The University Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ARTS 203. Graphic Design I.** (2-3). Credit 3. Introduction to graphic design visual principles; composition and their application for printed and digital media. Prerequisites: ARTS 103 and 111.

   **ARTS 304. Graphic Design II.** (2-4). Credit 3. Continuation of ARTS 203; concepts in advanced graphics as a tool for design solutions for publication and promotion; emphasis on creative thinking over technology. Prerequisites: ARTS 203; junior or senior classification.

   **KINE 336. Diversity in Sport Organizations.** (3-0). Credit 3. Examine an encompassing perspective of diversity within North American and international sport organizations. Prerequisite: Junior or senior classification.

   **KINE 482. Seminar.** (1-0). Credit 1. Acquaint students with current research and the research process in their chosen field of study (kinesiology). Prerequisites: Admission to professional phase of program or approval of instructor; junior or senior classification.

2. **Withdrawal of Courses**

   **INFO 316. Business Programming with COBOL.**

   **INFO 318. Business Programming with C.**

   **INFO 321. Business Object Oriented Programming.**

3. **Changes in Courses**

   **BIOL 113. Introductory Biology.**

   **Course description**
   From: Survey of contemporary biology that covers the chemical basis of life, structure and biology of the cell, molecular biology and genetics. The corresponding laboratory course, BIOL 123, provides practical experience and reinforcement of the topics discussed in BIOL 113.

   To: One-semester survey of basic biological principles, including chemical basis of life, cell biology, bioenergetics, genetics, evolution, anatomy and physiology, reproduction and development, and interaction with the environment. Not suitable for students who plan to take additional courses in the Biology Department. BIOL 123 is the corresponding laboratory course.
BIOL 123. Introductory Biology Laboratory.

Course description
From: Laboratory study of topics covered in BIOL 113; experimental techniques, cell biology, metabolism, DNA and genetics. Prerequisite: BIOL 113 or concurrent enrollment.
To: One-semester course for non-majors; covers the basic biological principles; includes cell biology, genetics, evolution, biodiversity and anatomy and physiology.

INFO 465. Information Technology for Supply Chain.

Prerequisite
From: INFO 340.
To: Information and operations management majors only or approval of instructor; junior or senior classification.

KINE 315. Elementary Physical Activities.

Prefix
From: TEFB 315.
To: KNFB 315.

KINE 416. Middle and Secondary School Physical Activities.

Prefix
From: TEFB 416.
To: KNFB 416.

TEFB 429. Supervised Student Teaching.

Prefix and Number
From: TEFB 429.
To: KNFB 450.
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 Architecture

2. Course prefix, number and complete title of course: ARTS 203, Graphic Design I

3. Course description (not more than 50 words): Introduction to graphic design visual principles; composition and their application and execution for printed and digital media.

4. Prerequisite(s) ARTS 103, ARTS 111 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.

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? __________

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

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)

   Elective in ENDS; upper level elective in visualization track.

10. 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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<th>Prefix</th>
<th>Course #</th>
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Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date

Effective Date
ARTS 203 has been designed to give students a basic knowledge of graphics as it is used in the field of printed communications. Because we live in the most prolific visual culture in history, it is critical to understand how to navigate through it and to be able to choose what works and what doesn't work and why. Therefore, ARTS 203 combines both the theoretical and practical approaches to graphic design through lectures, critiques and hands-on experience in the lab.

Students will become familiarized with the basics of design, layout, typography and printing processes in order to better understand what the area of visual communications is all about. While the computer will be used in this course as a tool, this is NOT a computer class. Students will be expected to spend as much outside time as needed to become familiarized with the programs used to complete class projects. More specifically, students may attain the following as a result of the semester's study:

- the ability to develop a sense of "seeing" and not merely "looking"
- a knowledge of the terminology used in typography, design and printing in order to converse "intelligently" with typesetters, printers, graphic designers, etc.
- a knowledge and ability to use the basic principles of design, elements of design and gestalt principles to execute layouts
- a working knowledge of various programs used in "desktop publishing" on the Macintosh computer
- the ability to use typography to get the message across: how to choose the "right" typeface, type size, leading, line length for copy
- the ability to choose, crop, scale and mark photos and illustrations for printing
- the ability to use color functionally in printed communication
- the ability to select appropriate kinds of paper, as well as printing, binding and finishing operations for various jobs

INSTRUCTOR
Donna Hajash, 845-5573
Room 221 E Reed McDonald

OFFICE HOURS
T-Th 1-3 p.m.

LECTURE
MW 9:10-10 a.m., Room 301 RDMC

LAB
Room 002 RDMC
Labs are open:
Mon.-Fri., 8:00 am - 9:00pm
Labs are not open on weekends.

TEXT
The Non-Designer's Design Book by Robin Williams

"People who don't think verbally don't think visually either. Designers who are truly visual know that words are not just things to be seen, they are things to see with."

RALPH CAPLAN, author, BY DESIGN
LECTURES
Students are expected to attend every class session and to be attentive and respectful listeners during the lectures, videos, discussions, etc. Class members are encouraged to participate during the lecture period by asking questions, contributing his/her own thoughts and ideas from the readings or by bringing in examples that might relate to discussions. Excessive absences may prevent students from mastering the course objectives and this can be apparent in the quality of the assignments turned in. A seating chart will enable me to take note of those students missing class. Any notes, assignments or handouts missed due to absence are the students' responsibility and copies must be obtained from reliable fellow classmates. They will not be available from your instructor. The course will use the text book and class notes booklet (available next door in the Graphics Arts Center) as a supplement to the lectures. Chapters dealing with the days lecture material will be assigned and should be read before class.

EXAMS
There will be three exams during the course of the semester, each being worth a possible 100 pts. The 3rd exam may be comprehensive and include information from the entire session. The exams may consist of short answer, multiple choice, true & false or essay questions taken from lectures and/or handouts in class and lab. The exams will also include material from the text as well as material from the outside readings. They may also include questions about the computer programs covered. Make-up exams or assignments will be handled in accordance with university policy on excused absences. These must be arranged within the week following the original exam. Contact your instructor as soon as you know you will not be in attendance for the exam.

LABS
Lab time will be used to incorporate knowledge acquired in readings, lectures and discussions into various projects. It may also be used for demonstrations, computer exercises, explanation of techniques and critiques and should not be missed. The labs will NOT meet formally each time but a list of scheduled labs will be given to you. These may change according to changes in lecture topics. Other labs will be open labs. Utilize open lab time to better acquaint yourself with the programs used in this class. As projects are assigned, you may find these are good times to meet with team partners to discuss project ideas. Again, students are responsible for obtaining anything missed by absence from reliable classmates.

Mounting and finishing stages of projects should be done ONLY on the light tables or drafting table located in the computer room. Do not use the computer tables for this work.

COMPUTERS & COMPUTER DISKS
Keep computer zip disks in a protective case. Label them so that you know what is on each disk.
Be responsible users of the computers. Keep all foods and drinks out of the computer labs!

"To live a creative life, we must lose our fear of being wrong."

JOSEPH CHILTON PEARCE
PROJECTS
There will be two kinds of projects done in this class; individual projects and team projects done in groups of 3 or 4 students. As you will find once you leave school, most of your work will be done in groups where you will interact with others. These projects will help you begin this kind of work. In each of the group projects you will have the opportunity to evaluate your fellow team members. You are expected to pull your weight as a team member and evaluate each other honestly. These evaluations will be used when the instructor grades each member of the team.

The semester's projects may include any of the following:
- identity system
- advertisement
- shopping bag, label, or package design
- brochure
- magazine spread/covers

Specific instructions for each of the projects will be on individual handouts passed out during the semester.

The ability to critique and accept constructive criticism is an important part of this class. It is impossible to function as a designer without being able to do both these things. Remember to utilize the critiquing process while you are working on a project not only when you have finished. Feel free to consult with your instructor to choose the most appropriate design for concentration of your efforts.

Please keep in mind that grades given for projects are not based upon the amount of TIME you spend on a project! This is important to remember as it may take you longer than another person to produce a piece while your grade may be lower or vice versa. Craftsmanship as well as creativity will always be major considerations. Keep this in mind!!

You may not use a project that you have or will use for another class to satisfy the project requirements for this class.

Your projects will be returned with an evaluation form attached to it along with the points you receive. If you have questions about a project either while you are working on it or after it is returned, please see your instructor. This should be done within a week of receiving the graded project.

IMPORTANT AND SERIOUS NOTE ABOUT TEAM PROJECTS: ALL STUDENTS IN A GROUP MUST PULL EQUAL WEIGHT. IF ONE OR MORE MEMBERS OF A GROUP DO NOT PARTICIPATE TO THEIR FULLEST, THEY MAY BE FIRED FROM THE GROUP AND WILL RECEIVE AN "F" GRADE FOR THE PROJECT.

LATE ASSIGNMENTS/PROJECTS
Late work will be accepted only in accordance with university policy. Generally, the minor projects will not be accepted late except on excused, documented grounds. You will receive a zero if it is not turned in on time. The major projects will be lowered 10% (ONE LETTER GRADE) for each day they are late. They will begin to be late immediately after the deadline time! There will be no extra credit projects given.

"And for those who think all these technological wonders will do all their work for them, forget it. Computers are just tools. They don't replace taste, judgment, initiative, creativity. They can set words or graphics but can't think them. As Hamlet said, "Words without thoughts never to heaven go."

EDWARD M. GOTTSCALL
SUPPLEMENTAL READINGS

Outside readings may be assigned during the semester. These readings will be available on reserve in TRC (Technical Resource Center), Langford Architecture Center. Students are not only encouraged but expected to develop creative ideas by looking at the various design periodicals listed in the class bibliography.

You will be given the opportunity to subscribe to either or both Print ($28.60) or How ($27) magazine at a greatly reduced student discount. Both of these magazines are on your reading list and are full of great ideas, tips, etc. for the graphic designer. They are found in studios all over the world. I will announce a deadline and send in the subscriptions all together.

CLASS GRADE

Your grade in this class is based on the cumulative points you earn throughout the semester. Approximately half of the total points are given for your exams and half for projects. I feel this gives no one an unfair advantage.

Student's final grade in ARTS 203 will be based on the following point accumulation:

- 100 Exam 1
- 100 Exam 2
- 100 Exam 3
- 200 four major projects @ 50 pts. each
- 100 one major project @ 100 pts.
- 600 TOTAL POINTS

A = 540-600
B = 480-539
C = 420-479
D = 360-418
F = below 360

COSTS

Students must provide:

1. course notes packet from TAMU Printing Center
2. a 1". 3 ring binder; Razor point black felt tip pen
3. glue stick
4. colored pencils
5. one X-acto knife (#1
6. Crescent board to be used for projects (preferably hot press)
7. textbook
8. Zip disk (MAC formatted)
9. copying expenses for some projects

Many of these tools and equipment are available at the TAMU bookstore, The Drawing Board (next to the Farm Patch on College Ave.) Hobby Lobby or any of the office supply stores. Please inscribe your name on your tools with either a permanent marker or an etching tool.

"Seeing is more than just looking. It involves increasing your visual flexibility...unblocking stereotypes...refreshing your attention ... noticing patterns ... becoming aware of movement and space."

quote from VISIBILITY by Kristina Hooper Woolsey
IMPORTANT INFORMATION

I. The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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.

II. 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 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."

III. Aggie Honor Code "An Aggie does not lie, cheat, steal or tolerate those that do."

Upon accepting admission to Texas A&M University, a student automatically assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not excuse any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

"On my honor, as an Aggie, I have neither given or received unauthorized aid on this academic work."

"Why Design? It's simple. We're in a vicious fistfight for people's eyeballs."

DAVID FOWLER, former creative director Tracy Locke Advertising
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 Architecture

2. Course prefix, number and complete title of course: ARTS 304, Graphic Design II

3. Course description (not more than 50 words): Continuation of ARTS 203, Graphic Design I; concepts in
Advanced graphics as a tool for design solutions for publication and promotion; emphasis on creative thinking
Over technology.

4. Prerequisite(s) ARTS 203 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)
      Elective in ENDS; upper level elective in visualization track

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)
    ARTS 304  GRAPHICS II

    Lect.  Lab  SCH  Subject Matter Content Code
    0 2 0 4 0 3

    Admin. Unit  Academic Year  FICE Code
    0 1 0 3 6 6

Approval recommended by:
Head of Department  Date

Ch. Coll. Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:
Dean of College  Date

Director of Academic Support Services  Date

Effective Date
ARTS 304 GRAPHICS II

Instructor: Donna Hajash  
OFFICE: 217 Reed McDonald Bldg.  
PHONE: 845-5373, E-MAIL: d-hajash@tamu.edu  
OFFICE HOURS: TR 1-3 p.m., and by appointment

Why This Course? The goal of this course is to help you further develop your ability as a visual communicator, capable of creating visually dramatic design solutions. It should help you develop and master the basic conceptual thinking, visual, and technical skills that distinguish graphic designers from desktop technicians. Focus will be on publication and promotional design with the emphasis on creative thinking over technology. This is a course for the serious creative person: the pace will be demanding. Through completion of class projects you will build a portfolio of materials showing the breadth of your abilities and the quality of your work.

Prerequisite: ARTS 203 or approval of instructor. Also encouraged is a familiarity with Adobe InDesign, Photoshop and Illustrator.

Texts/Readings: Required: Robin Williams Design Workshop by Robin Williams; Visual Quickstart Guides: InDesign 2 for Windows and Macintosh, Photoshop 7 for Windows and Macintosh, and Illustrator 10 for Windows and Macintosh (all published by Peachpit Press). Also recommended is frequent referral to Print, Communication Arts and How magazines which can be found at Evans Library, purchased at local bookstores, or subscribed to at student discounts. In addition, there will be readings on reserve in the Journalism Reading Room.

Attendance/Punctuality: Punctual attendance is expected at all class sessions. You are encouraged to participate by asking questions, contributing your own thoughts and ideas and bringing examples that might relate to discussions.

Design Projects: The most important aspect of this course will be the creation of comprehensive layouts reflecting your application of design and journalism principles. Each layout assignment will also require a brief outline detailing your strategy and justification of your design solution. The rationale you present should be based on facts—go to the library, talk to experts, study design trends, etc. A grade based on the standards of professionalism described below will be assigned to your work. Critiquing of projects will be done in class.

Portfolio: You will assemble all the projects from this class into both a CD and traditional portfolio. This will be the final project for this class. Your portfolio will hopefully provide you with a foundation which, with your own improvements, can help you get an internship or job. Your portfolio is not just a scrapbook of what you've done over the semester but should represent still another opportunity to rethink, and improve your creative efforts. Your portfolio will include your resume as well as your specific projects. Your portfolio will be judged on the quality of the work as well as how intelligently and attractively you have put your "book" together.
Grading: Projects will be graded using grade levels with plus or minus. Each project will have the same value. You will have the opportunity of re-dos on your projects—this is the work you will submit in your portfolio. Your week-to-week projects and will account for 60% of your final grade, your book 40%. Please keep in mind that grades given for projects are not based upon the amount of time you spend on a project. Craftsmanship as well as creativity will always be major considerations.

Professional Quality Work. Outstanding in both technique and content. Exceptional creativity. All objectives surpassed.
A+ 98-100
A  94-97
A- 90-93

Good or Better than Average Work. Competent technique and effective content. Most objectives surpassed and creativity apparent.
B+ 87-89
B  84-86
B- 80-83

Average Work. Technique is just acceptable with objectives just barely met. Presentation lacks imagination. Technical problems apparent.
C+ 77-79
C  74-76
C- 70-73

Below average work. A single or combination of problems with technique and/or content. Some objectives not met, others just barely acceptable. Layout needs major revision.
D+ 67-69
D  64-66
D- 60-63

Un-publishable. Major problems with technique, content, creativity. Many objectives not met.
F    59 and below.

Deadlines: All course work is expected to be completed by assigned deadlines. If you should miss a deadline, you will be penalized a full letter grade. Getting work on time is critical.

Supplies: Zip Disk (100MB formatted for Macintosh)
CD disk
14x18 Portfolio (available at The Drawing Board/College Ave.)
Other art and photographic supplies as needed
Copying expenses

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"On my honor, as an Aggie, I have neither given or received unauthorized aid on this academic work."
TENTATIVE SCHEDULE:

Week 1
Course introduction. Discussion of syllabus and schedule.
Writing your résumé. Nameplate design.

Week 2
Explanation of lab equipment/procedures.
Retail Design. Strategy.

Week 3
Retail Design. Visual Identity.

Week 4
Retail Design. Menu and bag design.

Week 5

Week 6
Promotional Design. Invitation.

Week 7
Promotional Design. Poster.

Week 8

Week 9
SPRING BREAK

Week 10
Publication Design. Front/Back Pages.

Week 11
Publication Design. Informational Graphic and Inside Pages.

Week 12
Design for the New Media.

Week 13
Design for New Media.

Week 14
Work on Portfolio.

Week 15
Presentation of Portfolio.
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 ____________

2. Course prefix, number and complete title of course: ____________

3. Course description (not more than 50 words): ____________

4. Prerequisite(s) ____________

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?

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 the departments. Attach approval letters.

10. Prefix Course # Title (exclude punctuation)
    ____________ ____________ ____________ ____________

    KINE 336 DIVERSITY IN SPORT ORGS

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

    Approval recommended by: ____________

    Head of Department Date 9/24/04

    Chair, College Review Committee Date 11/10/04

    Head of Department (if cross-listed course) Date

    Dean of College Date 11/10/04

    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 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
Texas A&M University
KINE 336: Diversity in Sport Organizations
Fall 2005

General Course Information:
George B. Cunningham, PhD
204 GRW
458-8006
gbcunningham@hlkn.tamu.edu
Office Hours: TR 8-10
Class Meeting Time: TBA
Class Location: TBA

Required Reading Packet:
The following is required reading for the course:


Prerequisite: Junior or senior level classification

Course Scope and Rationale:
As the population has grown more diverse, so too have organizations and the persons working within them. As a result, diversity is an important issue within all organizations, including those related to sport and physical activity. Therefore, this course will examine an encompassing perspective of diversity within North American and international sport organizations. This includes (a) a definition of diversity, (b) different approaches to understanding diversity, (c) the effects of categorical, relational, and compositional diversity, (d) theoretical underpinnings needed to understand diversity’s effects, (e) laws governing diversity in the workplace, (f) demographic and cultural diversity in the international arena, and (f) strategies for managing diversity.

Course Objectives:
As a result of this course, students should be able to:

1. provide a definition of diversity encompassing of the various facets of the topic
2. differentiate between the various manners of examining diversity
3. understand the cases for and against diversity in the workplace
4. provide evidence of the health benefits of diversity
5. discuss the categorical effects of ethnicity, gender, sexual orientation, class, age, disability, and obesity, as they relate to diversity in the workplace
6. understand and be able to discuss the positive and negative effects of compositional diversity and relational dissimilarity
7. provide evidence of an understanding of the theoretical underpinnings related to compositional diversity and relational dissimilarity
8. have a working knowledge of laws that govern diversity in the workplace
9. discuss the influence of diversity in organizations outside North American and describe the importance of international and cultural awareness of differences
10. discuss strategies for managing diversity, both at the group and organizational level
11. understand the impact of organizational leadership style and behavior in creating and sustaining a diverse workforce

Course Policies and Expectations
1. Any work missed due to an absence MAY NOT BE MADE UP. The only exception to this policy is written documentation of a situation that absolutely prohibits you from attending class.
2. You are expected to attend class, be prepared, and actively participate in class discussions.
3. Any work handed in late will receive a 50% deduction in the assigned grade. Turning in assignments late is not acceptable.
4. You are expected to exhibit professionalism in all class presentations and written assignments.
5. “Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.” All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.

The work that you hand in is expected to be original and from you. There is no tolerance for persons who plagiarize and/or cheat. Students will be expected to sign a form indicating that they have read the Texas A&M University Student Rights and the Aggie Honor Code, understand what plagiarism is, and understand the consequences of plagiarism. Cheating and plagiarism represent serious academic offenses and, left unchecked, serve to threaten the integrity of the course, department, and university. Therefore, any act of cheating or plagiarism will result in dismissal from the course. Per university guidelines, the student(s) will be reported to the Aggie Honor Council.

ADA 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 Cane Hall, or call 845-1637.
Point Structure:

<table>
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<tr>
<td>Exam 2</td>
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<td><strong>Total Points</strong></td>
<td><strong>330</strong></td>
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Grading Structure:
90-100% A
80-89% B
70-79% C
60-69% D
≤ 59% F

Assignments:

Exams. Three exams will be held throughout the semester. The first exam (100 points) covers material from Week 1-3. The second exam (100 points) covers material found in weeks 4-8. The final exam (120 points) covers material found in weeks 9-14. Exam questions will be true-false, multiple choice, and short-answer.

Class Schedule

Week 1: Syllabus, Course Overview; Definitions of Diversity  
SR Ch. 1; TG Ch. 1

Week 2: Diversity: Arguments For and Against  
SR Ch. 2

Week 3: Implications of Diversity; Ways of Studying Diversity  
SR Ch. 6; TG Ch. 2

Exam 1

Week 4: Discrimination; Aversive Racism in Sport Organizations

Week 5: Race and Ethnicity in Sport Organizations  
SR Ch. 8

Week 6: Gender in Sport Organizations  
SR Ch. 7

Week 7: Sexual Orientation of Sport Organization Employees  
SR Ch. 10

Week 8: Class Issues, Age, Disability, and Obesity in Sport Organizations  
SR Ch. 9, Ch. 11

Exam 2
Week 9: Relational Diversity in Sport Organizations
        TG Ch. 3 - 6
Week 10: Compositional Diversity in Sport Organizations
        TG Ch. 7, Ch. 9
Week 11: Diversity in the International Arena of Sport
        TG Ch. 8; SC Ch. 13
Week 12: Legal Aspects of Employment and Diversity
Week 13: Leadership and Diversity in Sport Organizations
        SC Ch. 5
Week 14: Strategies for Managing Diversity in Sport Organizations
        SC Ch. 12, Ch. 14; TG Ch. 10, Ch. 11
Final Exam TBA; see TAMU Calendar

** SC = Stockdale & Crosby (2004); TG = Tsui & Gutek (1999)
Dr. Saenz,
We very much appreciate your support. I believe this email will suffice for our purposes. Again, thank you for your response.
Best regards,
Steve

Steve Crouse
Texas A&M University

-----Original Message-----
From: Saenz, Rogelio [mailto:rsaenz@neo.tamu.edu]
Sent: Wednesday, October 06, 2004 8:31 PM
To: Stephen F. Crouse
Cc: Sam Cohn
Subject: Re: FW: New KINE Course Proposal

Dear Steve:

I have now received input from our undergraduate advisor. We support your department teaching this course. I hope that this e-mail suffices your requirement from our end. Otherwise, please let me know what I need to do.
Thank you.

Rogelio

"Stephen F. Crouse" <crouse@hlkn.tamu.edu> said:

> 
> -------=_NextPart_002_01C4AA11.8D230955
> Content-Type: text/plain;
> charset="us-ascii"
> Content-Transfer-Encoding: quoted-printable
> 
> Dear Dr. Saenz,
> I am resending this request originally dated 9/24/04 in case the email slipped through cyberspace to another dimension before it reached you.
> We simply want to be sure that your department will be in support of this course as we move it forward. =20 Thank you, Steve
> 
> From: Stephen F. Crouse=20
> Sent: Friday, September 24, 2004 9:04 AM
> To: 'rsaenz@tamu.edu'
> Cc: Janene Kissinger; George B. Cunningham
> Subject: New KINE Course Proposal
> =09
> =09
> Dear Dr. Saenz,
> 
> =20
Janene Kissinger

From: Stephen F. Crouse
Sent: Friday, September 24, 2004 9:40 AM
To: Janene Kissinger; George B. Cunningham
Subject: FW: New course proposal

Janene,

For our records...see below.

Thanks.

Steve

Steve Crouse
Texas A&M University

-----Original Message-----
From: Steve Rholes [mailto:wsr@psyc.tamu.edu]
Sent: Friday, September 24, 2004 9:32 AM
To: Stephen F. Crouse
Subject: Re: New course proposal

Steve,

I see no problem with this course overlapping courses taught in the Psych Department. It looks like a very good course.

Steve Rholes

On 24 Sep 2004 at 9:05, Stephen F. Crouse wrote:

> Dear Dr. Rholes,
> 
> > Attached is a copy of the syllabus for KINE 336 "Diversity in Sport Organization", which we intend to submit to the University Curriculum Committee for approval. This course will be a part of our recently approved Bachelor of Science in Sport Management degree. Currently, we have over 300 undergraduates pursuing this degree option, which is administratively housed in the Department of Health and Kinesiology. In our view, the course does not overlap with existing courses in psychology, but we respectfully ask for your review, and we welcome any comments you may have. We are also asking that you provide us with a letter to attach to our UCC new-course proposal to show that sociology is in support of this new course. If we could have your support letter by October 1, 2004 it would be most appreciated.
>
> Thank you for your consideration.
>
> Sincerely,
>
> Steve Crouse
>
> Stephen F. Crouse, Ph.D., FACSM
> Professor, Associate Department Head
> Department of Health and Kinesiology
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 Health and Kinesiology

2. Course prefix, number and complete title of course: KINE 482 Seminar in

3. Course description (not more than 50 words): Acquaint students with current research and the research process in their chosen field of study (Kinesiology).

4. Prerequisite(s) Admission to professional phase of program or approval of instructor 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?

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) B.S. in Kinesiology

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

10. Prefix | Course # | Title (exclude punctuation) |
      | KINE 482 | Seminar in |

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<th>Lect.</th>
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Approval recommended by:

[Signature] 9/21/04
Head of Department  Date

Chair, College Review Committee  11-10-04

Dean of College  11-10-04

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 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
TEXAS A&M UNIVERSITY
Department of Health and Kinesiology

KINE 482 - Seminar In

Course Description
The primary objective of this course is to acquaint students with current research and the research process in their chosen area of study (Kinesiology).

Prerequisites
Admission to the professional phase of the program or approval of instructor.

Assignments
Observations, readings, written assignments, and oral presentations as assigned

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<td>Oral presentations of research articles</td>
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<td>Data presentation practice</td>
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<td>Total</td>
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General Course Schedule
Week 1       Course Introduction, Syllabus
Week 2-9     Technical writing assignments in the field of Kinesiology
Week 10-11   Proofreading scientific articles in the field of Kinesiology
Week 11-14   Oral presentations of research papers in Kinesiology
Week 15      Wrap-up and Course Evaluation

Americans with Disabilities Act (ADA)
The ADA is a federal anti-discrimination statute that provides comprehensive civil rights 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 his/her 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. The phone number is 845-1637.

Copyright Statement
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, in-class materials, computer resources, 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.
Plagiarism
As commonly defined, “plagiarism” consists of passing off as one’s own, the ideas, words, writings, etc., which belong to another. In accordance with the definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of 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”.

Academic Integrity
“Aggies do not lie, cheat or steal, nor do they tolerate those who do.”

“The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty, integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting the understanding and loyalty to truth and confidence in each other.”

All students are expected to abide by the Aggie Honor Code. Students should be aware of all Honor Council Rules and Procedures on the Honor Council website at www.tamu.edu/aggiehonor.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate Graduate Professional
Submit original form and 25 copies.

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

2. Course prefix, number and complete title of course: INFO 316 – Business Programming with COBOL

3. Change requested:
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) Course last taught in Fall, 2001; no plans to offer it again.
   c) Cross-list with ___________________________

   * Cross-listed courses require the signatures of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*

4. Complete current course title and course description: INFO 316-Business Programming with COBOL: Basic concepts and features of business data processing; constructing software solutions to problems using programming language COBOL; exposure to file structures such as sequential, ISAM, VSAM and others; programmed in the functional fields of business.

5. Complete proposed course title and course description (not to exceed 50 words): ___________________________

6. a) As currently in course inventory:

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<tr>
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<th>Title (exclude punctuation)</th>
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Approval recommended by:

Head of Department          Date

Chair, College Review Committee          Date

Dean of College            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.
Texas A&M University

Departmental Request for a Change in Course

Undergraduate  Graduate  Professional

Submit original form and 25 copies.

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

2. Course prefix, number and complete title of course:  INFO 318 – Business Programming with C

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) Course last taught in Summer, 2002; no plans to offer it again.
   c) Cross-list with ____________________________

   Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*


5. Complete proposed course title and course description (not to exceed 50 words):

6. a) As currently in course inventory:

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Approval recommended by:

[Signatures of Department Head, Chair, College Review Committee, Dean of College]

Head of Department  Date  Chair, College Review Committee  Date  Dean of College  Date

Head of Department (if cross-listed course)  Date

Submitted to Coordinating Board by:

[Signature of 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, AR/AS-697
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
Submit original form and 25 copies.

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

2. Course prefix, number and complete title of course:  INFO 321 – Business Object Oriented Programming with C++

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) Course last taught in Fall, 2001; no plans to offer it again.
   c) Cross-list with ____________________________

   Cross-listed courses require the signatures of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underline change(s). Attach a course syllabus.*


5. Complete proposed course title and course description (not to exceed 50 words):

6. a) As currently in course inventory:

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Approval recommended by:

Wilder 11/24/04
Head of Department

Levin 11/30/04
Chair, College Review Committee

Dean of College 11/30/04

Submitted to Coordinating Board by:

Dean of College

Director of Academic Support Services

* 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, ARAAS-697
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional

Submit original form and 25 copies.

1. This course is submitted by the Department of  Biology

2. Course prefix, number and complete title of course:  BIOL113 Introductory Biology

3. Change requested:
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ____________________________
   c) Cross-list with ____________________________

   Cross-listed courses require the signatures of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.

   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and course description: Introductory Biology. Survey of contemporary biology that covers the chemical basis of life, structure and biology of the cell, molecular biology and genetics. The corresponding laboratory course, BIOL123, provides practical experience and reinforcement of the topics discussed in BIOL113.

5. Complete proposed course title and course description (not to exceed 50 words): Introductory Biology. One-semester survey of basic biological principles, including chemical basis of life, cell biology, bioenergetics, genetics, evolution, anatomy and physiology, reproduction and development, and interaction with the environment. BIOL123 is the corresponding laboratory course. Not suitable for students who plan to take additional courses in the Biology Department.

6. a) As currently in course inventory:

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<td>INTRODUCTORY BIOLOGY</td>
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   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Academic Year  FICE Code

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   Do not complete shaded area

   Approval recommended by:

   [Signature]  11/16/04
   Head of Department  Date

   [Signature]  11/17/04
   Chair, College Review Committee  Date

   [Signature]  11/17/04
   Dean of College  Date

   Submitted to Coordinating Board by:

   [Signature]  Date
   Dean of College

   Director of Academic Support Services  Date

   Effective Date

* Attach a syllabus according to the guidelines on the website www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
BIOL 113  Introductory Biology  SPRING, 2005

Instructors:  Thomas D. McKnight  Vincent Cassone
Office:  202C BSBE  011 BSBW
Office Phone:  845-3896  845-2301
E-Mail:  mcknight@bio.tamu.edu  vmc@bio.tamu.edu
Office Hours:  Immediately after class, or by appointment
Credit:  3 hours
           Campbell et al, Benjamin Cummings
Prerequisites:  None
Time and Location:  TR 2:20 to 3:35, BSBE 115

Course Description
This is a one-semester lecture course in introductory biology for non-majors, particularly those students who may take only one biology course in their curriculum. This course covers the major biological principles that are taught in two semesters to life science majors. Some detail is necessarily sacrificed, but we will maintain the scientific rigor of our majors courses. Major topics are the chemical basis of life, cellular and molecular biology, genetics, evolution, biodiversity, and anatomy and physiology. Connections to evolutionary theory will be emphasized for each of these topics.

Grades
Grades will be assigned on the basis of three hourly exams and a final exam. Each of the four exams will count for 25% of the final grade. The policies of Texas A&M University will be followed with regard to make-up of missed exams.

Academic Dishonesty
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Academic misconduct, a violation of the Texas A&M Honor System, involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. For explanations and examples of what constitutes academic dishonesty visit the Office of the Aggie Honor System homepage: http://www.tamu.edu/aggiehonor/

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 department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.
Lecture Schedule for BIOL 113  SPRING 2005

Jan. 18  The Mind Boggling Diversity of Life
Jan. 20  More Diversity and Introduction to Scientific Inquiry (Chapter 1)
Jan. 25  Biological Chemistry (selected sections of Chapters 2&3)
Jan. 27  Cell Biology (selected sections of Chapters 4&5)
Feb. 1   How Cells Harvest Chemical Energy (Chapter 6)
Feb. 3   Photosynthesis: Using Light to Make Food (Chapter 7)
Feb. 8   EXAM 1 (6 lectures)
Feb. 10  The Cellular Basis of Reproduction and Inheritance (Chapter 8)
Feb. 15  Patterns of Inheritance (Chapter 9)
Feb. 17  Molecular Biology of the Gene (Chapter 10)
Feb. 22  How Populations Evolve (Chapter 13)
Feb. 24  The Origin of Species (Chapter 14)
Mar. 1   Tracing Evolutionary History (Chapter 15)
Mar. 3   EXAM 2 (6 lectures)
Mar. 8   Origin and Evolution of Microbial Life (Chapter 16)
Mar. 10  Plants, Fungi, and the Colonization of Land (Chapter 17)
Mar. 15  SPRING BREAK
Mar. 17  SPRING BREAK
Mar. 22  Evolution of Animal Diversity
Mar. 24  Human Evolution (Chapter 19)
Mar. 29  Nutrition and Digestion (Chapter 21)
Mar. 31  Respiration (Chapter 22)
Apr. 5   Circulation (Chapter 23) LAST DAY TO Q-DROP
Apr. 7   EXAM 3 (7 lectures)
Apr. 12  Immune System (Chapter 24)
Apr. 14  Nervous System (Chapter 28)
Apr. 19  The Senses (Chapter 29)
Apr. 21  Reproduction and Embryonic Development (Chapter 27)
Apr. 26  Plant Structure, Reproduction and Development (Chapter 31)
Apr. 28  Plant Nutrition and Transport (Chapter 32)
May 3   Behavioral Adaptations to the Environment (Chapter 37)

Final Exam
JUSTIFICATION FOR THE LECTURE COURSE

This course specifically addresses all five exemplary educational objectives specified by the Coordinating Board for core courses in the natural sciences. Specifically, students will understand and apply appropriate technology to the study of natural sciences. Application of technology will be enhanced for students taking the companion laboratory course, but all students in the class will understand the interplay between science and technology. Students will also recognize scientific and quantitative methods of inquiry and differentiate them from other methods of inquiry. Students will evaluate and recognize differences among competing scientific theories. Students will demonstrate knowledge of major issues facing science, including ones that touch upon ethics, values and public policy. Finally, students will understand the interdependence of science and technology and their influence on and contribution to modern society.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate  Graduate  Professional
Submit original form and 25 copies.

1. This course is submitted by the Department of Biology.

2. Course prefix, number and complete title of course: **BIOL123 Introductory Biology Laboratory**

3. Change requested:
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) ___________________________
   c) Cross-list with ___________________________

   Cross-listed courses require the signatures of both department heads.

   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and course description: **Introductory Biology Laboratory. Laboratory study of topics covered in BIOL113: experimental techniques, cell biology, metabolism, DNA and genetics. Prerequisite: BIOL113 or concurrent enrollment.**

5. Complete proposed course title and course description (not to exceed 50 words): **Introductory Biology Laboratory. This one-semester course is for non-majors, and covers the basic biological principles. Topics include cell biology, genetics, evolution, biodiversity and anatomy and physiology.**

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL</td>
<td>123</td>
<td>Introductory Biology Laboratory</td>
</tr>
</tbody>
</table>

   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  FICE Code
   | 0  | 0  | 0  | 0 | 0  | 0 | 1 | 0 | 3 | 6 | 6 |

   Do not complete shaded area

   b) Changed to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
</tr>
</thead>
</table>

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

   Level

   Approval recommended by:

   Head of Department ___________________________ Date 11-04-04
   Chair College Review Committee ___________________________ Date 11-18-04
   Head of Department (if cross-listed course) ___________________________ Date 11-18-04
   Dean of College ___________________________ Date

   Submitted to Coordinating Board by: ___________________________ 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.
Credit: 1 hour  
Textbook: *Biology 123 Lab Manual* by Tonna Harris-Haller, Hayden-MacNeil  
Prerequisites: None

**Course Description**
This one-semester course is for non-majors, and covers the basic biological principles that are taught in two semesters to life science majors. Some detail is necessarily sacrificed, but we will maintain the scientific rigor of our majors courses. Topics include cell biology, genetics, evolution, biodiversity, and anatomy and physiology.

**Grades**
Grades will be based on homework, quizzes, and participation as follows:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Practical Exams</td>
<td>200</td>
</tr>
<tr>
<td>Homework and Quizzes</td>
<td>200</td>
</tr>
<tr>
<td>Participation</td>
<td>25</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>425</td>
</tr>
</tbody>
</table>

Your Course Average = \( \frac{\text{Your total points}}{425} \times 100 \) %

The policies of Texas A&M University will be followed with regard to make-up of missed exams and other assignments.

**Academic Dishonesty**
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Academic misconduct, a violation of the Texas A&M Honor System, involves any of the following offenses: cheating, fabrication, falsification, multiple submissions, plagiarism, and complicity in any of these offenses. For explanations and examples of what constitutes academic dishonesty visit the Office of the Aggie Honor System at [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

**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 department of Student Life, Services for Students with Disabilities, in Room 126 of the Koldus Building, or call 845-1637.

**Schedule of Laboratory Exercises for BIOL 289**
Exercises from *Biology 123 Lab Manual* by Tonna Harris-Haller, Hayden-MacNeil
(These exercises are a combination of ones from BIOL 111 (first 5 weeks) and BIOL 112 (last 9 weeks)

Week of

Jan 17th    Chapter 1 -- The Discovery Process

Jan 24th    Chapter 2 -- Cells - the basic unit of life

Jan 31st    Chapter 3 -- Enzymes - protein catalysts

Feb 7th     Chapter 4 -- Molecular Genetics & biotechnology

Feb 14th    Chapter 5 - Mendelian Genetics

Feb 21st    Chapter 6 - Natural Selection
            Chapter 7 - Population Genetics - Sickle-cell Allele

Feb 28th    Chapter 8 - Diversity - single-celled organisms

Mar 7th     Practical Exam I

Mar 14th    Spring Break

Mar 21st    Chapter 9 - Plant Diversity

Mar 28th    Chapter 10 - Cardiopulmonary system

Apr 4th     Chapter 11 - Digestive system
            Chapter 12 - Urinogenital system

Apr 11th    Chapter 13 - Nervous System

Apr 18th    Chapter 14 - Ecology (handout)

Apr 25th    Practical Exam II
JUSTIFICATION FOR THE LAB COURSE
This course specifically addresses all five exemplary educational objectives specified by the Coordinating Board for core courses in the natural sciences. Specifically, students will understand and apply appropriate technology to the study of natural sciences. Students will also recognize scientific and quantitative methods of inquiry and differentiate them from other methods of inquiry. Students will evaluate and recognize differences among competing scientific theories. Students will demonstrate knowledge of major issues facing science, including ones that touch upon ethics, values and public policy. Finally, students will understand the interdependence of science and technology and their influence on and contribution to modern society.
Texas A&M University

Departmental Request for a Change in Course

Undergraduate  Graduate  Professional

Submit original form and 25 copies.

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

2. Course prefix, number and complete title of course:  INFO 465 – Information Technology for Supply Chain Management

3. Change requested:
   a) Prerequisite(s): From  INFO 340  To  INFO majors only or approval of instructor
   b) Withdrawal (reason)  
   c) Cross-list with  

   Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.*

4. Complete current course title and course description:

5. Complete proposed course title and course description (not to exceed 50 words):

6. a) As currently in course inventory:

   Prefix  Course #  Title (exclude punctuation)

   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  FICE Code

   Do not complete shaded area

   Level

   b) Changed to:

   Prefix  Course #  Title (exclude punctuation)

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

   Level

   Approval recommended by:

   Dean W. Wicken  11/17/04
   Head of Department  Date

   Carter D. Stotts  11-30-04
   Chair, College Review Committee  Date

   Dean of College  11/3/04
   Head of Department (if cross-listed course)  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 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.
INFO465
Information Technology for Supply Chain Management

Spring 2004

Instructor:  Dr. Powell Robinson
Department of Information & Operations Management
Mays School of Business, Texas A&M University
College Station, TX 77843-4217
Phone: (979) 845-1148 (office); E-Mail: probinson@cgsb.tamu.edu

Class Time:  M-W 4:10-5:25, WCBA 105.

Office Hours:  M-W 1:30-3:30 pm (or by appointment), WCBA 322-R.

Prerequisite:  INFO364 (Operations Management), Co-requisite INFO340, or approval by instructor.

Introduction

Information technology (IT) is no longer an ancillary subject in Operations and Supply Chain Management. Companies have traditionally left this facet of their operations to the Information Systems Department to manage. Today, however, IT has become an integral part of managing and restructuring operations. By 1996, for example, 87% of operations managers cited at least a joint responsibility for IT decision making. There are a number of reasons for this. First is the need for quick-response operations, the explosion of variety, and the increasing brevity of product life-cycles. In such circumstances, there is both more information to manage and greater advantages to managing that information well. Information technologies, therefore, become a crucial part of the operation. Second, new distributed computing architectures have increasingly placed information technology in the hands of users rather than with central data processing departments. These new tools including powerful desktop machines, client-server architectures, and open standards for information sharing, allow operations functions an unprecedented amount of control over their own information systems. Next, the Internet has opened up communications expanding the set of trading partners, lowering transaction costs, and redefining supply chain relationships. Finally, and most important, many companies are using information technology to create powerful new operations and supply chain based competitive weapons.

Despite these promised riches, managers repeatedly cite information technology as one of their biggest headaches. IT projects are notorious for cost and delivery overruns as well as for their labyrinthine complexity. In addition, some highly touted technologies such as Robotics and Flexible Manufacturing Systems have yielded many expensive catastrophes on the shop floor. Finally, information technology can often cement an operation to a particular set of technologies, systems, or ways of doing business. In doing so, it can severely constrain the operation's strategic flexibility.

With these facts in hand, the operations and supply chain manager can no longer sit on the sidelines and be quizzed by IT people in the hope that they will ultimately come up with a "system" that will do what they want. Managers need to understand the technology in a way that allows them to make decisions that are right for their businesses, and take much greater control of it than they have in the past. This is both a blessing and a curse. A blessing, in that it allows technology to be forged into the operations in a way that builds strengthened competitive advantage, by combining it with a deep understanding of how the operation works and what it needs to deliver. A curse, in that it demands knowledge that is distant from that imparted to traditionally trained operations and supply chain managers.
Part of the solutions, at least, is for managers to learn more technical detail about information technology. While technical understanding is rarely a hindrance, understanding the technology is not enough. There are fundamental and peculiar managerial issues concerning the integration of Information Technology and Supply Chain Management that neither field addresses wholly on its own. These issues are relevant to the design, management and improvement of IT-enabled supply chain systems.

The above introduction, drawn from Professor David Upton of the Harvard Business School, poses the challenges facing operations managers in very real and succinct terms. Extending these concepts to include both enterprise level operations and supply chain integration expands the scope of the problem and complicates the issues further for today’s managers. How can management jointly exploit the inherent capabilities of Operations, Supply Chain and Information Technology, and weave them into an integrated strategy capable of providing competitive advantage? The objective of this course is to better prepare the student to meet these challenges.

In this course, we consider information technology management from an operations and supply chain management perspective. The course design assumes the student has completed an introductory course in operations management, and preferably completed a basic course in supply chain management. We will build upon this background by studying the application of IT on the manufacturing shop floor, factory level manufacturing planning and control systems, Enterprise Resource Planning Systems, and supply chain applications of IT. Throughout the course, we will explore the decisions made by operations and supply chain managers; identify the data requirements for these decisions; examine methods for data capture, transfer and storage; and study select decision support tools. In addition, we will concurrently investigate a path-based model for IT development in supply chain management. The goal of the path-based model is to shape IT in a way that delivers performance consistent with the competitive strategy of the firm.

Required Text

Note Packet and Journal of Business Logistics.

Course Structure & Grading

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
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</thead>
<tbody>
<tr>
<td>Case Preparation &amp; Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Case Write-ups</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Project &amp; Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Midterm</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
</tr>
</tbody>
</table>

The course includes lectures, videos, case discussions, guest speakers, in-class and Internet exercises. While I will direct the majority of the class discussions, each student will be assigned to a team for a written report and an in-class presentation of a case analysis and a project.

Case Preparation & Presentation

As a team, you will be given a case for a formal write-up and an in class presentation. Both the case write-up and presentation should include: firm and industry background, problem identification and significance, discussion of alternatives, evaluation of alternatives, recommendation and an implementation plan. You may conduct additional research on the case firm, but remember we are addressing the problem facing the firm at the time the case was written. During the write-up or presentation, please keep the discussion of the background material to a minimum, as we will have all studied the case. The following are specific guidelines for the case write-up and in class presentation.
Case Preparation Guidelines:
1. Limit the write up to a maximum of 5 pages of text plus supporting exhibits.
2. Use a technical or business format for the write-up with at least 1.5-line spacing, 12-point font size, and margins of 1 inch on all sides.
3. Include an executive summary (a paragraph is usually enough) at the start of the write-up.

Case Presentation Guidelines:
1. Provide each class member with a copy of your overheads/slides at the beginning of class.
2. Limit the presentation to 15-20 minutes to allow time for questions.
3. Make sure your visuals are legible to all participants. Hit the highlights during presentation, but have back up visuals/handouts to provide extra details if called for.

Class Participation
Class participation grades are directly related to your participation in class. I view each class as a business meeting during which time we will discuss the assigned material. During these meetings, I look for evidence of your preparation and understanding of the class material. This can only be exhibited by your in class contribution. Of particular importance are those contributions that help advance the understanding of others.

Case Write-ups
During the semester, I will collect specified class assignments. These assignments are short write-ups of the cases indicated by (*) in the course tentative schedule and are individual assignments. You are expected to turn in four out of five case write-ups. Please prepare these in the format of a short memo to your boss highlighting your opinion of the opportunity. Typical content would include: problem description, key issues, alternatives and a recommendation.

Assignments have to be turned in on the due date at the beginning of class. No late assignments will be accepted. There will be no makeup assignments.

Project and Presentation
The project grade is determined from the team's performance on a written report and a presentation of a specified topic. Each team will be assigned a topic and will be expected to turn in a report (no more than 20 pages of text plus exhibits). The purpose of the project is to familiarize the students with the current trends in the e-business technology area and its role in supply chain management. I'll briefly lecture on these topics in class. Therefore, you're expected to enhance your peers' knowledge with your presentation. The presentation should last 15 minutes. You'll be provided a list of topics to choose from. At the end of the syllabus is a list of WEB sites that cover e-business topics. Trade journals, magazines, books, other web sites are other sources. Learn to use the electronic library, and its search capabilities. You will be glad you did. You're expected to reference all the sources used in your report. Copying text or figures from books, web sites or other sources, or not referencing the source is PLAGIARISM. At any sign of plagiarism, the team will earn a grade of ZERO on the assignment, and an appointment with the Associate Dean for Undergraduate Academic Affairs. Please, use your own words in your text and reference the sources as appropriate.

Each team member is responsible from equally participating the preparation and presentation of the project as well as the case study. You'll be asked to evaluate the performance of your team members at the end of the semester.
Examinations

Both the midterm and final exam will cover reading assignments, in-class discussions, case studies and pre-announced topics. All exams will be closed-book. The exam format will include multiple choice and short answer questions.

Make-Up Exam Policy

Exams may not be missed for the convenience of the student. You know by now the dates of the exams and it is expected that you will schedule your other activities around these exam dates. If a major exam is missed due to an approved university absence, you must inform the instructor no later than 24 hours after the exam (before the exam if possible), and you must furnish the instructor with the original documentation (copies will not be accepted) why your absence should be excused. There will be no make-ups for missed exams without a university approved excuse as defined in the Texas A&M University Regulations. An exam that is missed without an approved excuse will be assigned a grade of ZERO.

General

Approximately two weeks into the course I will establish a web site for the course where I will periodically post announcements, class notes and your grades. All grades will be posted by the last five digits of your Student ID Number on the class web page. If you do not want your scores posted in this way, please notify the instructor.

Please note that it is necessary for you to adhere to the established university policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms.

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

If you feel you are entitled to special accommodations because of a disability, please see the professor within the first two weeks of classes.

I'm looking forward to spending both an enjoyable and rewarding semester with you.
INFORMATION TECHNOLOGY FOR SUPPLY CHAIN MANAGEMENT
Spring 2004 Tentative Course Schedule

I. COURSE INTRODUCTION

1/21/04-W Course Introduction
• Handouts: Syllabus, Intro to IT for SCM, & Learning by the Case Method.

1/26/04-M Introduction to Supply Chain Management
• Handout: Supply Chain Management (lecture notes)
• Read: “Defining Supply Chain Management” by Mentzer et al. (2001)
• Read: “2002 Survey of Career Patterns in Logistics” available at www.CLM1.org under careers (download the complete article.)
• Form Class Teams

1/28/04-W Introduction to Supply Chain Management
• Discussion questions: pages 265-266.

II. PRODUCT AND PROCESS DESIGN

2/2/04-M Product and Process Design
• Video: 21st Century Jet: The Building of the 777 segments on computer aided design and product planning.
• Discussion Questions:
  1. What functions must be coordinated during product design? Is this usually done?
  2. Which functions are primarily responsible for the product over its life cycle?
  3. A current trend in industry is to outsource manufacturing. What is the impact on product design?
  4. What does collaborative product design mean? Why is it important?

III. SHOP-FLOOR IT – CONTROLLING PHYSICAL PROCESSES

2/4/04-W Product and Process Design
• Lecture: CAD/CAM & CIM, CNC
• *Case: John Crane UK Limited, Harvard Business School.
  1. What did Gibbon learn from Exhibit 6?
  2. What were the most important steps on Crane’s improvement path?
  3. How will you address the CAD-CAM dilemma?

2/9/04-M Computer Integration: Does It Have Value? How Much?
• Computer Integrated Manufacturing Video: How a Car is Built.
2/11/04-W  Shop-Floor Integration

  1. Why have so many plants in the meat industry remained comparatively unchanged since the days of Sinclair’s novel? Why are computer-integrated operations so difficult to develop in this business?
  2. Why did the meat industry build Cybertech? Is the proposed Cybertech system cost-effective? How would you justify it to Bill Moore at the Phoenix plant? (Think of a five-point, five-minute presentation). Would your presentation win Moore over?
  3. How should the meat industry exploit the Cybertech project? As Jack Crawford, how would you proceed to ensure that Cybertech II was built?
  4. Compare John Crane’s technology improvement approach with Cybertech’s. What are the philosophies, objectives and organizational requirements of each?

IV. FACTORY LEVEL IT – MANUFACTURING PLANNING AND CONTROL SYSTEMS

2/16/04-M  Manufacturing Planning and Control: Material Requirements Planning (MRP) and Just-In-Time (JIT) Systems

• MRP Review: Briefly review Material Requirements Planning from you previous class notes or textbook. Focus on the information aspects of the system.
  1. What are the information inputs into MRP? Who provides them? Who is responsible for their management?
  2. What are the information outputs of MRP? Who gets them? How are they used?
  3. Make sure you can fill in a simple MRP worksheet.
  4. Which functions utilize information generated by MRP?
  5. Why did the development of large mainframe computers accelerate the application and development of MRP?

• JIT Review: Review your previous class notes or text on JIT systems.
  1. How are information flows performed in a JIT system?
  2. What are basic requirements for successful implementation of JIT?


V. BUSINESS LEVEL IT – COORDINATING BUSINESS PROCESSES

2/18/04-W  Project Team Work

• Project team meetings during class:
  1. Prepare a brief two page outline of your paper based on your current findings.
  2. Prepare a list of references including at least 6 web sites and 6 journal articles.

2/23/04-M  Inter-Plant Coordination

• Lecture: MRP II

• Read: A Note on Manufacturing Resource Planning (MRP II), HBR.

  1. What is your evaluation of the Endpoint plan? Why did DSM choose to begin with MRP, rather than say, the JIT initiative?
  2. What did DSM learn from its experience with MRP II?
  3. What do you recommend for the future?
- Read: “The ABCs of ERP” by Christopher Koch, CIO, March 2003.

3/1/04-W  ERP: Concepts and Implementation Issues
  1. Why did AT&T Enterprise Networks Systems decide to implement an ERP system?
  2. As one of the largest ERP implementations for SAP, what were the risks associated with the project and how did the team manage them?
  3. What were the various deployment methods used by the team, when and why?
  4. How did Avaya manage the conflicting objectives of creating a virtual corporation and design, develop and deploy an ERO enabled set of global processes and people practices?
  5. How did Avaya manage the “customization” of the ERP issue?
  6. Was the project successful? How and why or why not?

3/3/04-M  ERP: Technology Forecast

3/8/04-M  Midterm

VI. NETWORK & INDUSTRY LEVEL IT – LINKING SUPPLY CHAIN PROCESSES

3/10/04-W  Electronic Commerce and Supply Chain Management
- Lecture: E-Commerce and Supply Chain Management

3/15/04 to 3/19/04  SPRING BREAK

3/22/04-M  Supply Chain Management and Industrial Dynamics
- Lecture: SCM, the Bullwhip Effect, Supply Chain Integration, ECR, VMI, etc.

3/24/04-W  Supply Chain Dynamics and Vendor-Managed Inventory (VMI)
  1. Diagnose the underlying causes of the difficulties that the JITD program was created to solve. What are the benefits and drawbacks of this program?
  2. What conflicts or barriers internal to Barilla does the JITD program create?
  3. As one of Barilla's customers, what would your response to JITD be? Why?
  4. In the environment in which Barilla operated in 1990, do you believe JITD (or a similar kind of program) would be feasible? Effective? If so, which customers would
you target next? How would you convince them that the JITD program was worth trying? If not, what alternatives would you suggest to combat some of the difficulties that Barilla's operating system faces?

3/29/04-M Automatic Identification and Data Capture
- Lecture: Barcoding, Radio Frequency Identification Tags, Smart Cards and SCM.
- Reading to be announced.
- Video: Enterprise of the Future

3/31/04-W Automatic Identification and Data Capture & Supply Chain Management
- Reading to be announced.
- Video: FedEx

4/5/04-M Enterprise Applications for SCM

4/7/04-M Decision Support Systems
- In class exercise: Kitchen Cabinet: Where Are You?

4/12/04-W Geographic Information Systems – Overview and Geo-coding & File Handling
- Read: MapPoint Tutorial, pp. 1-25

4/14/04-M Geographic Information Systems – Data Creation & Manipulation
- Reading and Assignment to be announced.

4/19/04-W Enterprise Applications for E-Procurement and E-Markets
- Read: Log on Pantellos.com and study this site. Who do they serve? What is their business model? What is their value proposition? What must Pantellos do well to survive?

4/21/04-M E-Fulfillment
- Lecture: Life-Cycles of E-Business Sites

4/26/04-W Project Presentations (extended hour session)

4/28/04-W Course Summary: Putting All the Pieces Together

5/3/02-M Project Team Meetings – In class to complete written reports.

5/10/04-M FINAL EXAMINATION Monday 3:30-5:30pm

* Case studies to be presented in class...
Possible topics for the class project. Let me know if you have other topics you would like to study.

1. **XML (Extensible Markup Language):** What is XML? How is it related to standardization? How can it be used in supply chain implementation? How is it different from HTML or EDI? What are the advantages/disadvantages of using it in SCM? How about future applications? Etc.

2. **EDI (Electronic Data Interchange):** What is EDI? What is its role in supply chain integration? How do e-business technologies (particularly Internet) change the way EDI is used in supply chains? How do the big corporations use EDI? Examples to companies using EDI for supply chain integration, ease of implementation, transaction processing, etc.

3. **CRM (Customer Relationship Management):** What is CRM? What are the advantages/disadvantages of CRM? What are the costs associated with it? Examples to CRM websites and their value proposition, technology infrastructure for CRM, etc.

4. **SRM (Supplier Relationship Management):** What is SRM? What are the objectives, costs and limitations of SRM? What are the technology requirements for implementing SRM? Who are the proponents of SRM?

5. **E-Business and Electronic Payment Systems:** Types of new payment systems using Internet, security issues, transaction costs, electronic funds transfer, advantages/disadvantages of doing business on-line with electronic payment systems, issues to consider in selecting electronic payment systems, examples of sites using electronic payment systems (e.g.: e-cash, smart cards, etc) etc.


7. **Collaborative Product Design:** Define collaborative product development/design. What are its advantages/disadvantages? Which functional areas of the firm should be involved? Can you tie it into the product life-cycle. Which firms (exchanges) currently apply this concept?

8. **Collaborative Demand Management/Forecasting:** Define collaborative demand management/forecasting. What are its objectives, benefits and drawback? What is required for successful implementation. Provide examples of current usage of the concept.

9. **Warehouse Management Systems (WMS):** What is a WMS? What functions does it provide? What technology is required for its implementation? How is it incorporated into the firm's IT architecture? Who are the major vendors of WMS software?

10. **Transportation Management Systems (TMS):** What is a TMS? What functions does it provide? What technology is required for its implementation? How is it incorporated into the firm's IT architecture? Who are the major vendors of TMS software?

11. **Geographic Information Systems (GIS):** What is a GIS? What functions does it provide? How is GIS employed in SCM? What technology is required for its implementation? How is it incorporated into the firm's IT architecture? Who are the major GIS software vendors?
12. **Enterprise Application Integration (EAI):** What is a EAI? What functions does it provide in system architecture? How is EAI related to SCM? What technology is required for its implementation? Who are the major EAI software vendors? What products do they offer?


**Interesting Online Sites**

- BtoB -- [www.btobonline.com](http://www.btobonline.com)
- CIO -- [www.cio.com](http://www.cio.com)
- Covisint -- [www.covisint.com](http://www.covisint.com)
- McKinsey Quarterly -- [www.mckinseyquarterly.com](http://www.mckinseyquarterly.com)
- eMarketer -- [www.emarketer.com](http://www.emarketer.com)
- Forrester Research -- [www.forrester.com](http://www.forrester.com)
- GartnerGroup -- [www.gartner.com](http://www.gartner.com)
- ITWorld -- [www.itworld.com](http://www.itworld.com)
- Jupiter Media Metrix -- [www.jmm.com](http://www.jmm.com)
- Line56 -- [www.line56.com](http://www.line56.com)
- Net Market Makers -- [www.nmm.com](http://www.nmm.com)
TO: Ms Linda Lacey, Director of Academic Support
Dr. Bob Knight Chair, University Curriculum Committee

THROUGH: Dr. James Kracht
Associate Dean, College of Education and Human Development

FROM: Dr. Ron McBride, Professor
Department of Health and Kinesiology

SUBJECT: Course Prefix Change

I wish to formally request that three courses from the Department of Health and Kinesiology have their prefixes changed. The three courses in question, TEFB 315 Elementary Physical Activities, TEFB 416 Middle and Secondary School Physical Activities and TEFB 429 Supervised Student Teaching (the Health and Kinesiology sections only) were originally converted from the KINE prefix to the TEFB (Teacher Education Field Based) prefix in a move to align their teacher preparation program with the then newly-revamped secondary education program in the College of Education eight years ago.

Recently the Department of Teaching, Learning and Culture (TLAC) announced they would discontinue this secondary education program and move to a post-baccalaureate program only. The Kinesiology teacher certification faculty chose to retain their present program and, in doing so, requested the prefix be changed to a KNFB (Kinesiology Field-Based) designation to reflect their ongoing commitment to the Health and Kinesiology teacher certification students.

Specifically, the Department of Health and Kinesiology request that the:

- TEFB 315 prefix be changed to KNFB 315;
- TEFB 416 prefix be changed to KNFB 416; and
- TEFB 429 prefix be changed to KNFB 450 (Supervised Student Teaching in Health and Kinesiology)

The content of these courses remains the same and will continue to serve Health and Kinesiology students only. I thank you for your attention to this matter and appreciate your assistance.