agriculture & Life Sciences, College of Engineering
and concerns (enter prefix, number, and complete title of course): LBAR 489, AGED 489, ENGR 489,
MGMT 475, Leadership Development

1. This request is submitted by _____________________________

2. Type of request (fill in the appropriate Core Curriculum distributive area):
   a. To be added as an approved course in _____________________________
   b. To be withdrawn as a requirement in _____________________________
   c. To be moved from a requirement in _____________________________
      to a requirement in _____________________________

3. Attach sixteen (16) copies of a complete course description and course description and course syllabus sufficiently detailed to indicate topics covered and amount of time allotted to each. It is the responsibility of the submitter to provide copies of this request and attachment to the appropriate department head, college dean (heads, deans if crosslisted), and to the Provost. Signature of the submitter below certifies that copies were hand delivered to appropriate administrators on the signature date.

4. Reason(s) for request: This course is academic in nature. Class lectures focus on important policy issues of the day, and the required research project is held to the highest social science research standards. Approval for Core Curriculum credit in social science for these cross-listed courses will allow students to claim the appropriate elective credit for work done in this course.

Signature: _____________________________ 2-27-96
Course Instructor/Coordinator _____________________________
Received: _____________________________ 3-13-96
Chair, CCOS

Unless a response is received by the Chair of CCOS (at the Office of the Faculty Senate) from the Provost and the appropriate college dean and department head within thirty days of the first date above, it will be assumed there is no objection to this request.

Approvals:
Provost _____________________________ March 4, 1996
College Dean _____________________________ May 28, 1996
Department Head _____________________________ 3-11-96
The course is academic in nature. Students meet each week, and class time is spent in lectures from and discussions with recognized experts in areas such as health care, economic development, and education. Workshops and simulations encourage them to critically evaluate their decision making processes. The centerpiece of the program is a semester-long research project on a topic presented by a local or state agency. A list of projects and clients to date is included in the materials. Students are held to the highest research standards, and successful completion of the project requires in-depth reading of the academic literature, interaction with experts, and a careful analysis of research results. Some projects also require the gathering of primary data. It should be noted that the quality of projects has been such that almost all of them have resulted in action on the part the the client agency.

Given the intensive exposure that students receive to public issues and the research experience they gain, we believe that a core curriculum approval for a social science credit is merited.
Public Leadership Development
Course Description

Purpose
The purposes of "Public Leadership Development" are (1) to provide students with an academic perspective on the issues facing leaders today, particularly in the areas of health policy, economic development, education, and technology and innovation; (2) to provide students with experiences and activities that will develop their problem-solving and leadership skills. The course combines traditional classroom and hands-on experiences and includes readings, lectures, class discussions with experts in the focus fields, decision making simulations, and a semester-long research project.

Course Content
The class meets each week for three hours a week in a traditional classroom format. These class periods are devoted to presentations by and class discussions with recognized experts in areas of health policy, economic development, education, technology and innovation, group dynamics, conflict resolution, and decision making. Speakers are drawn from both academic and nonacademic settings and are chosen for their ability to present overviews of these areas at the local, national, and global levels.

Experiential activities include leadership training sessions in which program participants engage in exercises to strengthen their communication and analytical skills. Among these are workshops in conflict resolution and in group dynamics. Experiential activities also include two kinds of decision simulations. The first is a computer simulation of health care policy formation. The second simulation is a group interaction exercise that requires students to address the complex issues that face the Supreme Court when it hears cases with implications for the multicultural society.

The most demanding requirement of the course is semester-long research projects that are conducted in small groups of 6-7 students. Each semester, agencies at both the local and state levels present problems that they are currently facing. The problems chosen for inclusion as student projects must be researchable in a one-semester time frame and must have strong policy and research content. (See attached list of clients and projects). Student groups receive close supervision and instruction at every stage of the process, including focusing the problem, searching the literature, designing the study, submitting appropriate IRB forms, collecting and analyzing the data, writing drafts, and preparing a final presentation to the client agency. During this process, students are also assisted in dealing with ethical questions that inevitably arise and with problems of group dynamics and scheduling.

Grades
Grades are a composite of assessments of course participation, work performed for the projects, and the quality of the project, itself.
Thursday, 5:30-8:00
HFSB 102
Spring, 1996

EISENHOWER LEADERSHIP DEVELOPMENT PROGRAM
LEADERSHIP DEVELOPMENT 489
SYLLABUS

PROGRAM GOALS
The Eisenhower Leadership Development Program is a one-semester program for juniors in Liberal Arts, Agriculture, Business, and Engineering. It is organized to give participants both academic grounding and practical experience in health, education and economic development issues that are facing the nation. Participants will also engage in exercises and simulations designed to improve leadership skills. Participants will use the information and skills acquired during the semester in a focused project that will address a specific problem in the community.

COURSE ORGANIZATION
Participants must enroll in LBAR 489-504, MGMT 489-504, AGED 489-504, or ENG 489-509 for a letter grade. Participants are expected to attend all classes and other program events and to actively take part. These meetings should be thought of as professional commitments and not merely as classes. Because of this, attendance is a substantial part of the grade (see Evaluation section). A collection of selected readings is on reserve at the library and for sale at Copy Corner (on the corner of George Bush and Texas). These readings have been kept to a minimum and include articles that will help prepare you to do the research project and to be educated participants during the class discussions. We strongly suggest you read the articles designated for a given class, BEFORE the class. To encourage preparation, for every class with readings assigned, you will be required to turn in one question, based on the readings, that you could ask during the class discussion. Whether you ask it is optional, but you will be required to turn it in.

ADVISORS

Dawna Coutant, Program Coordinator
Anthropology Bldg 308B, 845-4120
Email: D0C4506@ACS.TAMU.EDU
Ofc. hours: M & TH: 9:30-11
T: 10-12, W:10-11:30, 1-4
F: 10-11:30 or by appt.

Laura Riley, Assistant Program Coordinator
Anthropology Bldg. 308A, 845-4116
Ofc. hours:

Arnie Vedlitz, Co-Director of Eisenhower Program
Bolton 302F, 845-2929
Email: E339AV@TAMVM1.TAMU.EDU

(Project supervisor and
Liaison with community)

(Project supervisor and
Liaison with community)

(Information person-
Public Policy, Intergroup Conflict)
Lyle Schoenfeldt, Co-Director of Eisenhower Program
Wehner 423B, 845-4801
Email: LYLE@TAMU.EDU

Dick Cummins, Co-Director of Eisenhower Program
Scoates 119A, 862-3009
Email R-Cummins@TAMU.EDU

Letitia Alston, Program Director
Bolton 303, 845-3038

**ACTIVITIES**

**Visiting Speakers**

Class meetings will cover a variety of topics, often presented by visiting speakers. These presentations will provide each participant with a broad outlook on leadership and how it applies to important issues facing society.

**Simulations**

Health Care Computer Simulation- Individuals explore the issues and obstacles that exist in devising a national health care plan.

Looking Glass- This simulation recreates a day in the lives of the top managers of a mid-size manufacturing company and gives a feeling for the pressures that face decision makers in all large organizational settings.

Supreme Court- Students are asked to take the role of U.S. Supreme Court justices and to formulate decisions regarding affirmative action policies.

**Projects**

At the retreat, each individual will rank project preferences from an established list. Participants will be divided into small groups to work on projects. The goal of the project is a workable solution to the problem. The recommendations made by the group should be reached through a process of research and evaluation. Background information should be gathered from library, community sources, and consultation with experts. Recommendations should also reflect the realities and constraints that exist in the community.
PARTICIPATION
Participation is active involvement in all phases of the program. Participants are expected to take an active part in all class discussions as well as in the projects. This includes asking questions and contributing to the discussions in useful ways. Effective participation involves demonstration of the following:

1. Listening skills
2. Picking up on relevant discussion points
3. Thinking analytically
4. Making comments that add to general understanding, based on thoughtful analysis of the reading material and discussion
5. Willingness to entertain and test new ideas.

EVALUATION
Grades will be assigned for both group and individual work and are based on the quality of the final project and on participation. Grades will be calculated using the following guidelines:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance*</td>
<td>30</td>
</tr>
<tr>
<td>Group Evaluation**</td>
<td>25</td>
</tr>
<tr>
<td>Project</td>
<td></td>
</tr>
<tr>
<td>Paper</td>
<td>25</td>
</tr>
<tr>
<td>Presentation</td>
<td>5</td>
</tr>
<tr>
<td>Group Score ***</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>100</td>
</tr>
</tbody>
</table>

*Participants are expected to attend all classes and other program events and to actively take part as described above. To encourage preparation, for every class with readings assigned, you will be required to turn in one question based on the readings. These meetings should be thought of as professional commitments and not merely as classes. Documentation of university excused absences will be required. Any other absences will impact on your evaluation.

**The group evaluation form is a list of questions that each group member is asked about the other members of her/his group. The questions relate not only to quality and quantity of work, but to morale factors such as concern for the feelings of other group members and demonstration of a positive attitude.

*** The group score is a reflection of the effort exhibited at various steps of the project (i.e. making deadlines, quality of projects outlines and early drafts, meeting with advisors when requested, making revisions in a timely manner)
**SCHEDULE**

Jan. 15, 8:30-3:00
Retreat at Koldus 110
  Get-acquainted session
  Presentations by community representatives of problems
  Turn in ranked problem preferences

Jan. 18, 5:30-8:00
Introductory Meeting
  Welcome
  Goals of the Program and semester overview
  Discussion of projects and research skills
  Sign-up for library tour
  (Group Time)

Jan. 22 (Mon.) at 2, OR Jan. 23 (Tues.) at 11, Evans Library (meet in the Bibliography section across from the Reference Desk)
  A librarian will explain computer data bases and indexes that will be helpful for your literature review. It is mandatory that one person from each group attend a session, but optional for the rest of the group members.

Jan. 25, 5:30-8:00
  Leadership Discussion
    Dick Cummins
    Agricultural Education
  (Readings: Leadership)
  (Group Time)

Feb. 1, 5:30-8:00
  Diversity in the Workplace Discussion
    Gretcha Flinn
    Training and Organizational Development Consultant for Amoco
  (Group Time)

Feb. 8, 5:30-8:00
  Present Preliminary Outlines for the Group Project
  Feedback from Eisenhower Participants
  (Readings: Research & Ethics)

Feb. 13, (Tuesday), 12:00, noon
  Project outline due in Anthropology 308B

Feb. 15, 5:30-8:00
  Health Care Discussion
    Dr. James Rohack, M.D.
    Physician with Scott and White and TAMU Health Science Center
  (Readings: Health Care)
  (Group Time)
Feb 22, 5:30-8:00  
Health Care Simulation
Meet in BIO-BIO Building
Computer Lab, 1st floor

Feb 29, 5:30-8:00  
Group Dynamics Discussion
Chris Townsend
Agriculture Education

(Group Time)

March 7, 5:30 -8:00  
Technology Discussion
Skip Porter
also
Cross Cultural Exchange
with a group of visiting Japanese Students

March 8, (Friday), noon  
Turn in (to Dawna) 1 paragraph/group on the biggest problem your group has encountered so far.

March 14
Spring Break

March 21, 5:30-8:00  
Project Progress Report and Problem-solving Session
(Group Time)

March 28, 5:30-8:00  
Conflict Resolution Workshop
Speaker: Sue Fiechtner
Program Manager, Center for Executive Development

April 3 (Wednesday), noon  
Draft of Project Report due in Anthropology 308B

April 4, 5:30-8:30  
Looking Glass Simulation

April 11, 5:30-8:00  
(Readings: Affirmative Action)
Affirmative Action Discussion
Ramona Paetzold
and Supreme Court Simulation

April 18 & April 25, 5:30-8:00  
Project Presentations (in class)

April 22 (Monday), noon  
Final Draft of Project Report due in Anthropology 308B AND to the community contact
Spring 1996

Project: Assessment of a Proposed Full-Day Kindergarten Program for College Station
Client: College Station Independent School District
Contact: D. Stribling, Assistant Principal for Elementary Education

Project: Evaluation of Contract Placement for Juvenile Offenders in Brazos County
Client: Brazos County Juvenile Services
Contact: E. Wentreck, Director of Juvenile Services

Project: Projected Effects of Medicare and Medicaid Cuts on County Hospitals and Emergency Medical Service
Client: Colorado County Extension Agency
Contact: Marc Jordan, Agent

Project: Evaluation of the Permitting Process for Commercial Developers
Client: City of College Station
Contact: Jeff Kersten, Assistant to the College Station City Manager

Project: Investigation of Growth Strategies for the TAMU Research Park
Client: TAMU Research Park
Contact: John Millhollon

Project: Recommendations for Improving the Use and Retention of Volunteers in the Texas Agri-Food Masters' Program
Client: Texas Agricultural Extension Service
Contact: Andy Vestal

Project: Recommendations for Improving the Effectiveness of Project Unity, Bryan Community Revitalization Project
Client: Bryan Independent School District
Contact: Ronnie Jackson, Youth Services Coordinator

Project: Analysis of Photometric Data and Recommendations for Improvement of Anti-Litter Campaign
Client: Brazos Beautiful
Contact: Diane Craig, Director

Project: Evaluate the Costs and Benefits of Improved Highway Access to the Bryan/College Station Metropolitan Area
Client: Bryan/College Station Chamber of Commerce
Contact: President, B/CS Chamber of Commerce
Project: Feasibility Study and Recommendations for Developing an Interagency Coordination System

Contact: Marjorie Burns, BVCASA
Client: Brazos Valley Community Action Agency

Project: Early HIV Intervention

Contact: Daniel Power, BVCASA
Client: Brazos Valley Community Action Agency

Project: Assessment of Merit Pay for Teachers

Contact: Billy Donohue, Assistant Superintendent of Schools, CISD
Client: Bryan ISD

Project: Development of a Program for Teen Parents

Contact: Jeff Kerstetter, Assistant to the City Manager, College Station
Client: City of College Station

Project: Assessment of the Availability of Affordable Housing

Contact: Bob Hildey, BVCASA
Client: Brazos Valley Community Action Agency

Project: Plan to Increase Community Awareness of Adult Day-Care Services

Contact: Arnold Veliz, CPS Director
Client: Center for Public Leadership Studies

Project: Local State Park Feasibility Study

Contact: Regina Reagan, HMC
Client: Healthmart Coalition

Project: Plan to Improve Community Nutrition Awareness

Contact: John James, Assistant to the City Manager
Client: City of Bryan

Project: Feasibility of and Alternatives to Teen Cutwes

Contact: Marketing Plan for the Palace Theater
Client: Bryan

Fall 1994
Spring 1995

**Project:** Reaching Target Population for the Brazos County Community Oriented Primary Care Clinic: Recommended Strategies
**Client:** Brazos Valley Community Action Agency
**Contact:** Marguerite Burns, BVCAA

**Project:** Assessment of and Recommendations for the College Station Community Policing Program
**Client:** City of College Station
**Contact:** Jeff Kersten, Assistant to the City Manager

**Project:** Development of a Long-Range Planning Mechanism for the Brazos County Commissioners Court
**Client:** Brazos County Commissioners Court
**Contact:** Judge Al Jones

**Project:** Development of a Plan for Citizen Participation in City Problem Solving
**Client:** City of Bryan
**Contact:** Chad Neerhing, City Manager's Office

**Project:** Identification of Medically Underserved Populations in Brazos County and Methods for Accessing This Population for a Survey of Health Status
**Client:** HealthSmart Coalition
**Contact:** John Turton, Administrative Director, St. Joseph Hospital, Bryan, Texas

**Project:** Assessment of the Costs/Benefits of Casino Gambling in Texas
**Client:** Eisenhower Leadership Development Program
Presented to Senator Jim Turner

**Project:** Survey of College Station Residents on Attitudes toward the College Station Independent School District and Bond Issue Topics
**Client:** College Station Independent School District
**Contact:** Dr. James Scales, Superintendent of Schools, CSISD
<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>000</th>
<th>99</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>145</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jews</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Baptis</td>
<td>35</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metho</td>
<td>21</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rom. Cath.</td>
<td>118</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Religions**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>122</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pub Ser</td>
<td>86</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bus/Bank</td>
<td>131</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lawyer</td>
<td>181</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Occupations**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>222</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House</td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Race**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>222</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>121</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic</td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Gender**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>222</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Age**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>222</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Party**

<table>
<thead>
<tr>
<th></th>
<th>000</th>
<th>100</th>
<th>222</th>
<th>435</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td>37</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>House</td>
<td>171</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Senate</td>
<td>47</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Elected in 1992**

Profile of 104th Congress
Project: Evaluation of Current Criteria for Scholarships and Recommendations for Changes
Client: Houston Livestock Show and Rodeo
Contact: Mike Nathanson, Director of Educational Programs, HLSR

Project: Cost/Benefit Analysis of Introducing Mandatory Foreign Experience for Agricultural Students
Client: Texas Department of Agriculture
Contact: Mark Ellison, Assistant Commissioner for Agriculture

Project: Assessment of the Kinds of Support Available in the Community for the Proposed Computer Upgrade and Suggestions for its Implementation
Client: CSISC
Contact: Dan Stribling, Director of Elementary Education
President: BCS Chamber of Commerce
Bryan College Station Chamber of Commerce
College Station Metropolitan Area
Evaluate the Costs and Benefits of Improved Highway Access to the Bryan

Diane Crape, Director
Brazos Beautiful
Army-Line Campaign
Analyses of Photometric Data and Recommendations for Improvement of

Ronnie Jackson, Youth Services Coordinator
Bryan Independent School District
Community Relations Project
Recommendations for Improving the Effectiveness of Project Unity, Bryan

Andy Vessel
Texas Agricultural Extension Service
Texas A&M Food Crops Program
Recommendations for Improving the Use and Retention of Volunteers in the

John Millhollon
TAMU Research Park
Investigation of Growth Strategies for the TAMU Research Park

Jeff Keatman, Assistant to the College Station City Manager
City of College Station
Evaluation of the Permitting Process for Commercial Developers

Marc Jordan, Agent
Colorado County Extension Agency
Emergency Medical Service
Projected Effects of Medicine and Medical Care on County Hospitals and

E. Wintner, Director of Juvenile Services
Brazos County Juvenile Services
Evaluation of Contract Program for Juvenile Offenders in Brazos County

D. Stilling, Assistant Principal for Elementary Education
College Station Independent School District
Assessment of a Proposed Full-Day Kindergarten Program for College Station

Spring 1996
Project: Assessment of Methods for Protecting Investments in the Physical Improvement of Downtown Bryan and Recommendations for Action
Client: City of Bryan
Contact: Chad Nehring

Project: Development of a Model That Will Improve the Effectiveness of Job Descriptions for MHMR Personnel
Client: Brazos Valley Mental Health/Mental Retardation Services
Contact: Risa Bierman, Personnel Manager