REPORT OF THE GRADUATE COUNCIL MEETING
September 11, 2003

I. Approved requests for new graduate courses as follows:

BIOL 613. Advanced Cell Biology. (3-0). Credit 3. Consideration of the eukaryotic cell as a functional, integrated unit in living organisms: structure, composition, function and biogenesis of subcellular components; dynamic processes and interactions of cells, including division, communication, and death; experimental approaches in modern cell biology and selected applications of experimental cell biology to problems in medicine. Prerequisite(s): BICH 410 or BIOL 213. Concurrent enrollment in BIOL 213 or BICH 410 is strongly discouraged.

BIOT 604. Professional Development. (3-0). Credit 3. Increase student’s knowledge of the biotechnology industry; career opportunities in the industry; professional skills and knowledge required in industry careers; and emphasize basic competencies such as written and oral communication, teamwork, critical thinking and problem solving across the curriculum. Prerequisite(s): Approval of instructor and graduate classification.

COSC 663. Sustainable Construction. (3-0). Credit 3. How sustainable construction materials and methods contribute to meeting the needs of the present without compromising the ability of future generations to meet their own needs; identifies and analyzes those international, national and local programs promoting sustainable construction; characterizes the components of successful sustainable construction projects. Prerequisite(s): Graduate classification.

COSC 665. Earth Construction. (3-0). Credit 3. Introduces students to use of earth as a construction material; earth construction techniques; the classification and identification of soil for construction use; field and laboratory tests for construction soils; the properties of earth masonry units; simple field and laboratory tests for masonry units; construction using compressed soil blocks. Prerequisite(s): Graduate classification.

CPSC 667. Collaborative Systems and Models. (3-0). Credit 3. Collaborative systems support group activities over computer networks; emphasis on human factors, system design is different from traditional systems; overviews existing research efforts to address various design issues; students are informed of the state-of-the-art knowledge and learn how to implement collaborative applications. Prerequisite(s): CS 310, CS 410, a program language (C++/JAVA) and CS 436 or CS 671 or CS 672 or instructor approval and graduate standing.

FRSC 650. Plant Cell Culture for Crop Improvement. (3-1). Credit 3. Focus on techniques in plant cell culture which can be applied to all crop plants, including agronomic crops, horticulture and forestry crops for germplasm improvement. Prerequisite(s): MEPS 313; CHEM 101; Graduate classification.

INFO 616. Supply Chain Management. (3-0). Credit 3. Focus on the integrated management of the total product delivery system; purchasing, inventory management and distribution functions, with emphasis on physical and information flows. Prerequisite(s): INFO 614 and MBA Classification.

INFO 674. Business Information Security. (3-0). Credit 3. Explores the business, managerial, and technological aspects of information security. Deals with the analysis, design, and implementation issues surrounding effective information security. Key concepts include: authentication, authorization, availability, business continuity planning, confidentiality, disaster recovery, encryption, firewalls, fraud prevention, security policy development, integrity, risk management, virus protection, VPNs and wireless security. Prerequisite(s): None.
MGMT 632. Technology Commercialization. (3-0). Credit 3. Focus on technology, process of evaluating raw technology viability, converting raw technology into commercially viable products and services. Course includes model on Small Business Innovation Research (SBIR) grant program. Course strives to develop competencies skills to evaluate technology’s commercial viability, and bring viable technologies to commercial success. Offered in spring. Prerequisite(s): None.

MGMT 637. Strategic Entrepreneurship. (3-0). Credit 3. Entrepreneurship at the corporate level; course describes opportunity seeking, advantage seeking, and the balance between them that is critical for organizational success. The focus is not on the lone entrepreneur, but this business person who can access the strengths and resources of an existing company in the entrepreneurial process. Prerequisite(s): Graduate classification.

MGMT 638. Legal Foundations for New Ventures. (3-0). Credit 3. Course covers basic legal relationships, organizational forms, issues likely to be encountered by technology developers and entrepreneurs; the American legal system, administrative law, intellectual property law, and the fundamentals of securities law. Outside legal specialists are frequent visitors to this class. Course will be offered in the spring. Prerequisite(s): None.

MGMT 647. Law for Small and Family Owned Businesses. (3-0). Credit 3. Course will cover the basic legal principles and issues involved in the formation of a small, family owned or startup business, including: decisions on incorporation, business planning, franchising, capitalization, taxation, specific legal issues in (contracts, warranties, agency law, bankruptcy, and intellectual property), legalities surrounding the internet, employment and human resource concerns. Prerequisite(s): None.

RLEM 640. Wetland Delineation. (2-2). Credit 3. Covers the application of the 1987 Wetland Delineation Manual in use by the Army Corps of Engineers (CORPS); students will learn field indicators of hydrophytic vegetation, hydric soils, wetland hydrology, methods for making jurisdictional determination in non-disturbed and disturbed areas, recognition of problem wetlands and technical guidelines for wetlands. Prerequisite(s): Graduate classification or approval of instructor.

SEFB 683. Field Practicum for Transition Specialist. (0-3). Credit 1. Faculty supervised experience in professional employment settings special education. May be repeated for credit. Prerequisite(s): Approval of instructor and department head.
1. This course is submitted by the Department of BIOLOGY.

2. Course prefix, number and complete title of course: BIOL 613 CELL BIOLOGY

3. Course description (not more than 50 words): Consideration of the eukaryotic cell as a functional, integrated unit in living organisms; structure, composition, function and biogenesis of subcellular components; dynamic processes and interactions of cells, including division, communication, and death; experimental approaches in modern cell biology and selected applications of experimental cell biology to problems in medicine.

4. Prerequisite(s) BICH 410 or BIOL 213. Concurrent enrollment in BIOL 213 or BICH 410 is strongly discouraged.

5. Is this a variable credit course? ☐ Yes ☒ No
   If yes, from ___________ to ___________.

6. Is this a repeatable course? ☐ Yes ☒ No
   Will the course be repeated within the same semester/term? ☐ Yes ☒ No
   If yes, this course may be taken ___________ times.

7. Has this course been taught as a 489/689? ☐ Yes ☒ No
   If yes, how many times?

8. Cross-listed with (Cross-listed courses require the signatures of both department heads)
   ☐ Yes ☒ No
   If yes, from ___________ to ___________.
   Will the course be repeated within the same semester/term? ☐ Yes ☒ No
   If yes, this course may be taken ___________ times.

9. Indicate the number of students enrolled for each academic period it was taught.

10. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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<tbody>
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<td>613</td>
<td>CELL BIOLOGY</td>
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<th>Lab</th>
<th>SCH</th>
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<td>010366</td>
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Approval recommended by:

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-6/97
Objectives: Consideration of the eukaryotic cell as a functional, integrated unit in living organisms: structure, composition, function, and biogenesis of subcellular components; dynamic processes and interactions of cells, including division, communication, and death; experimental approaches in modern cell biology and selected applications of experimental cell biology to problems in medicine.

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Dr. Larry Griffing</th>
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<tbody>
<tr>
<td>Office:</td>
<td>BSBW 101C.</td>
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<tr>
<td>Office Hours:</td>
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</tr>
<tr>
<td>Telephone:</td>
<td>845-6493</td>
</tr>
<tr>
<td>email:</td>
<td><a href="mailto:griffing@neo.tamu.edu">griffing@neo.tamu.edu</a></td>
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</table>

Lecture: 11:10 - 12:25 TR in BSBE 115

Prerequisite: BICH 410 or BIOL 213. Concurrent enrollment in 413 and BIOL 213 or 410 is strongly discouraged.

Texts: See syllabus and lecture outlines for assigned readings. The required textbook is Molecular Biology of the Cell, 4th Edition, by Alberts et al. Molecular Biology of the Cell, Fourth Edition: A Problems Approach by Hunt and Wilson is recommended. All the readings in the syllabus, unless indicated otherwise, are from these books.

Electronic resources: The course home page on WebCT will list announcements, changes to the syllabus and readings, plus links to websites relevant to course material. Outside readings, lecture outlines, and review materials will also be available through the WebCT site.

Study and review: Lecture outlines and literature references will be available for each class. Use the lecture outline to guide your reading and review. Problem sets or self-quizzes corresponding to the reading and study guides will be available sometime during the week before each exam, so keep an alert eye on the web materials. An optional review session may be scheduled before exams.

Undergraduate Primary Literature Review Essays: Four recent papers from the literature will be assigned. Your essay will answer a series of guiding questions prompting you to identify and describe a key experiment and to provide brief quantitative, qualitative or comparative analysis of the results. The essays will have a word limit (usually 300-500 words). You are expected to read your sources carefully and critically, to cite your references, and provide a list of references. Suggestions for how to find sources will be given at the course website. The essays will be due one week after the day they are assigned. They should be submitted through the calibrated peer review site (http://cpr2.molsci.ucla.edu). The calibration reviews are due two weeks after the assignment. Peer reviews are due three weeks after the initial assignment.

Graduate Primary Literature Review Essays: Twenty-four recent papers and ancillary materials from the literature will be assigned. Twelve essays critiquing the papers will provide brief quantitative, qualitative or comparative analysis of the results. The essays will have a word limit (usually 500-600 words). Just like the undergraduate assignments above, you are expected to read your sources carefully and critically, to cite your references, and provide a list of references. The essays will be due one week after the day they are assigned. They should be submitted through the calibrated peer review site (http://cpr2.molsci.ucla.edu). The calibration
reviews are due two weeks after the assignment. Peer reviews are due three weeks after the initial assignment. There will, therefore, be several assignments running concurrently at different stages of review.

413 Grades: There will be three midterms and a final, worth 100 points each. Exams will be based on material presented and will be multiple choice. Exam keys will be posted on WebCT, and exams will be returned to you in class. Grades will be posted on WebCT. Note that exam grades will only be curved if the median grade is extremely low. Final grades will be calculated as a percentage of total points (600 points) 60-69 D, 70-79 C, 80-89 B, and 90 and above A.

613 Grades: There will be three midterms and a final as for the undergraduates. Each exam will be worth 100 points; each essay will be worth 50. Note that there will be more total points for graduate students than undergraduates – 1000 points. The grade scale is as above.

Make-ups: If you miss an exam as a result of a university-authorized absence, you may arrange to take a make-up exam. As soon as possible after the missed exam, please provide evidence to substantiate the reason for your absence and notify Dr. Griffing of your intent to take a make-up.

Copyright: Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.
Part 1: Cell types; Imaging techniques; Membrane Structure and Transport

**Topic**

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**Reading. Chapter & Pages** - movies shown in class will be available on WebCT in the CD from the book.

- **Histology**
  - Chapter 22, pp. 1259-1279; 1300-1312
  - Chapter 8, pp. 469-478

- **Techniques**
  - Chapter 8 pp. 478-546; Chapter 9, pp. 547-582

- **Membrane Structure**
  - Chapter 10 pp. 583-614

- **Membrane transport of small molecules**
  - Chapter 11 pp. 615-646

**Primary Literature Papers**

- **Graduate**

**Midterm 1: Thursday, September 26**

Part 2: Organelle Biogenesis

**Topic**

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**Reading. Chapter & Pages**

- **Intracellular Compartments and protein sorting.**
  - Chapter 12 pp. 659-710

- **Intracellular vesicular traffic**
  - Chapter 13, pp. 711-766

- **The Extracellular Matrix**
  - Chapter 19, pp 1065-1127

**Primary Literature**

- **Grad**
  - Orci et al. (1997) Cell 90: 335-349
**Part 3: Cellular Interactions and Motility**

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Midterm 3: Thursday, November 21

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**Part 4: Cell Proliferation and Cell Death**

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Final (cumulative) Exam: Friday, December 13, 3:00-5:00 p.m.
DEPARTMENT REQUEST FOR A 689 SPECIAL TOPICS IN... COURSE
SUBMIT AN ORIGINAL ONLY WITH A COURSE SYLLABUS ATTACHED

To: Office of Graduate Studies (for graduate)
    125 Olin E. Teague Research Center
    CAMPUS - 1113 Fax 979/845-1596

I request approval of the following 689 course for the Fall 2003 Semester in the Department of BIOLOGY.

PREFIX: BIOL TITLE: Special Topics in CELL BIOLOGY

Please give a suggested 21 character abbreviation (including spaces)

SP TP CELL BIOLOGY

Number of hours a week: Theory 3 Laboratory 0 Credit 3

DESCRIPTION OF COURSE (50 words or less) Consideration of the eukaryotic cell as a functional, integrated unit in living organisms: structure, composition, function and biogenesis of subcellular components; dynamic processes and interactions of cells, including division, communication, and death; experimental approaches in modern cell biology and selected applications of experimental cell biology to problems in medicine.

Prerequisite(s): BICH 410 or BIOL 213.

Proposed Instructor Dr. Larry Griffing Instructor SSN 517-64-8851

Has this course been taught as a 689? No If yes, how many times? Semester(s) yr.

Indicate the number of students enrolled for each academic period taught

Enrollment 10 / Additional Comments

If a similar course is offered at the University, identify it by course number

ATTACH A SYLLABUS of sufficient detail to permit an accurate evaluation of the course content. If appropriate, indicate the lecture and laboratory periods, in hours 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 utilized in teaching the course are to be included in the syllabus. Also indicate HOW THE STUDENT WILL BE EVALUATED.

[Signature]
Department Head

[Signature] 7/10/03
Date

Dean of College

Date

Office of Graduate Studies

Date

TO BE INCLUDED IN THE SCHEDULE OF CLASSES, A SEPARATE DEPARTMENTAL REQUEST, USING THIS FORM, JUST BE SUBMITTED TO THE OFFICE OF GRADUATE STUDIES FOR EACH SEMESTER OR SUMMER TERM THAT A GIVEN 689 COURSE IS TO BE Taught.

An approved copy has been sent to the Department and the Registrar’s Office by the Office of Graduate Studies.
Objectives: Consideration of the eukaryotic cell as a functional, integrated unit in living organisms: structure, composition, function, and biogenesis of subcellular components; dynamic processes and interactions of cells, including division, communication, and death; experimental approaches in modern cell biology and selected applications of experimental cell biology to problems in medicine.

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## Syllabus

### Part 1: Cell types; Imaging techniques; Membrane Structure and Transport

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Midterm 1: Thursday, September 26

### Part 2: Organelle Biogenesis

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Midterm 3: Thursday, November 21

### Part 4: Cell Proliferation and Cell Death

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Final (cumulative) Exam: Friday, December 13, 3:00-5:00 p.m.
MEMORANDUM

TO: Dr. Rick Giardino, Dean
   Office of Graduate Studies

THROUGH: Dr. Fuller W. Bazer, Executive Associate Dean
   College of Agriculture & Life Sciences

FROM: Dr. David Wm. Reed, Chair
   COALS Graduate Program Council

SUBJECT: Approved Courses or Course Changes

   On May 28, 2003, the Graduate Program Council approved the following course
   or course change:

   a. BIOT 604, Professional Development - Council of Participating
      Deans/Professional Program in Biotechnology

DWR: on
Attachments
xc: Dr. Linda Guarino, Professor, Entomology Department
    Ms. Jeannine Kantz
1. This course is submitted by the department of: Council of Participating Deans/Professional Program in Biotechnology

2. Course prefix, number and complete title of course: BIOT 604 Professional Development

3. Course description (not more than 50 words): Increase student's knowledge of the biotechnology industry; career opportunities in the industry; professional skills and knowledge required in industry careers; and emphasize basic competencies such as written and oral communication, teamwork, critical thinking and problem solving across the curriculum.

4. Prerequisite(s): Approval of instructor & graduate classification Cross-listed with:

5. Is this a variable credit course? θ Yes 〇 No If yes, from ______ to ______

6. Is this a repeatable course θ Yes 〇 No If yes, this course may be taken ______ times.

7. Has this course been taught as a 489/689? 〇 Yes θ No If yes, how many times? 2

   Indicate the number of students enrolled for each academic period it was taught. 1st-11, 2nd-8

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history) MBIOT in Biotechnology

   b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

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<td>604</td>
<td>PROFESSIONAL DEVELOPMENT</td>
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<td>12553404</td>
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</table>

Approval recommended by:

Head of Department-Linda Guarino Date

Chair College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date
Syllabus for
BIOT 604
Professional Development

I. Instructor: Dr. Linda Guarino
   Office: 333 Bio/Bio
   Phone: 845-7556
   Email: lguarino@tamu.edu

   Assistant: Jeannine Kantz
   Office: 177A Borlaug Center
   Phone: 862-4935
   Email: jkantz@tamu.edu

II. Prerequisites: Approval of Instructor

III. Course topics:

The class is designed to improve students' knowledge of the biotechnology industry, career opportunities in the industry, professional skills and knowledge, and basic competencies such as communication, teamwork, critical thinking and problems solving. Many areas of biotechnology are represented, including scientific, social, business, and ethical. Professionals from many walks of life will give presentations over their contributions to biotechnology and why they are important.

Topics:

| 1.5 | Orientation, course requirements and introduction to competency based portfolio method of assessment |
| 1.5 | Meeting career and education goals with experiential education |
| 4.5 | Field trips to companies in College Station, Austin and Houston (3 days)-Prodigene, Ambion, THBI, MDA Primate Research Facility, Sigma Genosys, Xeotron |
| 3.0 | Biotech ventures-entrepreneurship and funding for biotech startups |
| 6.0 | Applications of biotechnology in food and agriculture |
| 3.0 | Bioethics |
| 1.5 | Biosecurity |
| 3.0 | Applications of biotechnology in human health |
| 1.5 | Clinical trials process |
| 4.5 | Industrial and environmental applications of biotechnology |
| 6.0 | Technology commercialization |
| 4.5 | Student presentations |
| 1.5 | Discussion and review |
| 42 | Total |
IV. Grading:
   Position paper-25%
   Oral presentation-25%
   Class participation-20%
   3 Reading quizzes-15%
   2 Informational interviews-10%
   Portfolio-5%

V. Assignments, tests, etc.:
   Guest speakers will present seminars on most topics. Speakers will be
   asked to provide copies of relevant reading material in advance for
   background reading for students and to prepare for class discussions.
   Online discussion questions in a WebCT forum, email minute papers and
   reading quizzes will be used to assess students understanding of the
   various topics. Students will choose a topic that is relevant to the class
   and write a position paper and give a 15-minute presentation over that
   topic. Two informational interviews with professionals in life science
   companies or research will be required to engage students with science
   professionals. Students will also start their professional portfolio, a
   requirement for the MBt, in this class by choosing one or two of the
   completed assignments they feel best represents what they gained from
   the class and writing a reflection paper on that choice.

VI. Text/Resource materials:
   (b) Human health packet-Nuremberg Code of 1947, World Medical
       Association Declaration of Helsinki, The Belmont Report
   (c) Governor’s Council on Science and Biotechnology Development. (March,
       2003). Biotechnology and the Life Sciences: Building on Our Strengths,
       Sustaining Our Competitiveness. Texas Healthcare and Bioscience
       Institute.
   (d) Journal articles and sources recommended by speakers

VII. Americans with Disabilities Act (ADA) Policy Statement
    The Americans with Disabilities Act (ADA) is a federal anti-discrimination
    statute that provides comprehensive civil rights protection for persons with
    disabilities. Among other things, this legislation requires that all students
    with disabilities be guaranteed a learning environment that provides for
    reasonable accommodation of their disabilities. If you believe you have a
    disability requiring an accommodation, please contact the Department of
    Student Life, Services for Students with Disabilities in Room 126 of the
    Koldus Building, or call 845-1637.
TO: Rick Giardino  
Graduate Council

FROM: Mark J. Clayton  
Executive Associate Dean

DATE: 8 July 2003

SUBJECT: New Graduate Course Request

The College of Architecture requests, the following new graduate courses be placed on the agenda for consideration by the Graduate Council.

COSC 663—Sustainable Construction
COSC 665—Earth Construction

Thank you.

MJC/mdr  
Attachment

Copies: Jim Smith, Department Head, Construction Science  
Jill Raupe, Graduate Office  
Emily Staples, Dean’s Office
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Construction Science

2. Course prefix, number and complete title COSC 663 - Sustainable Construction

3. Course description (not more than 50 words) How sustainable construction materials and methods contribute to meeting the needs of the present without compromising the ability of future generations to meet their own needs; identifies and analyzes those international, national and local programs promoting sustainable construction; characterizes the components of successful sustainable construction projects.

4. Prerequisite(s) Graduate Classification

5. Is this a variable credit course? □ Yes □ No If yes, from ______ to ______.

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? ______ Indicate the number of students enrolled for each academic period it was taught. ______

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

M.S. in Construction Management

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    COSC 663 SUSTAINABLE CONSTRUCTION

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 0 0 3 1 5, 1 0 0 1 0 0 1 9 0 7 1 7 0 4 - 0 5 0 0 3 6 3 2

Do not complete shaded area.

Approval recommended by:

Head of Department

Date

Chair, College Review Committee

Date

Dean of College

Date

Submitted to Coordinating Board by:

Dean of College

Date

Director of Academic Support Services

Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
COSC 663 – Sustainable Construction

Course Description: How sustainable construction materials and methods contribute to meeting the needs of the present without compromising the ability of future generations to meet their own needs; identifies and analyzes those international, national and local programs promoting sustainable construction; characterizes the components of successful sustainable construction projects.

Course Objectives: This graduate course has the following objectives:

- To explain to students how sustainable construction materials and methods contribute to meeting the needs of the present without compromising the ability of future generations to meet their own needs.
- To identify and analyze those international, national and local programs promoting sustainable construction such as LEED and the Austin Green Building Program.
- To characterize the components of a successful sustainable construction project:
  - Site/Land Use Issues
  - Air Quality/Health Issues
  - Energy Conservation
  - Material and Construction Issues
  - Waste and Water Management

Philosophy: The course is a mixture of lectures, research exercises and case studies. The teaching philosophy for graduate students is different from that of undergraduates in that graduate students are expected to be more independent and self-motivated. Graduate students should be able to research and discover things for themselves. The professor’s role is to act as a conduit and catalyst. A conduit is a channel through which information is conveyed and a catalyst is an agent that provokes change.

Prerequisite: Graduate classification.


LEED Publications available free from: http://www.usgbc.org/LEED/publications.asp

Assignments: There will be two scholarly papers due. The first paper will be a critical analysis of an international, national or local program promoting sustainable construction or a case study of a building that is part of such a program. In the past, students have looked at such programs as the US...
Army’s SPIRT program and a straw-bale building being constructed at Fort Hood, Texas. Students will be required to produce a 6-page paper and a 20 minute presentation to the class. This paper will be due at mid-semester. The second paper will be on a particular topic of sustainable construction that is of interest to the student. This might be a case study of a particular project, or the use of a particular material or construction method. This paper and presentation will be due at the end of the semester. Students will also be asked to prepare short PowerPoint presentations on the general issues that are fueling the need for sustainable construction such as global warming, material conservation, water conservation and green building materials. These presentations will mainly be used to promote classroom discussion and will not be graded.

Quizzes and Final Exam:

There are no quizzes or exams.

Final Grade:
The final grade will be based on the two papers and presentations:

<table>
<thead>
<tr>
<th>Critical Analysis of Program</th>
<th>Paper</th>
<th>40%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

Total 100%

Special Considerations:

THE AMERICANS WITH DISABILITIES ACT
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Student with Disabilities in Room 126 of the Student Services Building. The phone number is (979) 845-1637.

COPYRIGHTS
The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, lab problems, in-class materials, review sheets and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.

SCHOLASTIC DISHONSTY
As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have
question regarding plagiarism, please consult the latest issue of the Texas A&M University
Student Rules, under the section "Scholastic Dishonesty."
## Provisional Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Meetings</td>
<td>Introduction to COSC 663</td>
</tr>
<tr>
<td>1</td>
<td>The Key Issues in Sustainability: Class Discussion</td>
</tr>
<tr>
<td>2</td>
<td>The Key Issues in Sustainability: Class Discussion</td>
</tr>
<tr>
<td>3</td>
<td>What characterizes sustainable construction?</td>
</tr>
<tr>
<td>4</td>
<td>Overview of Local &amp; National Programs promoting sustainable construction</td>
</tr>
<tr>
<td>5</td>
<td>Leadership in Energy &amp; Environmental Design (LEED)</td>
</tr>
<tr>
<td>6</td>
<td>Guest Speaker: Kyle Marden – Jacobs/Vaughn – University of Texas – Houston – Health Science Center</td>
</tr>
<tr>
<td>7</td>
<td>Local Programs promoting sustainable construction: Austin Green Builder Program</td>
</tr>
<tr>
<td>8</td>
<td>Green Building Materials: Introduction</td>
</tr>
<tr>
<td>9</td>
<td>Green Building Materials: Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Green Building Materials: Discussion</td>
</tr>
<tr>
<td>11</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>12</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>13</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>14</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>15</td>
<td>Site Visit to a LEED certified building</td>
</tr>
<tr>
<td>16</td>
<td>Energy Conservation: Embodied Energy</td>
</tr>
<tr>
<td>17</td>
<td>Energy Conservation: How buildings use energy</td>
</tr>
<tr>
<td>18</td>
<td>Energy Conservation: Building Code Issues</td>
</tr>
<tr>
<td>19</td>
<td>Water Conservation</td>
</tr>
<tr>
<td>20</td>
<td>Special Topics: Alternative Construction Methods - Earth (Final Paper Topics Due)</td>
</tr>
<tr>
<td>21</td>
<td>Special Topics: Alternative Construction Methods – Straw Bale</td>
</tr>
<tr>
<td>22</td>
<td>Construction Waste Management</td>
</tr>
<tr>
<td>23</td>
<td>Recycling of Materials</td>
</tr>
<tr>
<td>24</td>
<td>Recycling of Buildings</td>
</tr>
<tr>
<td>25</td>
<td>Mold &amp; Indoor air quality</td>
</tr>
<tr>
<td>26</td>
<td>Thanksgiving</td>
</tr>
<tr>
<td>27</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>28</td>
<td>Student Presentations</td>
</tr>
<tr>
<td>29</td>
<td>Student Presentations</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of  Construction Science

2. Course prefix, number and complete title  COSC 665 - Earth Construction

3. Course description (not more than 50 words) Introduces students to use of earth as a construction material; earth construction techniques; the classification and identification of soil for construction use; field and laboratory tests for construction soils; the properties of earth masonry units; simple field and laboratory tests for masonry units; construction using compressed soil blocks.

4. Prerequisite(s) Graduate Classification  Cross-listed with

5. Is this a variable credit course? ☐ Yes ☐ No  If yes, from ________ to ________.

6. Is this a repeatable course? ☐ Yes ☐ No  If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No  If yes, how many times? 1  Indicate the number of students enrolled for each academic period it was taught ________

8. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. M.S. in Construction Management

If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation) COSC 665 EARTH CONSTRUCTION

Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 1 5 1 0 0 1 0 0 1 9 0 7 1 7 0 4 - 0 5 0 0 3 6 3 2

Approval recommended by:

Head of Department  7/11/63
Date

Chair/College Review Committee  7/17/63
Date

Dean of College  7/17/63
Date

SEP 11, 2003

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date  Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
COSC 665 – Special Topics in Earth Construction

Course Objectives: To introduce students to use of Earth as a construction material:

- Earth Construction Techniques used around the world:
  - Cob
  - Rammed Earth (Pisé)
  - Adobe
  - Pressed Soil Blocks
  - Other Systems

- Earth as a construction material:
  - The classification of soil for construction use.
  - The identification of soils for construction use.
  - Field tests for the composition, moisture content and plasticity of soil.
  - Laboratory tests for the composition, moisture content and plasticity of soil.

- The properties of earth masonry units.
  - Simple field tests for masonry units.
  - Laboratory tests for masonry units.

- Building with Compressed Soil Blocks:
  - Production of compressed soil blocks.
  - Construction methods.
  - Building Code issues.
  - Repair and maintenance of earth buildings.

Philosophy: The course includes a mixture of lectures, lab sessions and practical exercises. Lectures will provide students with the required technical knowledge in order to conduct simple analysis of construction soils and masonry units. Lab sessions and practical exercises will reinforce the lecture material. I expect graduate students to be able to research and discover things for themselves. My role is to act as a conduit and catalyst. A conduit is a channel through which information is conveyed and a catalyst is an agent that provokes change.

Prerequisite: Graduate Classification.

Instructor: Dr. Richard Burt


Class Hours: TBD

Office: Room 436 Building A.
Web Page: http://archfile.tamu.edu/rburt/RBurt's_Homepage.htm

Office Hours: 13:00-14:00 MTWRF

Quizzes and Final Exam: There are no quizzes or exams.

Final Grade: Your final grade will be based on the following reports:

- Field Tests Report 25%
- Method Statement 25%
- Final Project 50%

Total 100%

Field Tests Report: You will be required to carry out a series of field tests on the soil we will use for the various earth construction techniques. Your report will cover the following:

a. Objectives
b. Methodology
c. Results
d. Conclusion & Recommendations

The reports will be done on an individual basis.

Method Statement: During the first week of the class you will be shown 4 methods of earth construction: Adobe, Rammed Earth, Cob and Compressed Soil Block. You will be required to prepare a detailed method statement for constructing an earth wall for one of the methods of earth construction. The method statement should be illustrated and be based on your individual practical experience and literature sources.

Final Project: You will work in teams of three or four to design and build a small earth building. The teams will be multi-disciplinary and multi-cultural. You will use the first summer session to produce the following:

a) Working drawings for the buildings. These should include Plans, Sections and Elevations.
b) A scale model of the building.
c) A half or quarter scale wall section, to built using earth.
Special Consideration:

THE AMERICANS WITH DISABILITIES ACT
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Computer Science

2. Course prefix, number and complete title CPSC 667 Collaborative Systems and Models

3. Course description (not more than 50 words) Collaborative systems support group activities over computer networks; emphasis on human factors, system design is different from traditional systems; overviews existing research efforts to address various design issues; students are informed of the state-of-the-art knowledge and learn how to implement collaborative applications.

4. Prerequisite(s) CS 314, CS 441. Cross-listed with Cross-listed courses require the signatures of both department heads.

5. Is this a variable credit course? ☐ Yes ☐ No If yes, from ________ to ________

6. Is this a repeatable course? ☐ Yes ☐ No If yes, this course may be taken ________ times. Will the course be repeated within the same semester/term? ☐ Yes ☐ No

7. Has this course been taught as a 489/689? ☐ Yes ☐ No If yes, how many times? 2 Indicate the number of students enrolled for each academic period it was taught. Fa'00 (6); Fa'02 (11)

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      No.
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., Ph.D. in Computer Science.

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    CPSC 667 COLLEGE SYSTEMS & MODELS

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-----|----------------------------|-------------|------------|-----------|
    | 03    | 00  | 03  | 11,0401,0002,072004-05     | 010360      |

    Do not complete shaded area.

Approval recommended by:

Donald F. Neese
Head of Department
Date 6/24/03

Chair, College Review Committee
Date 6/24/03

Dean of College
Date SEP 11 2003

Submitted to Coordinating Board by:

Director of Academic Support Services
Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
Number and Name of Course: CPSC 667 Collaborative Systems and Models

Hours: Theory 3 Practice 0 Total 3 Credits 3

Prerequisites: CPSC 310, CPSC 410, at least one course on programming languages (C++/Java), and CPSC 436 or CPSC 671 or CPSC 672; or approval of instructor and Graduate standing.

Curricula requiring this course: [X] None, it will be elective.

1. __________________________ 3. __________________________ 5. __________________________
2. __________________________ 4. __________________________ 6. __________________________

Description of Course (Concise statement of purpose or design.)
Collaborative systems support group activities over computer networks; emphasis on human factors; system design is different from traditional systems; overviews existing research efforts to address various design issues; students are informed of the state-of-the-art knowledge and learn how to implement collaborative applications.

Textbook(s): Paper readings assigned by instructor from the following sources:

Journals (ACM TOCHI, CACM, IEEE Computer, etc.)

Conference Proceedings (CSCW, ECSCW, UIST, GROUP, CHI, etc.)

Technical Reports, etc.

Course Outline by Major Topics and Approximate Time for Each:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Collaborative Systems and Models</td>
<td>3</td>
</tr>
<tr>
<td>Impact of Human Factors on Collaborative System Design</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration-Aware Systems and Groupware Toolkits</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration-Transparent Systems</td>
<td>3</td>
</tr>
<tr>
<td>Collaboration Specification Languages and Systems</td>
<td>3</td>
</tr>
<tr>
<td>Vector Timestamps and IP Multicasting</td>
<td>3</td>
</tr>
<tr>
<td>Implementation of collaborative applications: group editors, web-based systems, collaborative 3-D systems, etc.</td>
<td>9</td>
</tr>
<tr>
<td>Selected topics on group awareness, access control, concurrency control, workspace recording and playback, ubiquitous collaboration, etc.</td>
<td>12</td>
</tr>
<tr>
<td>Term Project Demos and Presentations</td>
<td>3</td>
</tr>
<tr>
<td>Grading Policy: Weekly Paper Reviews = 30% Term Projects + Report 20% + 20% = 40% Two Tests = 15% + 15% = 30% Total = 100%</td>
<td>42</td>
</tr>
</tbody>
</table>

Date: 6-17-2003 Course Supervisor: Dr. Du Li

ABET Classification: Science Yes Design Math Other

Laboratory Requirements: Yes or No

Equipment Required:
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the UCC by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for Information.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons 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 Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
MEMORANDUM

TO: Dr. Rick Giardino, Dean
OFFICE OF GRADUATE STUDIES

THROUGH: Dr. Fuller W. Bazer, Executive Associate Dean
COLLEGE OF AGRICULTURE & LIFE SCIENCES

FROM: Dr. David Wm. Reed, Chair
COALS GRADUATE PROGRAM COUNCIL

SUBJECT: Approved Courses or Course Changes

On July 30, 2003, the Graduate Program Council approved the following courses or course changes:

a. FRSC 650, Plant Cell Culture for Crop Improvement, Cross-listed with MEPS 650 - Department of Forest Science.

b. RLEM 640, Wetland Delineation - Department of Rangeland Ecology and Management.

DWR: on
Attachments

xc: Dr. Tat Smith, Head, Department of Forest Science
Dr. Carol Loopstra, Department of Forest Science
Dr. Bob Whitson, Head, Department of Rangeland Ecology and Management
Dr. M. Mort Kothmann, Department of Rangeland Ecology and Management
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of Forest Science

2. Course prefix, number and complete title FRSC 650: Plant Cell Culture for Crop Improvement

3. Course description (not more than 50 words) Focus on techniques in plant cell culture which can be applied to all crop plants, including agronomic crops, horticulture and forestry crops for germplasm improvement.

4. Prerequisite(s) MEPS 313; CHEM 101; Grad Classification Cross-listed with MEPS 650

5. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______

6. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _______ times. Will the course be repeated within the same semester/term? □ Yes □ No

7. Has this course been taught as a 489/689? □ Yes □ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history) N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) MS and PhD in MEPS & FRSC

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    FRSC 650 Plant Cell Culture

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>01</td>
<td>03</td>
<td>26 03 07 00 02 11 80 04 - 05</td>
<td></td>
<td>01 03 06 06</td>
<td>Level 6</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department [Signature] 7/11/03

Chair, College Review Committee [Signature] Date

Head of Department (of cross-listed course) [Signature] 7/11/03

Dean of College [Signature] Date

Submitted to Coordinating Board by:

Dean of College [Signature] SEP 11 2003

Director of Academic Support Services [Signature] Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
FRSC 650
Plant Cell Culture in Crop Improvement
Syllabus

Course Information: (3-1) Credit 3. Focus of the course is on techniques in plant cell culture which can be applied to all crop plants, including agronomic crops, horticulture and forestry crops for germplasm improvement. Prerequisites: MEPS313; CHEM 101; graduate classification.

Text: Plant Tissue Culture Concepts and Laboratory Exercises, 2nd Edition
R. Trigiano & D. Gray, CRC Press

Meetings: Tuesday & Thursday 9:00-10:15 Room 312 HFSB

Instructor: Jean Gould, Department of Forest Science
Office, 318 HFSB
Phone 845-5078
gould@tamu.edu

Lecture Topics – Fall 2002
I. Introduction & historical background
Lecture 1 Introduction & background. Lecture and Laboratory Organization
The role of tissue culture in the study of plant biology & in crop improvement
Ch 3 Getting Started with tissue culture; Composition of culture media; aseptic technique, Getting clean cultures

Lecture 2 History - plant biology & propagation
Ch 2 History of plant tissue & cell culture
Plant Biology & Crop & tree improvement-Theoretical & Practical

Lecture 3 Culture Media: Explants & Callus Culture, Clonal Propagation
Ch 4 Media, MS media, Discovery of the plant hormones

II. Totipotency of plant tissues - plant regeneration, propagation & cloning
Lecture 4 Regeneration of plants from culture-The Plant Hormones & Plant Biology
Ch 8 Propagation from preexisting meristems
Lecture 5 Propagation - Shoot Proliferation
Lecture 6 Manipulation of Organogenesis
Ch 14 Organogenesis
Lecture 7 Manipulation of Organogenesis
Ch 14 Organogenesis
Lecture 8 Propagation - Somatic Embryogenesis
Ch 19 Non-zygotic embryos
Ch 40 Genetic Variation & Mutations, ‘Somaclonal Variation’ in tissue culture

EXAM 1

III. Crop improvement techniques that use the unique biological properties of plants
Lecture 9 Ch 43 Use of virus-free shoot meristem tissue to create virus-free plants - Potato
Lecture 10 Ch 29 Use of Haploid Plants in crop improvement
Lecture 11 Ch 26 Plant Protoplasts in plant biology and in crop improvement

IV. Transformation in plant biology & crop improvement
Lecture 12 Ch 31 Transformation - dicots, cereals & gymnosperms
Lecture 13 Ch 26 Protoplasts, fusion & direct gene uptake
Lecture 14  Ch 32 & 33  _Agrobacterium_ mediated transformation
Lecture 15  Ch 34  Gene Gun – Biolistic particle bombardment mediated transformation
Lecture 16  Analyses of gene expression (GUS); stain-based
Lecture 17  _In situ_ transformation: _Arabidopsis, Agrobacterium_
Lecture 18  Plant Regeneration, Inheritance & ‘Somaclonal’ Genetic Mutations

**EXAM 2**

V.  **Special Topics & Student Presentations**
Lecture 19  Secondary Product Production *in vitro*
Lecture 20  Production of ‘Nutriceuticals’
Lecture 21  Genetically Modified Plants – basic biology & gene expression
Lecture 22  Genetically Modified Plants- crop & tree improvement
Lecture 23  Biotechnology & The Environment
Lecture 24  Sustainable Agriculture & Forestry
Lecture 25  Thanksgiving Holiday
Lecture 26  Germplasm Conservation –Endangered Species
Lecture 27  Review

**FINAL EXAM**

**GRADING**
Lecture  2 Exams  100 points each  200
Final Exam  200
Quizzes (10)  100
Project (Oral/ Written/Poster)  100
Laboratory  300
Total Points  900

Grades can be improved through class participation, or through an extra credit Laboratory project. This option is available to all students.

**EXAMS**

Missed exams can be made up within the week following the original exam. If you know in advance that you will need to miss an exam, please let me know. If you have missed an exam, please contact me as soon as possible following the missed exam at 979 845-5078, or gould@tamu.edu.

The Final is not optional. To receive a passing grade in this course, you must take the Final Exam.

**PLAGIARISM**

The handouts used in this course are copyrighted. By "handouts," I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc, of another person as your own work. You are committing plagiarism if you copy the work or the words of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."
STUDENTS WITH DISABILITIES

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires 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 Department of Student Life for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
FRSC 650
Plant Cell Culture for Crop Improvement
LAB Syllabus

Course Information: (3-1) Credit 3. Focus of the course is on the techniques of plant tissue and cell culture, from clonal propagation to genetic transformation, that are used to study plant biology and to improve plant germplasm. Many experiments will be taken from important papers published in the field of plant tissue, the plant growth regulators and plant transformation. Prerequisites: MEPS 313; CHEM 101; graduate classification.

Lab Meetings: Friday 1:00-5:00, Teaching Lab, Room 171, Norman Borlaug Institute

Instructor: Jean Gould, Department of Forest Science
318 HFSB
845-5078
gould@tamu.edu

Teaching Assistant: To be Announced

Lab Topics

Lab 1
Aseptic technique, Media preparation, Preparation of plant hormone stocks, Safety Surface sterilization and germination of melon seeds

Lab 2
Morphogenesis: Tobacco pith- Repeat, Murashige & Skoog (1962) growth regulator assay

Lab 3
Establish sterile shoot cultures from preexisting shoots;
Examine the effect of two different culture regimens (MS/agar v MS + antioxidants + hormones/ phytagel + agar) on two woody (rose and nandina) species and two non-woody species (potato and melon)
Prepare media for next week’s class.

Lab 4

Lab 5
Somatic Embryogenesis in Melon;
Prep: Media

Lab 6
Transformation of Tobacco leaf disks using Agrobacterium tumefaciens (Horsch et al., 1982)
Prep: Media for Protoplast isolation

Lab 7
Isolation of Tobacco Protoplasts
Prep: Selection Media for germination of transgenic Tobacco seeds

Lab 8
Tobacco Protoplasts, culture and viability tests- fluorescence microscopy
Transfer and Data Collection: Tobacco, Potato, African Violet
Check: Arabidopsis plants

Lab 9
Tobacco leaf-disk transformation - GUS Assay & vapor phase seed sterilization

Lab 10
Biolistic transformation of onion epidermis
Transient Expression of nuclear targeted signal using X-GLUC & MUG

Lab 11

Standard curves Agrobacterium - Spectrophotometer
MUG Fluorimeter assays, graphing results
Reculture and data of on-going experiments

Lab 12

Arabidopsis transformation-Agrobacterium Floral dip
Prep: Media for Cryogeneic Preservation Exp.

Holiday

Lab 13

Cryogeneics Exp. Potato, pine shoots. Results of Growth Regulator Experiments
Lab book check off & Lab clean up

Literature


Kane. 2000. Micropropagation and in vitro flowering of rose. Plant tissue culture concepts and laboratory exercises. 2nd ed. 119-123.


Texas A&M University
Departmental Request for a New Course
Undergraduate Graduate Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Information and Operations Management

2. Course prefix, number and complete title of course: INFO 616 Supply Chain Management

3. Course description (not more than 50 words): Focus on the integrated management of the total product delivery system; purchasing, inventory management and distribution functions, with emphasis on physical and information flows.

4. Prerequisite(s) INFO 614 and MBA Classification Cross-listed with

5. Is this a variable credit course? q Yes X No If yes, from _______ to _______

6. Is this a repeatable course q Yes X No If yes, this course may be taken _______ times.
   Will the course be repeated within the same semester/term? q Yes X No

7. Has this course been taught as a 489/689? X Yes q No If yes, how many times? 1
   Indicate the number of students enrolled for each academic period it was taught. Fall 2003 (20)

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   This is a specialization course for MBA students.

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. | Prefix | Course # | Title (exclude punctuation) |
    |--------|----------|-----------------------------|
    | INFO  | 616      | SUPPLY CHAIN MANAGEMENT     |

    | Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Academic Year | FICE Code |
    |-------|-----|-----|-----------------------------|-------------|---------------|----------|
    | 0     | 3   | 0   |                             |             | 010366       |          |

    Do not complete shaded area.

   Approval recommended by:
   
   Head of Department 6/3/03
   Chair, College Review Committee 6/3/03
   Dean of College 6/3/03

   Head of Department (if cross-listed course) Date
   Dean of College Date SEP 11 2003

   Submitted to Coordinating Board by:
   
   Date
   Effective Date
   
   * Attaching syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

   OAR/AS-697
Supply Chain Management
INFO 689 - MBA Specialization Course
Class Time: TR 3:00 – 4:45 PM

Instructor: Dr. Bala Shetty, Professor & Head
Dept. of Information & Operations Management (INFO)
Mays Business School, Texas A&M University

TA: Lin Yang, Email: yang-l@masters-lab.tamu.edu

Office: Wehner 322C, Ph: 845-7024, E-mail: B-shetty@tamu.edu

Office Hours: TR 1:30 – 2:30 or by appointment

Course Home page: http://iops.tamu.edu/faculty/b-shetty/webfiles/

Text Book URL: http://cwx.prenhall.com/bookbind/pubbooks/chopra/chapter1/deluxe.html
(Please download Postponement, 3PL, and VMI from this link.)

Course Description & Objectives:
Supply chain management is an enormous topic covering multiple disciplines and employing many quantitative and qualitative tools. This course provides a broad introduction to many critical facets of supply chain management. Discussion ranges from basic topics of inventory management, forecasting, optimization, and network design to more advanced topics of strategic alliances, the value of information in the supply chain, information technology, and global supply chain management. The primary focus is to develop a good understanding of strategic and tactical issues of SCM and become familiar with SCM functions and activities.

Required Class Material:


Other Material of Interest:

2. Modeling the Supply Chain by Shapiro, Duxbury Press.
3. Supply Chain Management by Ayers, APICS.

Grading:
Exams 40%
Project 25%
In Class Performance 25%
Homework + quizzes 10%
Examinations: Midterm is on Thursday, April 3 from 9:30 am – 12:30 pm in Wehner 102. Final examination is scheduled for Friday, May 9 from 10 am – 1 pm. Exams will include conceptual and problem oriented questions coming from the cases, assigned readings, homework problems, and in class discussion. The examinations will consist of short answer questions and problems.

Project:

Student will work in groups of four on a project that is related to supply chain management. The project must relate to an actual company (or division) that produces goods or services. The intent of the project is to perform a systematic audit of the current supply chain performance and identify ways in which performance can be improved.

For each project, the following elements should be addressed:

1. What is the supply chain network for this company (division), who are the suppliers, who are the customers?
2. Develop the product structure of the end-product, indicating how the various customization steps are performed and where.
3. What performance measures are used for each link of the supply chain? How often are they measured? How does management use them? Do you see any potential problems in the metrics?
4. What uncertainties exist in the supply chain? When unexpected events occur, what mechanisms are in place to respond?
5. Consider improvements in any/all of the following:
   i) improvements in operational procedures
   ii) changes in incentive systems
   iii) changes in the relationships with suppliers and customers
   iv) new informational linkages
   v) cross-functional integration
   vi) product line restructuring
   vii) redesign of the supply chain network
   viii) redesign of the product

Describe the costs and benefits of the improvements that you would recommend, and the implementation obstacles that you can foresee (the above list should not be viewed as exhaustive).

Project Milestones:

2/27/03 Teams finalized
3/18/03 Hand in one-page Project Description including name of company/division, company contact, and description of project
4/17/03 Hand in one-page Project Update describing progress to date, problems encountered, opportunities to be followed up, etc.
5/06/03 Final Written Report due (by 5 pm)
Project Report Format:

1. One-Page Executive Summary
2. Table of Contents
3. Body of Report, suitably separated into sections that are appropriate for your project.
   Typical reports will have a body length of between 10 and 20 pages and between 5 and 15 pages of Appendix material.
4. Appendices/Exhibits

In Classroom Performance:

Each class will be treated as a business meeting, during which time the assigned materials will be discussed. Each student is expected to show up on time, and be ready to participate. Each day I will evaluate the quality of every student's contributions toward class learning. What I am looking for is the student who has devoted time to studying and critically thinking about the day's lesson, and can contribute to their peers' understanding of the material. It will not be possible for each student to participate during each class meeting. However, you will have ample opportunity to contribute, especially during the case discussions. Please consider that no matter how well you prepare the assigned material, if you do not actively participate in class I cannot reward your efforts.

Home Work and Quizzes:

I plan to give 4-5 homework assignments and a couple of quizzes during the semester.

ACADEMIC DISHONESTY:

The Texas A&M University Regulations define several categories of Scholastic Dishonesty. (1) Acquiring or attempting to acquire information (this includes OBSERVING THE WORK OF OTHERS DURING AN EXAM), (2) Providing information on homework, quizzes or exams; (3) Plagiarism, (4) Conspiracy to commit any of the above, (5) Fabrication of information, (6) violation of Departmental or College policies. Understand that the University definition of Scholastic Dishonesty will be strictly followed and any student caught providing or receiving assistance in an exam or quiz will immediately be given a grade of “F” for the course. Cheating in class will not be tolerated.

STUDENTS WITH DISABILITIES:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637.
COURSE OUTLINE AND SCHEDULE (Tentative)
Term 3A – Spring 2003

For each week the case to be discussed and the readings to be completed are given below. It is IMPORTANT that you prepare thoroughly with these required readings prior to the class. As you prepare it is useful to update some of the outdated information in these readings through Internet or other research mechanism. Additional reading materials that provide information related to the ideas discussed in class are also given below. You will find it useful to read them as we go along but they can be read at your convenience.

Week 1 (2/25 – 2/27)

In this session we will discuss supply chain management and its importance to the success of a firm. We will discuss different ways to view a supply chain. We will also raise a variety of supply chain related questions that need to be answered by any firm. We will provide a framework within which supply chain drivers may be analyzed and appropriate tradeoffs considered. We will define key performance measures for a supply chain and establish initial links to logistical drivers that a supply chain designer or manager may control.

We will illustrate the strategic framework for supply chain decision in the context of the Seven Eleven Japan case.

Readings:

3. Chapters 1-3 in Chopra and Meindl.

Additional:


Week 2 (3/4/03 – 3/6/03)

This session will start with a discussion of demand planning in a supply chain. We will describe several methods to forecast demand and estimate a forecast’s accuracy. We will then discuss how the aggregate planning methodology is used to make decisions about production, inventory, and backlogs in a supply chain. We identify the information required to produce an aggregate plan and outline the basic trade-off that must be made to create an optimal aggregate plan.

Readings:

1. Chapters 4 - 6 in Chopra and Meindl.

*Week 3 (3/11/03 – 3/13/03)*  
Spring Break

*Week 4 (3/18/03 – 3/20/03)*

We will start discussion on the management of inventory in the supply chain to ensure fit with stated strategic goals. Our focus will be to understand key inventory related levers that may be used to improve the performance of a supply chain, relationship between service and inventory levels, and impact of lead time and lead time variability on inventory levels. We will introduce the concepts of *Risk Pooling* and *Bullwhip Effect* in this segment.

**Speaker 1** is tentatively scheduled for this week.

Readings:

3. Chapter 7 in Chopra and Meindl.

Additional:


*Week 5 (3/25/03 – 3/27/03)*

We will start the session with the ALKO case (at the end of Chapter 8 in Chopra & Meindl) to discuss various factors that affect organization of inventories within the distribution system. Using the lessons learnt from the ALKO case, we would discuss the role that a firm like McMaster Carr plays in the supply chain. This firm is a supplier of industrial items and specializes in supplying small emergency orders overnight. A key objective will be to understand the role of pooling of stock plays in the face of independent demand and how this understanding can be used strategically, as well as to improve operations.

In this session we will then discuss the notion of *Accurate Response*. The idea is particularly suited for seasonal and high variability products but has more general applicability. We will discuss a variety of accurate response strategies that improve the matching of supply and demand in such a setting.

As time permits, we will also play the Computerized Beer Game.
Readings:

2. Chapter 8 in Chopra and Meindl.
3. Kellogg note on *Postponement*.

**Week 6 (4/1/03 – 4/3/03)**

In this session we will illustrate the notion of *Accurate Response* using the *Sport Obermeyer* case. This is most appropriate for product categories with highly uncertain demand. We will discuss the role that high cost, low cycle time suppliers can play for a firm that may be competing on low cost.

We will develop the notion of Tailored Purchasing based on the uncertainty of product demand and discuss its application across different product categories as well as for a single product. This will be discussed in the context of global sourcing.

We will also discuss the role that contracts play in accurate response and actions that a supply chain can take to increase profits through accurate response.

We will discuss the role of transportation in the supply chain and raise various tradeoffs that need to be considered when designing and operating a transportation network.

*Speaker 2* is tentatively scheduled for this week.

Readings:

3. Chapters 9 and 10 in Chopra and Meindl.

**Week 7 (4/8/03 – 4/10/03)**

We will discuss *Vendor Managed Inventory* (VMI) and the *Value of Information* in this session. These topics will be illustrated using the *Barilla Spa Case*. We will study the product and supply chain characteristics of Barilla, major causes of Bullwhip at Barilla, and the impact of transferring demand information across the supply chain.

Readings:

2. Bullwhip articles revisited.
3. Kellogg note on *Vendor Managed Inventory*. 
Week 8 (4/15/03 – 4/17/03)

We will develop a framework for facility location decisions that allows for a multi-plant, multi-warehouse network to supply a large and diverse customer base. Our objective will be to optimally structure the distribution network, taking into account cost and customer service factors. We will use the *Applichem* case to illustrate these ideas.

Readings:

2. Chapter 11 in Chopra and Meindl.

*Speaker 3* is tentatively scheduled for this week.

Week 9 (4/22/03 – 5/24/03)

In this session we will develop a basic understanding of *Mass Customization, Outsourcing, and Third Party Logistics*. We will also discuss international taxation issues in supply chain using the *Whelan Pharmaceuticals* case.

Readings:

2. Kellogg note on TPL.
3. Procurement and Outsourcing Strategies Handout.

*Speaker 4* is tentatively scheduled for this week.

Week 10 (04/29/03 – 05/01/03)

The goal of this part is to show students how uncertainty in financial factors must also be considered in supply chain design and planning decisions. These decisions involve significant investment and once made, often cannot be altered in the short run. Therefore, financial analysis is an important tool that must be well understood by supply chain managers when they make decisions about the supply chain.

Readings:

1. Chapter 15 in Chopra and Meindl.
Course Summary

<table>
<thead>
<tr>
<th>Session</th>
<th>Date</th>
<th>Topics</th>
<th>Cases</th>
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<tbody>
<tr>
<td>1</td>
<td>Feb. 25</td>
<td>SCM Strategy and Integration</td>
<td>Seven Eleven Japan</td>
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<td>2</td>
<td>Mar. 4</td>
<td>Demand Planning</td>
<td>ERP Case</td>
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<td>3</td>
<td>Mar. 11</td>
<td>Spring Break</td>
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<tr>
<td>4</td>
<td>Mar. 18</td>
<td>Inventory, Risk Pooling, Bullwhip</td>
<td>Specialty Packaging, Beer Game</td>
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<tr>
<td>5</td>
<td>Mar. 25</td>
<td>Accurate Response, Postponement</td>
<td>ALKO</td>
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<tr>
<td>6</td>
<td>Apr. 1</td>
<td>Demand Uncertainty</td>
<td>Sport Obermeyer</td>
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<td>7</td>
<td>Apr. 8</td>
<td>Vendor Managed Inventory, Value of Information</td>
<td>Barilla Spa (A)</td>
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<td>8</td>
<td>Apr. 15</td>
<td>Network Design and Location</td>
<td>Applichem (A)</td>
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<td>9</td>
<td>Apr. 22</td>
<td>Mass Customization, Outsourcing, TPL, Global SCM</td>
<td>Whelan Pharmaceuticals</td>
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<tr>
<td>10</td>
<td>Apr. 29</td>
<td>Finance and SCM</td>
<td>Real Options</td>
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<tr>
<td>11</td>
<td>May. 6</td>
<td>Exam and Project</td>
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Brief Bio:

Dr. Bala Shetty is currently a Professor & Head of Information and Operations Management at Texas A&M University. He has also held faculty positions at Southern Methodist University and the Madrid Business School in Spain. He is the recipient of the Alpha Kappa Psi Teaching Award twice for the College of Business Administration. Dr. Shetty received the MBA Association Distinguished Core Faculty Award in 1998, 2000, and 2001. He is also the recipient of the 2002 Association of Former Students Teaching Award. He served as a Research Fellow at Princeton University in 1996.


Dr. Shetty was a member of the plenary panel on research at the Annual DSI meeting in Hawaii in 1995. He has served as Track Chair, Panel Chair, and Session Chair at numerous national meetings of the Institute for Operations Research and Management Science and Decision Sciences. Dr. Shetty has also served as the Ph.D. Director for the Department of Information and Operations Management and as the Assistant Department Head.
Speakers (Tentatively Scheduled):

March 18  
Dr. Jeriad Zoghby  
Lead Quantitative Analyst  
H.E.B., San Antonio, TX

March 25  
Dr. Mark Spearman  
Professor, Georgia Institute of Technology  
President, Factory Physics

April 1  
Mr. A. V. Scott & Mr. Carl Lund  
Ernst & Young Cap Gemini  
Houston, TX

April 8  
Dr. Shekar Krishnaswamy  
Motorola  
Austin, TX

Companies & Contacts:

Motorola  
Dr. Shekar Krishnaswamy  
(512) 895-3196  
shekar.krishnaswamy@motorola.com

EmeryWorld  
Mr. Jeff Lamb  
Business Development Manager  
Menlo Worldwide Trade Services  
(713) 923-3000 ext. 124  
Lamb.Jeffrey@emeryworld.com

Whitmore Manufacturing Company  
MY E-MAIL ADDRESS IS: kathy_hardin@whitmores.com  
PHONE: 972-771-1000 EXT. 233  
THE WHITMORE MANUFACTURING CO  
PO BOX 9300  
930 WHITMORE DR  
ROCKWALL, TX  75087

Ford Motor Company  
Matt Reed  
Buyer, IT Products & Services  
Ford Global Services Purchasing  
Phone: (313) 323-1476  
Fax: (313) 390-4592  
email: mreed20@ford.com
SCM Project Teams:

Team 1    Dawyer, Rege, Abasto, and Hatipoglu *(Motorola)*

Team 2    Hearn, Wu, Hoopingarner, Diwanji, and Nixon *(Ford)*

Team 3    Guthrie, Sarin, Pattabiraman, and Smith *(Whitmore)*

Team 4    Sherrod, Jain, Sunderland, Leifker *(Emeryworld)*
Texas A&M University
Departmental Request for a New Course
Undergraduate Graduate Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Information & Operations Management

2. Course prefix, number and complete title of course: INFO 674 Business Information Security

3. Course description (not more than 50 words):
   Explores the business, managerial, and technological aspects of information security. Deals with the analysis, design, and implementation issues surrounding effective information security. Key concepts include: authentication, authorization, availability, business continuity planning, confidentiality, disaster recovery, encryption, firewalls, fraud protection, security policy development, integrity, risk management, virus protection, VPNs, and wireless security.

4. Prerequisite(s) None

5. Is this a variable credit course? Yes No X If yes, from ______ to ______

6. Is this a repeatable course
   Yes No X
   Will the course be repeated within the same semester/term? Yes No

7. Has this course been taught as 489/689? Yes X No
   If yes, how many times? 2
   Indicate the number of students enrolled for each academic period it was taught. 25 / 20

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   M.S., Ph. D. in MIS

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. 

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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<tbody>
<tr>
<td>INFO</td>
<td>674</td>
<td>INFORMATION SECURITY</td>
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Lect. Lab SCH Subject Matter Content Code Admin. Unit Academic Year FICE Code
0 3 0 0 0 1

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

* Attach syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-6/97
INFO 674: Business Information Security

Course Description:
Explores the business, conceptual, managerial, and technological aspects of information security. Deals with the analysis, design, implementation, and management issues surrounding effective information security. Key concepts and technology include: authentication, authorization, availability, business continuity planning, confidentiality, disaster recovery, encryption, ethics, firewalls, fraud protection, security policy development, integrity, risk analysis and management, security protocols, virus protection, virtual private networks, and wireless security.

Class Schedule: T.B.A.

Instructor: Dr. Michael R. Grimaila Telephone: (979) 845-9217
Office: 325C Wehner Building Office Hours: WF 1:45PM-2:45PM
EMAIL: mgrimaila@cgsb.tamu.edu WEB: http://e-security.tamu.edu/courses

Prerequisites: Should be proficient in at least one structured programming language.

Textbook: "Information Security: Protecting the Global Enterprise"
By D.L. Pipkin (ISBN # 0-13-017323-1)

Additional References:
Journal articles, web pages, and other readings will be assigned to supplement readings from the texts. Whenever possible, photocopies of the relevant readings will be made available. However, it is ultimately the student’s responsibility to locate the relevant readings.

Grading Policy:
Grades will be determined by performance in class participation, assignments, exams, and a final project. Your final grade will be determined in the following way:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework/Labs</td>
<td>15%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>30%</td>
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<tr>
<td>Final Project</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
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</tbody>
</table>

Computer Usage:
This course will require extensive use of personal computers in exercises that reinforce the objectives of this course. Students should have some familiarity with computer operating systems and should also be proficient in at least one structured programming language (Preferably “C”).

Examinations:
ALL exams are retained by the instructor and not returned to the student. Students may review the results of an exam within one week of posting of exam grades. All exams will be given as specified in the class schedule. Eligibility to take a make-up exam and the conditions applying to make-up exams are explained under Attendance Policy.
Course Objectives:
The major goals of this class are to ensure that students:
- Understand the dimensions of threat to an organization's mission in a globally networked environment and the implications of interconnectivity
- Examine the types and ranges of current vulnerabilities and threats to which an organization's information assets may be exposed
- Understand the inter-relationships among mission, information assets, threats to those assets, and infra-structure vulnerabilities
- Understand organizational information risk management approaches that can be integrated into the on-going business management practices of an enterprise
- Consider the application of state-of-the-practice techniques for protecting information
- Identify mission-oriented protection strategies, such as information survivability
- Facilitate policy and resource decisions related to information technology security
- Develop a contextual framework as a touchstone for planning and implementing information security management
- Develop an approach for staying current with trends and requisite skills in information security

Final Project:
The final project is a vehicle by which students attain a clear understanding of information security. The final project is an effective way of reinforcing the basic concepts, developing a greater appreciation for the science and technology involved, and to motivate the student to give them the confidence that they are not only capable of understanding, but implementing the details and policies of information security.

Writing Quality:
Correct use of the English language will be a factor in determining grades for all written assignments. All written work must meet or exceed standards for grammar, punctuation, and spelling at the graduate level of study.

About the Instructor:
Michael R. Grimmala is a Visiting Assistant Professor in the Information and Operations Management department at Texas A&M University. He received this Ph.D. in Computer Engineering and has more than 16 years experience in UNIX computer system administration, programming, and computer system design.

Attendance Policy:
The University views class attendance as a responsibility of the individual student. Students are expected to attend class and to complete all assignments on time, whether these are homework, exams, or projects. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for any class absence or late assignment. If no evidence is available, the instructor will decide whether makeup work will be allowed. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence. Please make yourself familiar with the University rules regarding notification for excused absences (http://student-rules.tamu.edu/rules7.htm).
Absence Notification:
The Department of Student Life in 320 YMCA Building provides instructors with prompt notification of student absences reported to them by parents and students. This office's telephone number is 845-3111, their FAX telephone number is 845-6138, and their email address is studentlife@tamu.edu. Immediately after being notified, the Department of Student Life prepares a memorandum that is sent to ALL of your instructors. This notification provides: (1) the date of notification, (2) the nature of notification (telephone call, official correspondence, etc.), (3) general information regarding the reason for missing class (death in immediate family, medical reasons, etc.), and (4) the dates that you are expected to miss class. You are strongly encouraged to take advantage of this service which precludes you from individually notifying each of your instructors when you will be absent from class. For more information on this service, visit their web site (http://studentlife.tamu.edu/co/ses.htm). Immediately upon returning from an absence that coincided with an assignment due date or examination date, you are requested to contact me personally or by email to make arrangements to make-up the missed work.

Scholastic Dishonesty:
As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins. You are expected to adhere to the Aggie Code of Honor: All incidents of academic dishonesty will be punished to the maximum extent possible according to University Policy. You should read the current Official TAMU University Regulations regarding Scholastic Dishonesty (http://studentrules.tamu.edu/rules20.htm) to be familiar with the seriousness with which TAMU views this matter.

Classrooms:
We have beautiful and state-of-the-art classrooms in the Wehner building. We want to maintain the outstanding quality condition of these classrooms for current and future students. Thus, it is necessary for you to adhere to the firm policy of no beverages, food, tobacco products, or like items within the classrooms. Your understanding of the necessity for this policy and cooperation will be greatly appreciated. This policy will be strictly enforced.

Please respect the rights of your fellow classmates. If you arrive late or leave early, please do so without disrupting the rest of the class. Please avoid unnecessary discussion during class.

Disabilities:
The Office of Support Services for Students with Disabilities coordinates Texas A&M University's programs and efforts for the benefit of disabled students. Students who have documented disabilities or believe they have a disability should be referred to Support Services for Students with Disabilities. This office has the responsibility for verifying the existence of a disability and for suggesting what accommodations or modifications are appropriate. When there is a need for accommodation of a student's academic program, Support Services for Students with Disabilities will contact the student's classroom instructors regarding this need and direct the student to work directly with the classroom instructors to work out specific arrangements. If you believe that you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room 126 of the Koldus Building, or call 845-1637. Please notify your instructor within the first week of the semester if this applies to you.
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and 25 copies. Attach a course syllabus to each.

1. This course is submitted by the Department of Management

2. Course prefix, number and complete title of course: MGMT 632—Technology Commercialization

3. Course description (not more than 50 words): Focus on technology, process of evaluating raw technology viability, converting raw technology into commercially viable products and services. Course includes module on Small Business Innovation Research (SBIR) grant program. Course strives to develop competencies skills to evaluate technology’s commercial viability, and bring viable technologies to commercial success. Offered in Spring.

4. Prerequisite(s) None

5. Is this a variable credit course? ☐ Yes ☑ No

6. Is this a repeatable course? ☐ Yes ☑ No

Will the course be repeated within the same semester/term?

☑ Yes ☐ No

If yes, this course may be taken ________ times.

If yes, from ________ to ________

7. Has this course been taught as a 489/689? ☐ Yes ☑ No

Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:

a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   Certificate in entrepreneurship

b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    M G M T 6 3 2 T E C H C O M M E R C I A L I Z A T I O N

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Academic Year FICE Code
    0 3 0 0 0 3

    Do not complete shaded area

    Approval recommended by:

    Head of Department Date

    Head of Department (if cross-listed course) Date

    Submitted to Coordinating Board by:

    Director of Academic Support Services Date
    Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-5/02
MGMT 632
Technology Commercialization

COURSE DESCRIPTION
One of the primary goals of a research university is the creation of new knowledge. That knowledge has intrinsic intellectual value, and may have significant broader benefits to society. To have social and economic impact beyond the academic community, additional value may need to be created. The process of converting knowledge into products and services—commercialization—is a highly effective way to move ideas from the mind (or the laboratory) to the wider world.

The course focuses on how to move an idea from the mind of the researcher to the marketplace by examining the activities involved in commercializing a technology from conception to profitable enterprise. Lectures are organized around the technology commercialization process. Additionally, outside speakers will speak on specific topics related to the course objectives. A faculty facilitator is present at each session to set the context and help the students understand the rationale of the course organization.

COURSE OBJECTIVES

1. Develop an understanding of how an idea gets from the your mind (or the lab) to the wider community

2. Develop a process framework for the commercialization of technology from the laboratory to the marketplace

3. Develop an understanding of how to assess technologies for their commercialization potential

4. Develop an understanding of how to create a new venture based on technology

5. Develop an understanding of the role of intellectual property protection, and licensing in the commercialization process

TEXTS
*Cases and Readings Package as announced*

COURSE ASSIGNMENTS & GRADING

There are four major assignments in this course:
1. Quicklook Assessment
Students will form cross-disciplinary teams to select a technology and perform a “Quicklook technology assessment.” This technology will be “real”—either one that students are working on or one selected for this seminar. The assessment will involve mostly primary and some secondary research, and should require a total of approximately 60-80 person hours. A one-page progress summary will be due. Each team will submit a 5-6 page written report and make a 10-minute presentation. Teams also will submit copies of their power point presentation slides at that time. Students will be provided with samples of actual assessments and a detailed outline of the contents.

2. Venture Summary
The second major team project for the course is the preparation of a venture summary for a company based on an existing or new technology. This technology may be the one your team assessed, if the assessment shows commercial potential, or it will be another technology assigned for this purpose.

Teams will be provided a detailed description of the contents of a venture summary and guidelines for presentations. Each team will submit a written version of the venture summary and make a 12-minute presentation to the class. This is an opportunity to develop a plan for a technology that you would like to commercialize.

The venture summary is a carefully prepared, cohesive document of 8-10 pages that builds on the technology assessment to consider further the initial market for the technology, and describes alternative business models for a venture based on that technology. We will discuss the format of this report in an early session and an outline will be provided.

The work required to prepare the venture summary is significant, but less than that involved in the technology assessment. The majority of the work will be conducted on your own time; however there will be class time devoted to this project. Drafts of sections of the plan will be submitted for review throughout the course. Also, you will be asked to provide periodic briefings on your progress. The final written report, along with copies of your power point slides, are due when the final presentations will be given.

3. Business Plan Critiques
The session will consist of three presentations of business plans before an outside panel of investors. These presentations will be of businesses that are being developed in College Station, and will not be from the class. Seminar participants will be expected to prepare one-page summaries of the "lessons" learned from the presentations for submission. The critique is not a review of the presentation, but an indication of your personal impressions and your questions resulting from the presentations. What did
you learn from the presentation? Did the presentation achieve its goals? What questions would you have liked to ask the team if you were on the panel of investors? What would you have included (or excluded) from the presentation if you were a team member?

4. Applied Learning Summary
This is an opportunity for you to apply your learning and synthesize various components of this course. Your Applied Learning Summary should be updated weekly, so that it reflects your understanding of the material as the course progresses...and so that it will minimize the amount of last minute effort. You are required to submit a summary-in-progress for review; the final log, the same session as your venture summary. These need to be submitted in digital form.

Organize the summary around several key questions. While you are not (and should not be) limited by these questions, they offer potential strategies for integrating your learning:

- Take one idea, concept, recommendation, or proposal from this course and actually try to apply it. You can view this as an “experiment.” What did you select? Why? What did you do? What were the results, reactions, and consequences? What did you learn from this “experiment”?

- What three ideas, concepts, theories, or proposals from this course had the most impact on you and your job or career? Explore why each was important to you. How do you anticipate it will affect your management or business behavior in the future?

- What were the most irrelevant, inappropriate, or inconsistent ideas concepts, theories, or proposals from this course? What is it that made these ideas less than worthwhile? The rationale behind this question is that effective business learning is more than just taking-in new ideas. Rather, it involves the ability to pick and choose critically from a wide variety of ideas. Knowing what not to do is as important as knowing what to do.

- In terms of your day-to-day and longer-term professional practice and personal goals, what were the most useful and least useful aspects of each week of readings, cases, speakers, and classroom activities? Another way to approach this is to ask yourself after completing each week of the course, “What did I learn?” Learning here means “what can I use in my job, my profession, my life?” How? Why?

- Reflect on the commercialization process. What was the most difficult part? The easiest? How could the process be more easily facilitated? How useful was the feedback process? How would you do it differently next time? How long did it take you (hours) and how could you shorten the process in the future? What sources of information did you find most useful? the least useful?
Based on your experience in this course, do you still want to commercialize a technology? Why or why not. From your perspective, what is the key to effective entrepreneurship? Identify your strengths and weaknesses as an entrepreneur. Identify three things that you could do that will make you more entrepreneurial.

Are there any other key questions that are central to your learning in this course? Explain.

The applied learning summary does not have to be written in a formal, academic style. Rather, it should be a personal document that represents your true feelings and experience. In grading the summary, we will be looking for quality of the thinking, ability to integrate concepts with experience, and depth of reflection and consideration. Examples will be posted.

WEB SITE

The course will maintain a web site. Start at the home page, login and you will see a page that lists all the courses in which you are registered. New information, assignments, and other material of interest and importance will be posted on Wednesday afternoons by 5:00 p.m. You are expected to check the site each week and fulfill any additional responsibilities that are posted.

GRADING

Participation. Active participation is a major factor for success in this course, since we learn most through active involvement. You are expected to prepare all assignments before class and participate extensively in discussions. Participation means summarizing a situation, performing a piece of analysis, asking a helpful question, tying the analysis together, recommending a solution—in other words, whatever helps the class effectively explore the ramifications of a situation. Participation also means integrating concepts from your experience, from the text, and from outside sources in your discussions. Participation is not just talking, however; you have an obligation to contribute to the learning experience of your classmates. Finally, participation means taking a leadership role whenever possible to help each other realize our goals of learning more about the entrepreneurial process.

You are expected to attend every class in order to maximize your participation grade. If you miss a class, you are responsible for the material covered. Please let your team members know if you must be absent. If you miss class, be sure to check with your colleagues to insure you have any changes in schedule, assignments, etc. Failure to attend class, whether excused or not, can affect your participation grade.

In the second session, each student (or group) will briefly describe the proposed venture. At that time, all other students must pledge confidentiality regarding their classmates' projects. Also, you must explain to me in writing if you have a "conflict of
interest" and/or why you should be excused from any future presentations. If we do not receive written notification of such a conflict, we will assume that none exists.

Written Work. Written work includes the quicklook assessment, the learning log, business plan critiques, and the venture summary. The learning log and business plan critiques are individual efforts; the other two are team projects. All written work is due on the date scheduled unless other arrangements have been made in advance with the instructor. Late papers will be down-graded by one grade.

Ideas must be expressed clearly and concisely. Papers will be graded on content and style, with content providing approximately 85% of the overall grade. Content includes the quality of information and conclusions, support for conclusions, and the logic and flow of the information presented. Style includes grammar, spelling, punctuation, and word usage. Students are responsible for proofreading their work; with the easy availability of spell checking, we get very cranky when we see poor spelling or a lot of obvious mistakes.

The University policies on grading and academic honesty are supported in this class. It is your responsibility to know and understand these policies.

The grade for this course will be based on the following point system:

<table>
<thead>
<tr>
<th>Quicklook Assessment</th>
<th>15 %</th>
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<tr>
<td>Written report</td>
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<tr>
<td>Presentation</td>
<td>10 %</td>
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<tr>
<td>Business Plan critiques</td>
<td>15 %</td>
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<td>Venture summary</td>
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<tr>
<td>Written</td>
<td>20 %</td>
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<td>Presentation</td>
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<td>Participation and learning logs</td>
<td>20 %</td>
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An "A" represents truly superior work; a "B" reflects good, solid graduate level work; while a "C" is unacceptable. Grades are based on a standard, not on a curve, so that if earned everyone can get an A.

Point Distribution:

90 - 100 = A
80 - 89  = B
70 - 79  = C
60 - 69  = D
Below 60 = F.
Grades for individual students may be adjusted (up or down) to account for differences in performance of individual members of a project team. Peer evaluations will be used as one of the tools to assess individual contributions to team efforts.

University policy on Academic Dishonesty will be followed in this course.

ADA POLICY

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life Services for Students with Disabilities in Room 126 of the Koldus Building, 845-1637.

COURSE SCHEDULE

The following is a preliminary schedule for the course. It may be necessary to change this schedule if deemed prudent or necessary to improve the learning process. Flexibility is a key to this class. Additional assignments may be provided as needed.

SESSION 1:
Topics: Course orientation and overview
        Description of assignments and grading
        Overview of the technology commercialization process
Activities: Team formation
Reading: Chapter 1 (From Mind to Market: The Process of Technology Commercialization) from Jolly's Commercializing New Technologies

SESSION 2:
Topics: Detailed discussion of commercialization process
        Description of technology assessment process
        The “Quicklook” assessment
        The In-depth” assessment
        Commercialization strategies
        Select technologies and brief reports
Activities: 1 Page technology description due.
            Group/individual briefings with professors
Reading: Chapters 1 & 2 (High-Tech Marketing Illusion & High-Tech Marketing Enlightenment) from Crossing the Chasm
SESSION 3:
Topics: Executive Summary and Venture Summary
Presentations
Venture Planning and Business Planning
Venture Plans

Business Models
Business Plans
Reading: Venture Evolution and Planning from Venture Feasibility & Planning Guide;

SESSION 4:
Topics: Introduction to technology marketing
Activities: 2-minute presentations
Reading: Chapter 1 (How Can Great Firms Fail? Insights from the Hard Disk Drive Industry) from The Innovator’s Dilemma
Crossing the Chasm, remainder of book

SESSION 5:
Topics: IP Basics
Reading: Chapter 14 (Intellectual Property) from The Entrepreneur’s Guide to Business Law; Chapters 3, 4 & 5 (Two Principles of Communication, The Buying Process, & The Persuasion Process) from The Anatomy of Persuasion
Activities: Preliminary Quicklook Worksheet due

SESSION 6:
Topics: Technology Commercialization in a University Context
Panel discussion:
Terry Young, Texas A & M, AUTM: Overview of university commercialization
Other speaker to be announced
Review of progress on assessment
Reading: “University Spin-Out Companies: Technology Startups from UT-Austin”
Activities: Applied Learning Summary Draft due

SESSION 7:
Topics: Intellectual property—
Intellectual property basics
Non-disclosure agreements
Intellectual property strategy
Activities: Draft of Quicklook Assessment due

SESSION 8:
Topics: Business plan forum with investor panel

SESSION 9:
Topics: Team work on projects
Activities: One-page business plan presentation critiques due

SESSION 10:
Activities: Team reports on Quicklook Assessments

SESSION 11:
Topics: Sources of financing
What investors look for:
Activities: Write up of assessment presentation critiques
Reading: “Alternative Sources of Financing” from *The Entrepreneurial Venture*

SESSION 12:
Topics: Funding Sources
Valuation Methods—
Reading: “Valuation Techniques” from *The Entrepreneurial Venture*

SESSION 13:
Activities: Team work on projects

SESSION 14:
Activities: Final Project Presentations
Applied Learning Summary due

SESSION 15:
Topics: Reflections and Course Evaluation
Activities: Peer Assessment due
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Management

2. Course prefix, number and complete title of course: MGMT 637—Strategic Entrepreneurship

3. Course description (not more than 50 words): Entrepreneurship at the corporate level; course describes opportunity seeking, advantage seeking, and the balance between them that is critical for organizational success. The focus is not on the lone entrepreneur, but the business person who can access the strengths and resources of an existing company in the entrepreneurial process.

4. Prerequisite(s)/Graduate classification Cross-listed with

5. Is this a variable credit course? Yes ☐ No ☐ If yes, from to

6. Is this a repeatable course? Yes ☐ No ☐ If yes, this course may be taken times.
Will the course be repeated within the same semester/term? Yes ☐ No ☐

7. Has this course been taught as a 489/689? Yes ☐ No ☐ If yes, how many times?
Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)

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<thead>
<tr>
<th>Prefix</th>
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<td>MGMT</td>
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<td>STRATEGIC ENTREPRENEUR</td>
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Approval recommended by:

[Signature]
Head of Department
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

[Signature]
Dean of College
Date

[Signature]
Director of Academic Support Services
Date

Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Introduction

Firms create value by identifying opportunities in their external environments and then developing competitive advantages to exploit them. Successful value creation requires continuous identification of opportunities and subsequent exploitation of those opportunities in the marketplace by building a sustainable competitive advantage. Therefore, strategic entrepreneurship involves simultaneous opportunity seeking and advantage seeking behaviors.

Balance is critical for organizational success. Firms able to identify multiple opportunities but incapable of using appropriate and unique competitive advantages to exploit them become bundles of unfulfilled promise. Similarly, firms with value-creating competitive advantages lacking opportunities to apply them in the marketplace become pockets of unused capabilities. Only when firms combine effective opportunity seeking behavior with effective advantage seeking behavior can they create significant value for stakeholders, including shareholders. On the other hand, firms seeking opportunities without a strategic perspective as well as firms with strong competitive advantages but lacking an entrepreneurial perspective fail. Many firm failures are attributable to these two conditions.

Achieving Balance Through Strategic Entrepreneurship

Because it is a product of an appropriate balance between opportunity and advantage seeking behaviors, strategic entrepreneurship is the path to sustainable, value creation. Resources, entrepreneurial networks, creativity and innovation, international entrepreneurship, and strategic leadership are the interrelated components of effective strategic entrepreneurship.

Firms need resources to identify opportunities and develop competitive advantages. Integrating opportunity seeking and advantage seeking behaviors calls for firms to devote specific attention to acquiring, changing, bundling, and leveraging resources. Increasingly, relationships with customers, suppliers, and even competitors facilitate all work with resources, especially activities concerned with acquiring and leveraging resources. Creatively combining resources and relationships encourages innovation, which often provides a foundation for international entrepreneurship. Seeking opportunities in markets outside the firm’s domestic base has the additional benefit of expanding the arena in which competitive advantages can be leveraged. Opportunity and advantage seeking behavior occurs only in firms with capable strategic leaders. Strategic leaders take actions to promote simultaneous entrepreneurial actions (i.e., identifying opportunities) and strategic actions (i.e., developing competitive advantages).
Course Outline

1--Introduction to Strategic Entrepreneurship

Strategic entrepreneurship is entrepreneurial action with a strategic perspective (Hitt, Ireland, Camp & Sexton, 2001). Oriented to novelty, entrepreneurial actions are newly fashioned behaviors through which companies exploit opportunities others have not identified or exploited. Strategic actions are taken to select and implement the firm’s strategies. Thus, entrepreneurship focuses on identifying and leveraging opportunities resulting in innovation and growth while strategic management emphasizes achieving a competitive advantage (Ireland, Hitt, Camp & Sexton, 2001). Therefore, strategic entrepreneurship involves the effective integration of entrepreneurial actions and strategic actions to create wealth (sustainable income).

2. Opportunity Seeking

The essence of entrepreneurship (i.e., opportunity seeking behavior) is finding and exploiting opportunities. Being entrepreneurial requires firms to be alert to opportunities. Entrepreneurial firms (either established companies or start-up ventures) see what others do not see. They perceive opportunities (i.e., unmet needs in the market) and pursue those opportunities to meet market needs. The purpose here is to explore the opportunity-seeking phenomenon and examine actions that facilitate identification of entrepreneurial opportunities.

3. Advantage Seeking

The essence of strategic management (i.e., advantage seeking behavior) is developing and using competitive advantages. Entrepreneurial opportunities are successfully pursued when the firm develops the skills needed to either provide customers with a product at the lowest delivered cost with acceptable quality or with a product that has the most differentiated features and an acceptable cost. The firm with either skill has developed a competitive advantage over its rivals. Because all competitive advantages are subject to imitation, successful firms learn how to upgrade current advantages while exploring for new ones.

4. Resources as the Foundation for Entrepreneurial Action

To create value, entrepreneurial firms (those engaged in strategic entrepreneurship) must acquire appropriate resources as well as learn how to effectively manage them. Some of the needed resources are tangible while others are intangible. Financial capital may be the most important tangible resource for entrepreneurial firms, particularly start-up ventures. However, intangible resources such as human capital and social capital are also critical to success in firms practicing strategic entrepreneurship. Intangible resources are important because they are likely to be more valuable, unique, and difficult to imitate than are tangible resources. For example, knowledge, a critical component of human capital, contributes to the achievement of a competitive advantage. The relationships that form
the base of social capital provide access to resources (e.g., financial capital, knowledge). We explore the importance of these three types of resources (financial, human capital, and social capital) for creating value.

5. Managing the Resource Portfolio

A critical component of entrepreneurial success is having the resources necessary to identify and exploit opportunities. To do so, firms must acquire adequate financial and human capital. Furthermore, these firms must build and maintain effective social capital. We explore how they do so in this chapter. Additionally, resources cannot remain static. For example, the firm’s capabilities must be continuously under development to remain at the forefront of competition in the market. At times, some resources may have to be divested as well (i.e., layoff unneeded employees). As such, the resource portfolio is dynamic, constantly undergoing change and development.

6. Bundling and Leveraging Resources

Having valuable, unique and difficult-to-imitate resources is a necessary but insufficient condition to create value. The resources must be bundled and integrated to accomplish important tasks (i.e., formation of employee teams to work on assigned projects). These bundles of integrated resources must then be coordinated and leveraged to achieve the entrepreneurial firm’s strategic objectives. Thus how firms bundle and leverage resources to create value is examined.

7. Entrepreneurial Networks

Successful entrepreneurial firms build and maintain strong networks with external constituencies. These alliances often provide access to needed resources. Few firms, especially new ventures, have all of the resources needed to achieve and maintain a competitive advantage. Effective networks involve a set of interdependent relationships in which all parties gain value. The partners share resources. The most effective relationships are based on trust in that in the absence of trust, parties are unlikely to gain access to resources. Such relationships and trust require that alliances be carefully managed to produce social capital. The importance of networks and how they are established and managed are explored.

8. Encouraging Creativity and Creating Innovation

All firms, large and small, new and established, must be innovative in the current competitive landscape to survive and be competitive. However, to be truly innovative, creativity from the firm’s human capital is required. While incremental innovation can be useful, creating real value requires that a firm develop radical or disruptive innovations. Creativity leading to inventions, especially inventions oriented to ‘holes’ in the market or that actually create new markets, produce the most value. As a result actions are examined that firms take to enhance their creativity to create revolutionary innovations--
innovations that dramatically change markets and help firms develop the competitive advantages needed to create additional value.

9. International Entrepreneurship

Because of the available technology, new ventures are usually born international. However, even if they are not international from their inception, they are likely to compete against foreign competitors in their domestic market. As such, entrepreneurial firms must have a global mindset to develop and maintain a competitive advantage and create value. Firms can learn from operating in international markets with exposure to different cultures, technologies and ways of managing operations. Additionally, international markets provide new opportunities for firms as well as a larger market from which to more rapidly earn returns from innovations. How entrepreneurial firms pursue opportunities in international markets and by using competitive advantages is explained.

10. Strategic Leadership

Effective leadership is the last critical component of successful strategic entrepreneurship. Leaders in entrepreneurial firms must not only develop and gain commitment to a strategic vision, they must simultaneously encourage entrepreneurial activity. In so doing these leaders have to develop competencies and nourish entrepreneurial capabilities. This requires leaders to buffer and protect disruptive innovations. They must also integrate entrepreneurial activity with the firm’s strategy. Undoubtedly, these leaders must emphasize and support ethical practices, tolerating no deviations. Entrepreneurs can only be successful if they are also leaders. Thus, the components of effective strategic leadership in entrepreneurial firms is examined.

11. Creating Value Through Strategic Entrepreneurship

To conclude the course, we emphasize strategic entrepreneurship as the foundation for value creation.

Conduct of the Course

The course will be taught using a variety of methodologies. These include lectures/class discussions, case analyses and discussions, individual and group exercises, guest speakers (e.g., venture capitalists, consultants, successful entrepreneurs and entrepreneurial managers in large firms), the development and presentation of a new venture business plan. The course should be valuable to those desiring to start their own businesses and well as those interested in developing and applying an entrepreneurial mindset in managing established firms.
ADA Policy

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life Services for Students with Disabilities in Room 126 of the Koldus Building, 845-1637.
Departmental Request for a New Course  
Undergraduate + Graduate + Professional  
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Management

2. Course prefix, number and complete title of course: MGMT 638—Legal Foundations for New Ventures

3. Course description (not more than 50 words): This course covers basic legal relationships, organizational forms, issues likely to be encountered by technology developers and entrepreneurs; the American legal system, administrative law, intellectual property law, and the fundamentals of securities law. Outside legal specialists are frequent visitors to this class. This course will be offered in the Spring.

4. Prerequisite(s) None  

5. Is this a variable credit course? □ Yes □ No  
If yes, from ___________ to ___________.

6. Is this a repeatable course? □ Yes □ No  
If yes, this course may be taken ________ times.

7. Will the course be repeated within the same semester/term? □ Yes □ No

8. Has this course been taught as a 489/689? □ Yes □ No  
If yes, how many times? ___________.

9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) Certificate in entrepreneurship

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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<tbody>
<tr>
<td>MGMT</td>
<td>638</td>
<td>LEGAL FNDTN NEW VENTURE</td>
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</table>

Approval recommended by:  
Head of Department  
Date  
Chair, College Review Committee  
Date  
Dean of College  
Date  
SEP 11 2003

Submitted to Coordinating Board by:  
First Name Last Name  
Date  
Date

Director of Academic Support Services  
Date  
Effective Date

* Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.  
OAR/AS-5/02
Management 638
Legal Foundations for New Ventures

Professor: Camille E. Hailey
TAMU Office: Wehner 429A
TAMU Office #: 845-3882
Law Office #: 846-2055
E-mail: camdavi@yahoo.com
Office Hours: By appointment only


Course Nature, Scope and Content: This course will cover the basic legal principles and issues involved in the formation of a small, family owned or startup business, including: decisions on incorporation, business planning, franchising, capitalization, taxation, specific legal issues in (contracts, warranties, agency law, bankruptcy, and intellectual property), legalities surrounding the internet, employment and human resource concerns.

The course will provide legal information on the various types of businesses which can be created from sole proprietorships to corporations to limited liability companies. The course will also explore property law questions such as whether to rent or buy an office space and how to deal with complex commercial leases. It will explore different ways to capitalize a business and the multiple forms of taxation on small, family owned and startup businesses. It will also explore issues concerning employment such as required notices, duties of employers to employees, confidentiality agreements, labor and consumer laws affecting small, family owned and startup businesses, as well as risk management concerns from worker’s compensation insurance to outsourcing. Finally, the course will address complex issues surrounding the protection of intellectual property through trade secrets, copyrighting and patents, and problems areas with selling products and services through the internet.

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<tbody>
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<td></td>
<td>30%</td>
</tr>
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<td>Paper on business entity selection</td>
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</tr>
<tr>
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<td>Class discussions briefs and group work</td>
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The following grade ranges apply:

- 90-100 = A
- 80-89  = B
- 70-79  = C
- 60-69  = D
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I reserve the right to apply relative grading standards (i.e. a 79.9 is not automatically rounded up to the next highest letter grade. There is no guarantee that there will be any upward curve on any examination or in computing final grades.)
You are required to take examinations as scheduled. Absence will be excused and an opportunity to take a make-up exam given, **ONLY** for participation in an authorized University activity or for a University approved reason (i.e. confinement due to illness, death in your immediate family, participation in legal proceeding that require your presence, etc.) If you must miss an examination for one of the above reasons, you must notify me **at least ONE DAY BEFORE the examination, no later the 5:00 p.m. at 846-2055**, and provide evidence of your university excused absence **within one week of missed exam**. If you do **not** have a University excused reason for missing an examination, you may receive a zero on that examination. If you are entitled to a make-up exam, it is your responsibility to meet with me to arrange a time and place for the make-up exam.

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**Additional Requirement for 638 Students.** Each graduate student enrolled in 638 shall also be required, as a part of their participation grade, to prepare a Case Brief on 5 cases of their choice from the cases listed in the Copy Corner packet.

Case briefs must include the following information:

1. the facts of the case;
2. the issue(s) or question(s) presented to the court;
3. the court’s holding; and
4. the court’s reasoning for its holding.

These are called “briefs” because they should be a *brief* summary of the case. For example, only recite the facts that are important to the court’s decision instead of giving a complete factual history. However, points will not be given briefs that do not contain the above information. **THE BRIEFS SHOULD BE DONE PRIOR TO CLASS - NOT DURING CLASS.**
**Office Visits:** I do not believe my job ends in the classroom. My office door is open for you to visit and discuss anything with me, class-related or not. **Exception:** As a general rule, I do **not** give free legal advice!!

**Course Schedule:** Attached is an approximate course schedule containing a list of the chapters covered on approximate dates and approximate exam dates. The exact date of the examinations will be announced in class at least one class period prior to the examination date. **DO NOT** rely on this schedule to determine the exact examination dates.

**Copyrights:** The handouts used in this course are copyrighted. By “handouts”, I mean all materials generated for this class, which include but are not limited to syllabi, exams, in-class materials, review sheets, and outlines. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

**Plagiarism:** As commonly defined, plagiarism consists of passing off as one’s own, the ideas, words, writing, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person.

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<td>PROJECTS ARE DUE</td>
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<td>Class 15</td>
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<td>Cases</td>
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<td>Class 26</td>
<td>Real Property/Landlord/Tenant Law</td>
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<td>Class 27</td>
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<tr>
<td>Class 28</td>
<td>Review for Final Exam</td>
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</table>

*All dates and order of chapters are subject to change.
Departmental Request for a New Course
Undergraduate ✦ Graduate ✦ Professional
Submit original form and 25 copies. Attach a course syllabus to each.*

1. This course is submitted by the Department of Management

2. Course prefix, number and complete title of course: MGMT 647—Law for Small and Family Owned Businesses

3. Course description (not more than 50 words): This course will cover the basic legal principles and issues involved in the formation of a small, family owned or startup business, including: decisions on incorporation, business planning, franchising, capitalization, taxation, specific legal issues in (contracts, warranties, agency law, bankruptcy, and intellectual property), legalities surrounding the internet, employment and human resource concerns.

4. Prerequisite(s) None

5. Is this a variable credit course? □ Yes ✔ No
   If yes, from ________ to ________

6. Is this a repeatable course? □ Yes ✔ No
   Will the course be repeated within the same semester/term? □ Yes □ No
   If yes, this course may be taken ________ times.

7. Has this course been taught as a 489/689? ✔ Yes □ No
   If yes, how many times? 2
   Indicate the number of students enrolled for each academic period it was taught. 03A-4; 03C-20

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

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   any graduate degree program

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10. Approval recommended by:

    Head of Department

    Date

    Head of Department (if cross-listed course)

    Date

    Submitted to Coordinating Board by:

    Director of Academic Support Services

    Date

    Effective Date

*Attach syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/02
Management 647
Law for Small/Family Owned Businesses

Professor: Camille E. Hailey
TAMU Office: Wehner 429A
TAMU Office #: 845-3882
Law Office #: 846-2055
E-mail: camdavi@yahoo.com
Office Hours: By appointment only


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<tr>
<td>Class 26</td>
<td>Real Property/Landlord/Tenant Law</td>
<td>Lecture, Cases</td>
</tr>
<tr>
<td>Class 27</td>
<td>Real Property/Landlord/Tenant Law</td>
<td>Lecture, Cases</td>
</tr>
<tr>
<td>Class 28</td>
<td>Review for Final Exam</td>
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*All dates and order of chapters are subject to change.*
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

Submit original form and 25 copies. Attach a course syllabus to each.*

1. This request is submitted by the Department of [Rangeland Ecology and Management]

2. Course prefix, number and complete title: RLEM 640 Wetland Delineation

3. Course description (not more than 50 words): Covers the application of the 1987 Wetland Delineation Manual in use by the Army Corps of Engineers (CORPS); students will learn field indicators of hydrophytic vegetation, hydric soils, wetland hydrology, methods for making jurisdictional determinations in non-disturbed and disturbed areas, recognition of problem wetlands and technical guidelines for wetlands.

4. Prerequisite(s), Graduate classification or approval of instructor: Cross-listed with [Courses require the signatures of both department heads.]

5. Is this a variable credit course? ☐ Yes ☑ No  If yes, from ______ to ______.

6. Is this a repeatable course? ☐ Yes ☑ No  If yes, this course may be taken ______ times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No  If yes, how many times? _____ Indicate the number of students enrolled for each academic period it was taught. 03A - 15

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)

   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)

M.S., Ph.D. in RLEM, RENR, AGRO, BESC, GEOG, FORS, LAND, NRDY, SOSC, WFSC

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix   Course #   Title (exclude punctuation)  
     RLEM  640  WETLAND  DELINEATION  

<table>
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<tr>
<th>Lect</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Code</th>
<th>Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</table>

Do not complete shaded area.

Approval recommended by:  
[Signature] 6.22.03  
Chair College Review Committee  
[Signature] 7.30.03

Head of Department  Date  
Dean of College  Date  

Submitted to Coordinating Board by:  
[Signature]  
Dean of College  Date

Director of Academic Support Services  Date  Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
RLEM 640

Wetland Delineation

Instructors: Stephan Hatch
Director
S.M. Tracy Herbarium
2126 TAMU
979-845-4328
s-hatch@tamu.edu

Robert Knight
Associate Dept. Head
Rangeland Ecology & Mgt.
2126 TAMU
979-845-5557
bob-knight@tamu.edu

Dale Kruse
Curator
S.M. Tracy Herbarium
2126 TAMU
979-845-4328
dakruse@tamu.edu

Course Description: This course covers the application of the 1987 Wetland Delineation Manual in use by the Army Corps of Engineers ( Corps ). Participants will learn the field indicators of hydrophytic vegetation, hydric soils, wetland hydrology, methods for making jurisdictional determinations in non-disturbed and disturbed areas, recognition of problem wetlands and technical guidelines for wetlands; and site identification of wetlands plants.

Course Objective: To have the participant to become proficient in basic wetland delineation including recognizing basic wetland vegetation, soils and hydrology.

Expectations: Students will be expected to attend all class sessions. Successful completion of the course will require students to be working on the plant collection and studying an additional 4-6 hours each day outside of the 7 am to 5 pm daily schedule. Total class and outside time will be about 70 hours from 8:00 am on the first day until 3:00 pm on day five. Personal appointments and business should be taken care of prior to the week of class.

Required Text: Required readings and notes will be on sale at the TAMU Copy Center (behind the bus stop café). Must be purchased prior to the first day of class.

Other required items: NO FLIP-FLOPS in the field!! If you show up in flip-flops you will not be allowed in the field, rubber boots or old tennis shoes for going into water or muddy areas, Long pants for walking through briars and poison ivy, sun screen, Insect repellent, water bottle for drinking and wetting soils for color and texture determinations, field notebook for keeping notes in about the sites and collected plants, knife (old) for trimming soil profiles, backpack to put everything in, plant press with ~30 cardboards (plant presses and straps are available from the Range Club for $15 - see Dr. Knight, cardboards are available through Dr. Hatch for about $0.45 per sheet), plastic garbage bags to put plants in before they are pressed, pencils for field work, 1 inch or larger - 3 ring binder for notes.
Time: May 24-28, 2004

Room: ANIN 317 and ANIN 103B

Grading: Final Exam 150 points (28%)
Field Delineations 120 points (22%) (2@15 Tues, 2@20 Wed, 2@25 Thurs)
Final Delineation 120 points (22%) (3@40 Fri)
Plant Collection 150 points (28%)
20 plants – 2 samples of each species; collect from obligate and facultative-wet (facw, faw-, facw+) on the list provided. Choose plants in consultation with instructor.

Graded on
- Quality of specimen
- Label
- Field Book
- Total points per plant

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Building. The phone number is 845-1637
### Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 - 8:20</td>
<td>Introduction and Course Objectives - Hatch, Knight, Kruse</td>
</tr>
<tr>
<td>8:20 - 8:30</td>
<td>Safety Briefing - Kruse</td>
</tr>
<tr>
<td>8:30 - 9:15</td>
<td>Pre-test and Break - Kruse</td>
</tr>
<tr>
<td>9:15 - 10:25</td>
<td>Federal Regulatory Jurisdiction - Knight</td>
</tr>
<tr>
<td>10:25 - 10:30</td>
<td>Break</td>
</tr>
<tr>
<td>10:30 - 11:15</td>
<td>1987 Federal Manual, Background, Purpose, and Scope - Knight</td>
</tr>
<tr>
<td>11:15 - 11:45</td>
<td>Technical Guidelines – Kruse</td>
</tr>
<tr>
<td>11:45 - 12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 - 2:05</td>
<td>Hydrophytic Vegetation - Hatch</td>
</tr>
<tr>
<td>2:05 - 2:20</td>
<td>Break</td>
</tr>
<tr>
<td>2:20 - 4:20</td>
<td>Wetland Hydrology - Knight</td>
</tr>
<tr>
<td>4:20 - 5:00</td>
<td>Hydric Soils - Knight</td>
</tr>
<tr>
<td>5:00 - 5:30</td>
<td>Preparing a determination sheet - Kruse</td>
</tr>
<tr>
<td>5:30</td>
<td>Adjourn for the Dinner</td>
</tr>
<tr>
<td>7:00 - 8:00</td>
<td>Plant collecting, pressing, label, and field book - Hatch</td>
</tr>
<tr>
<td>8:00 - 9:00</td>
<td>Cyperaceae and Juncaceae genera characteristics - Hatch</td>
</tr>
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</table>

### Day 2 – Tuesday, May 20

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 - 11:00</td>
<td>Field Exercise - soil, vegetation, hydrology examples; wetland delineation</td>
</tr>
<tr>
<td>11:00 - 12:00</td>
<td>Work on pressing plants, preparing labels, and reviewing notes</td>
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<tr>
<td>12:00 - 1:00</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 - 2:00</td>
<td>Hydric Soils (continued)</td>
</tr>
<tr>
<td>2:00 - 2:30</td>
<td>Use of Soil Surveys - Knight</td>
</tr>
<tr>
<td>2:30 - 3:15</td>
<td>Soil Color - Knight</td>
</tr>
<tr>
<td>3:15 - 3:30</td>
<td>Break</td>
</tr>
<tr>
<td>3:30 - 4:30</td>
<td>Routine Methods (site less than five acres) - Kruse</td>
</tr>
<tr>
<td>4:30 - 5:30</td>
<td>Plant pressing, labels and field book</td>
</tr>
<tr>
<td>5:30</td>
<td>Adjourn for Dinner</td>
</tr>
<tr>
<td>7:00 - 9:00</td>
<td>Work on plant collections and review for test</td>
</tr>
</tbody>
</table>
RLEM 640
Spring 2004
Lecture and Laboratory Schedule (continued)

Day 3 – Wednesday, May 21

7:00 - 11:00   Field Exercise - wetland determinations
11:00 - 12:00  Work on pressing plants, preparing labels, and reviewing notes
12:00 - 1:00   Lunch
1:00 - 2:15    Soil Taxonomy - Knight
2:15 - 3:15    Routine Methods (sites greater than five acres) - Kruse
3:15 - 5:00    Work on plant collections
5:00           Adjourn for Dinner
7:00 - 9:00    Work on plant collections and review for test

Day 4 – Thursday, May 22

7:00 - 11:00   Field Exercise - wetland determinations and delineation (> 5 ac method)
11:00 - 12:00  Work on pressing plants, preparing labels, and reviewing notes
12:00 - 1:00   Lunch
1:00           Plant Collections Due
1:00 - 2:00    Comprehensive Methods - Kruse
2:00 - 3:30    Atypical (Disturbed) Areas - Kruse
3:30 - 3:45    Break
3:45 - 5:00    Problem Areas - Kruse
5:00           Adjourn for the Dinner
7:00 - 9:00    Review for test

Day 5 – Friday, May 23

7:00 - 11:00   Field Quiz
11:00 - 12:30  Lunch and Study for Test
12:30 - 1:30   Final Test
2:00 - 2:30    Review of Test
2:30 - 2:45    Professionalism and ethics in the environmental field – Hatch, Knight
2:45 - 2:55    Course Evaluations
2:55 - 3:00    Presentation of Certificates of Completion - ALL
3:00           Adjourn Class
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 25 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of [Educational Psychology]

2. Course prefix, number and complete title: SEFB 683 Field Practicum in

3. Course description (not more than 50 words): Faculty supervised experience in professional employment settings special education. May be repeated for credit.

4. Prerequisite(s): Approval of instructor and department head. Cross-listed with

5. Is this a variable credit course? ☐ Yes ☑ No If yes, from 1 to 15.

6. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken 5 times. Will the course be repeated within the same semester/term? ☐ Yes ☑ No

7. Has this course been taught as a 489/689? ☐ Yes ☑ No If yes, how many times? Indicate the number of students enrolled for each academic period it was taught.

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Master of Education in Educational Psychology, Special Education emphasis
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Graduate students

9. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.

10. Prefix | Course # | Title (exclude punctuation)
      SEFB 683 | FIELD PRACTICUM

      Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
      0 | 0 | 3 | 01 13 10 01 00 04 | 08 20 03 | 04 | 01 03 6 6

   Do not complete shaded area.

Approval recommended by:

Head of Department
Date

Chair, College Review Committee
Date

Head of Department (if cross-listed course)
Date

Dean of College
Date

Submitted to Coordinating Board by:

Dean of College
Date

Director of Academic Support Services
Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
Course Description
(3 credit hours) Faculty supervised experience in a professional practice setting at the secondary level. Students will be involved in transition planning activities for students with disabilities.

Competency Goal Statements
Field Practicum experiences will vary, depending upon the site and clientele, but at minimum each student should be provided with experience to carry out the following tasks:

1. Determine appropriate time to begin transition planning based on student’s disability and IEP goals/objectives.
2. Determine the appropriate school and agency personnel to be involved in transition planning.
3. Schedule a transition planning meeting.
4. Select appropriate formal and informal vocational/career assessments, and collect other relevant information to support transition activities.
5. Meet with student and parents to obtain their input on transition planning issues.
6. Plan a timetable, required tasks, list of responsibilities, and list of involved persons to cover the entire transition process from school to work.
7. Develop plans for the development of self-advocacy and self-determination skills for students with disabilities.
8. Identify, based on the vocational assessments and information gathering: Unique Individual Needs, Goals for Major Life Activities, Goal assessment methods, Supports and Services to be provided. Also identify additional data needs. This should all be accomplished with the input and assistance of the student and his or her family
9. Create a draft ITP, with prior input from parents and student.
10. Conduct Transition Planning meeting which results in a completed, approved and useful ITP.
11. Create necessary goal monitoring instruments, and ensure adequate training by the person(s) named to carry out the goal monitoring.

Required Readings


Course Packet (available at Evans Library).

Statement Regarding Class Handouts

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

As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Course Expectations

The field practicum for Transition Specialists provides the opportunity for students to apply knowledge and skills learned in the program in a terminal competency. During this practicum, students will complete at least three cases,