New Course Requests
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus. •

1. This request is submitted by the Department of  Aerospace Engineering
2. Course prefix, number and complete title of course:  AERO 672 Perturbation Methods in Mechanics
3. Catalog course description (not to exceed 50 words):  Develop approximate solutions to algebraic, differential, and integral equations: analysis of nonlinear oscillations, nonlinear waves, and boundary-layers; emphasis on combined numerical/perturbations techniques and reducing Partial Differential Equation (PDE) to Ordinary Differential Equation (ODE).

4. Prerequisite(s):  Graduate Classification in Aerospace, Mechanical or Civil Engineering  
Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester?  □ Yes  □ No

7. 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)

MEN, M.S., Ph.D. in Aerospace Engineering or related fields

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

9. Prefix  Course #  Title (excluding punctuation)  

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<tr>
<th>AERO</th>
<th>672</th>
<th>PERTURBATION METHODS IN MECHANICS</th>
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<tbody>
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<td>Lect.</td>
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Approval recommended by:  

Dimitris C. Lagoudas (or Rodney D. Bowersox)-AE  
Department Head • Type Name & Sign  

Date

Department Head • Type Name & Sign (if cross-listed course)  

Date

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/09
AEROSPACE ENGINEERING

AERO 672 Perturbation Methods in Mechanics

Fall 2010

Time/Day/Place: TBA

Credit 3: (3-0)

Course Description: Enable students to develop approximate solutions to algebraic, differential, and integral equations and to do critical analysis of literature in the areas nonlinear oscillations, nonlinear of laminar-turbulent transition, to make engineering judgments on importance of transition in selected problems, and to form a basis for continuing research; establish a firm foundation in mathematical techniques of stability analysis and the vital role of stability analysis in transition; analytical, computational, and experimental techniques for aspects of stability and transition to turbulence of bounded shear layers; plane Couette, Poiseuille and circular Poiseuille flows, two-and three-dimensional basic states; linear and non linear stability; subsonic and supersonic basic states; techniques of laminar flow control.

Prerequisites: Graduate Standing in Aerospace, Mechanical or Civil Engineering.

Learning Objectives: At the end of this course the students will be able to:

1). Develop techniques for the approximate solutions of algebraic, differential, and integral equations.

2). Provide the student with the skills to read the literature. Examples are taken from nonlinear dynamics; nonlinear waves; boundary layers; turning points; eigenvalue problems with variable coefficients; and approximations of integrals.

Instructor: Dr. William S. Saric, Professor, Aerospace Engineering Department, 602C HRBB, (979) 862-1749, saric@tamu.edu


Topics and Hours

1) Weakly nonlinear systems. 15 HOURS

Problems: Nonlinear oscillators, forced and resonant response, Mathieu equation and parametric resonance.

Techniques: Method of Strained Parameters (Poincaré’s method)
Renormalization (Prituló’s method)
Method of Strained Coordinates (Lighthill’s method)
Method of Averaging (Krylov-Bogoliubov-Mitropolski technique)
Method of multiple scales
Method of normal forms
Floquet theory

2). Boundary-layer type problems. 12 HOURS

Problems: Boundary layers, multi-layers, distinguished limits

Techniques: Matched asymptotic expansions
Composite expansions
Triple-deck expansions
Combined numerical/perturbation techniques
3). Turning-point problems: 4.5 HOURS
   Problems: Combined elliptic-hyperbolic systems, variable coefficients
   Techniques: WKB methods
               Langer transformations
               Method of multiple scales

4). Eigenvalue problems: 4.5 HOURS
   Problems: Systems with variable coefficients
   Techniques: Fredholm alternative theorem
               Method of multiple scales.

5). Nonlinear Waves: 4 HOURS
   Problems: Rayleigh-Taylor, Kelvin Helmholtz waves, wind-water waves, critical behavior,
   Techniques: Development of Schrödinger Equation
               Method of multiple scales

6). Approximation of integrals: 3 HOURS
   Problems: Special functions with large arguments, long-time solutions
   Techniques: Method of stationary phase, Method of steepest descent

Method of Evaluation:
   Mid-term exam 40%
   Final exam 40%
   Homework 20%
   Total 100%

There will be weekly homework problems assigned. The students are expected to work all of these.

Grades: Grades are based on the weighted average following the schedule above.
   A  90 – 100%
   B  80 – 89%
   C  70 – 79%
   D  60 – 69%
   F  below 60%

Contributions to Professional Component:
1. Prepares students to use basic perturbation techniques.
2. Prepares students to read and understand current literature of advanced topics in nonlinear dynamics, boundary layer theory, differential and integral equations, and hydrodynamic stability.

Relationship to Program Outcomes:
The objectives of the course are directly correlated with the program outcomes. These are evaluation by the exams and homework.

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 accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Academic Integrity Statement and Policy
For additional information, please visit: http://www.tamu.edu/aggiehonor
"An Aggie does not lie, cheat, or steal, or tolerate those who do."
1. This request is submitted by the Department of Agricultural Economics.

2. Course prefix, number and complete title of course: AGEC 634 Rural Financial Markets & Financial Planning

3. Catalog course description (not to exceed 50 words): Organization, structure, conduct, and regulation of lending institutions serving commercial agriculture and rural borrowers; financial statement analysis; cash management; investment planning; loan portfolio analysis; management of the lending function of lenders serving rural businesses.

4. Prerequisite(s): Graduate classification

   Cross-listed with:

   Cross-listed courses require the signature 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 this course be repeated within the same semester? ☑ Yes ☐ No

7. 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 agricultural economics; Master of Agribusiness

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

9. Prefix Course # Title (excluding punctuation)

   AGEC 634 RURAL FIN MKTS & PLAN

   Lect. Lab SCH CIP and Fund Code
   0 3 0 0 0 3 0 1 0 1 0 2 0 0 5
   Admin. Unit Acad. Year FICE Code
   0 1 4 0 1 0 - 1 1 0 0 3 6 3 2

   Approval recommended by:

   John P. Nichols Date 2/9/09

   Department Head

   (if cross-listed course)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services
AGRICULTURAL ECONOMICS 634
Rural Financial Markets and Financial Planning
Spring Semester, 2010

Instructor:
Dr. John B. Penson, Jr.
Regents Professor and Stiles Professor of Agriculture
Department of Agricultural Economics
Room 352C in the Blocker Building
845-4060
Email: jpenson@tamu.edu

Administrative Assistant:
Linda Crenwelge
Room 352D in the Blocker Building
845-5223
Email: lsc@tamu.edu

Teaching Assistant:
Name: to be announced
Room: to be announced
Hours: to be announced
Email: to be announced

Class Meetings:
Building: to be announced
Time: to be announced

Textbook:
None required. Lecture notes will be made available electronically on the website for this course.

Prerequisites:
Graduate student standing
Selected Reference Material:
References will be made to the coverage of selected topics in the books listed below. Copies can be checked out from my office or from the library.

Title: Commercial Banking – The Management of Risk (3rd edition)
Authors: Gup and Kolari
Publisher: John Wiley and Sons

Title: Financial Management (2nd edition)
Authors: Shim and Siegel
Publisher: Barron’s Business Library (Barron’s Educational Services)

Title: Investment Analysis (5th edition)
Authors: Greer and Kolbe
Publisher: Dearborn

Title: Financial and Business Statements (2nd edition)
Authors: Friedlob and Plewa
Publisher: Barron’s Business Library (Barron’s Educational Services)

These course materials have been approved by the Head of the Department of Agricultural Economics.

Website for Course Information:
AGEC 634 course information can be found over the course of the semester by clicking on the following URL:
http://agecon2.tamu.edu/people/faculty/penson-john/634/pens634.htm

Examinations:
Three hour exams (100 points each) 300
Team presentations 150
Term paper and meeting with instructor 100
Pop quizzes and homeworks (10 points each) 50
Total points 600

Optional final exam during finals week 200
Total points 800
All hour exams will be announced one week in advance. Since there are no old exams, I will distribute a study guide for each exam on the website in advance of the scheduled exam.

**Additional Requirements for Graduate Students:**
This course is taught as a stacked course with AGEC 434. A term paper will be required by each graduate student in addition to other requirements. Each graduate student is expected to meet with the instructor to agree on an appropriate topic and substance for this term paper. A second meeting at the end of the semester to discuss the paper is also required. This paper and discussions are worth 100 points. The total points for this course is therefore 800 points.

**Grading:**
Your final letter grade in this course is determined by the range in which your final percentage (points achieved including bonus points divided by points attempted) grade over the semester falls in:

A  90 – 100 percent  
B  80 – 89 percent  
C  70 – 79 percent  
D  60 – 69 percent  
F  Below 60 percent

**There is no curve in this course.** This means you can determine your grade to date in this class at any time by dividing the total points you have achieved to date by the total points possible at that time, and then seeing which range you fall in.

**Student Needs:**
All students who have the need for adjustments to enable their learning will be accommodated.

**Americans with Disabilities Act (ADA) Policy Statement**
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If you believe you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Cain Hall so your professor can best accommodate your needs. The phone number is 845-1637.
Seat Assignments:
Come to the second class period in time to select your seat for rest of semester. A seating chart will be distributed on that day.

Attendance:
The seating chart referred to above will be used primarily for distribution of graded exams and quizzes. I do not take roll. Approximately five unannounced pop quizzes, however, will be given during the semester. You must provide satisfactory prior notice and/or written excuse in order to be excused from taking a pop quiz.

You must also provide satisfactory notice and written documentation of an excuse in order to make up a missed hour exam. I will follow the Texas A&M University Student Rules in considering excuses for absences in all cases.

Calculator use:
The use of **programmable calculators** on quizzes and examinations is **NOT** authorized. According to departmental policy, use of a programmable calculator during quizzes and exams is considered a form of cheating and will result in a grade of zero on the quiz or exam, a grade of “F” in the course, and your name reported to the Aggie Honor System Office.

√ Academic Integrity Statement:
"An Aggie does not lie, cheat or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit www.tamu.edu/aggiehonor/.

Course Outline:
Course objectives will be achieved by covering the following topics:

I. **Financial Statement Analysis as a Planning Tool**
   1. Review of master budget components, including the cash budget
   2. Pro forma analysis of master budget
      (a) Informational needs
      (b) Alternative forecasting methods
(c) Sensitivity analysis reflecting uncertainties in input and product markets
3. Structure of key financial statements and budget linkages
4. Calculation and application of financial ratios
   (a) Adoption of Farm Financial Standards Council guidelines
   (b) Assessing current position of the firm relative to past performance
   (c) Application with mini-case studies

II. Analysis of Existing Enterprises
1. Contribution analysis
2. Return on investment in specific enterprises
3. Sensitivity, probability and breakeven analysis

III. Analysis of Growth Opportunities
1. Brief overview of capital budgeting methods
2. Measures of business risk
3. Measures of financial risk
4. Risk premiums and required rates of return
5. Portfolio effect on risk premium
6. Risk-adjusted capital budgeting and application to mini-case examples
7. Decision rules for ranking opportunities

IV. Financing Decision-Making
1. Financing current operations
   (a) Monthly cash flow statement
   (b) Determining line of credit needs
   (c) Documentation needed to support operating loan requests
2. Financing growth opportunities
   (a) Debt, equity and capital leases
   (b) Analysis of capital lease opportunities
   (c) Optimal combination of debt and equity
   (d) Documentation needed to support mortgage loan requests

V. Financial Institutions Serving Agriculture and Rural Businesses
1. Institutional sources of financing
   (a) Commercial banks, including sources of capital and institutional regulation
   (b) Farm Credit System entities, including sources of capital and institutional regulation
   (c) Other sources of loan funds
2. Sources of risk to lenders, including interest rate risk and credit risk
3. Analysis of loan applications  
   (a) Role and application of credit scoring  
   (b) Credit bureau information and other sources of data  
   (c) Institutional credit standards  
   (d) Loan collateralization and collateral risk  
   (e) Role of the loan officer and credit manager  
   (f) Review of loan application forms  
   (g) Evaluation of mini-case examples  
4. Portfolio management, including allowance for loan losses and application of early warning systems  
5. Loan classification, risk rating and loan pricing  
6. Institutional performance rating systems  

VI. Team Presentations  
1. The class will be divided into an even number of teams. The even numbered teams will be potential borrowers from a hypothetical institution and the odd numbered teams will be loan officers and portfolio managers with this hypothetical institution.  

2. The borrowing team will present their analysis supporting a loan application for expansion of an approved hypothetical farm or farm-related small rural business. This includes analysis of the feasibility of the expansion opportunities and demonstration of the firm’s debt repayment capacity.  

3. Immediately following the presentation by a borrowing team, the corresponding lending team will provide its evaluation of the loan application. The lending team will be expected to evaluate the application given the institution’s credit standards and decide whether or not to make the loan and the appropriate interest rate to charge.  

4. Steps 2 and 3 will be repeated several times until all students have participated in the process.  

5. I will serve as the lender team’s regulator to oversee the process. I will also attempt to have local credit officers or bank examiners in class on the days presentations are made to give their evaluation of operating and mortgage loan application and the lending decision.
Weekly Instruction Schedule

Tuesday, January 19  
Introduction to course and course requirements  
Review of course syllabus  
Role of presentations  
Scope of agribusiness finance

Part 1: Managerial Accounting Fundamentals

Thursday, January 21  
**Slide Show #1:** Structure of food and fiber system  
What is managerial accounting?  
**Slide Show #2:** Basic structure of key financial statements  
**Slide Show #3:** Financial statement linkages  
**Handout #1:** Financial indicators, historical and comparative analysis  
Announce in-class problem #1

Tuesday, January 26  
Discuss in-class Problem #1 on website  
**Slide Show #4:** Measurement, interpretation and application of key financial indicators  
**Slide Show #5:** Indicators of success versus failure

Thursday, January 28  
Demo previous borrower and lender presentations  
**Slide Show #6:** Enterprise budgets and the Master budget  
The short term pro forma cash flow analysis and the LOC  
**Slide Show #7:** Cost accounting concepts

Part 2: Economic Growth Concepts

Tuesday, February 2  
Demo a few more presentations from last semester  
**Slide Shows #8** emphasize the following:  
Optimal current product combination  
Optimal current input combination  
Long run expansion path  
Long run planning curve and size economies  
Price under perfect and imperfect competition  
**Handout #2:** Economic growth model  
Internal and external constraints to growth  
Application of leverage  
Sample problem
Thursday, February 4  
**Review Handout #2**  
**Cover Handout #3:** Time value of money  
Present value of future cash flows  
Choice of discount rate  
Application of loan amortization  
Sample problem  
Payback period method  
Net present value method  
Internal rate of return method

Tuesday, February 9  
Summarization of Parts 1 and 2

### Part 3: Valuing Investment Opportunities

<table>
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<th>Activity</th>
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<tr>
<td>Thursday, February 11</td>
<td><strong>Handout #3:</strong> Capital budgeting</td>
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<tr>
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<td>Data requirements</td>
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<td></td>
<td>Measuring future net cash flows</td>
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<td>Global soybean model example</td>
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<td>Ethanol plant case example</td>
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<td>Homework assignment</td>
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Tuesday, February 16  
Collect homework assignment and review answers  
Finalize team rosters  
Review for 1st hour exam

**Thursday, February 18**  
**1st Hour exam**

Tuesday, February 23  
Pass back and discuss graded 1st Hour Exams  
**Handout #3:** Capital budgeting  
Increasing uncertainty over time  
Purchase of depreciable assets  
Purchase of real estate  
Maximum bid price for real estate  
**Handout #4:** Business forecasting with externalities  
**Handout #5:** business risk and financial risk  
Announce Homework #2

Thursday, February 25  
**Handout #5:** business risk and financial risk  
Measurement of risk premiums  
Collect Homework #2
Pass back and discuss 1st hour exam and Homework #1
In class time for team meetings

Tuesday, March 2

**Handout #5**: Portfolio effect
Optimal capital structure and project ranking
Discuss input form for class model
Discuss presentation requirements
**In class time for team meetings**

Thursday, March 4
Guest speaker: to be announced
Distribute study guide for 2nd hour exam

Tuesday, March 9
Discuss answers to Homework #3
Review for 2nd hour exam

**Thursday, March 11**  
**2nd hour exam**

Tuesday, March 16    
Thursday, March 18   
Spring break
Spring break

**Part 4: Financial Markets and Sources of Capital**

Tuesday, March 23
Pass back graded 2nd hour exams
Overview of financial markets serving rural borrowers

Thursday, March 25
Case example: Investment analysis for a dry mill ethanol plant.
Information needs for team presentations

Tuesday, March 24
**Slide Show #9**: Trends in financing agriculture
**Slide Show #10**: Agricultural lending industry
Financial regulation of agricultural lending institutions

Tuesday, March 30
**Slide Show #11**: Credit scoring
Role of credit bureaus
Component of credit scorecard
Computerization of lending decision
**Slide Show #12**: Requested information on loan application forms

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1 Handouts #6 and #7 provide additional reading materials on financial intermediation and regulation in agriculture.
Thursday, April 1
Team presentation requirements: borrower versus lender teams
Demo more team presentations from previous semesters
**Slide Show #13:** Portfolio analysis 2/
Stress testing portfolio segments
Portfolio manager and the credit officer
Summary of lending perspective in this course
Team presentation - Hints for success

Tuesday, April 6
Guest speaker: to be announced

**Part 5: Team Presentations**

Thursday, April 8
Borrower and Lender Teams (#1 and #6)

Tuesday, April 13
Borrower and Lender Teams (#2 and #7)

Thursday, April 15
Borrower and Lender Teams (#3 and #8)

Tuesday, April 20
Borrower and Lender Teams (#4 and #8)

Thursday, April 22
Borrower and Lender Teams (#5 and #10)

**Tuesday, April 27**  
**3rd hour exam**

Team executive summaries due at start of class

Thursday, April 29
Pass back graded 3rd hour exams and team grades
Briefly discuss optional final examination

Tuesday, May 4
Redefined day, no class

Thursday, May 6
Reading day; no class
Check WebCT after 5pm today to see your scores and letter grade for this exam. The grade calculator on the website can tell you the score needed on the optional final exam to change your letter grade.

**TBA**  
**Optional final**

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2 Handouts #10 and #11 provide additional reading materials on portfolio regulation and institution rating by agricultural lending regulators.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Architecture

2. Course prefix, number and complete title of course: ARCH 653 Building Information Modeling in Architecture

3. Catalog course description (not to exceed 50 words): Building Information Modeling (BIM); principles, methods, and applications in the building lifecycle with a focus on the design process; includes computer-aided design, parametric modeling, databases, web technologies, design performance simulation and visualization.

4. Prerequisite(s):
   Graduate classification or instructor approval

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

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

7. 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)

8. M.ARCH., M.S., Ph.D. in Architecture

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>ARCH</td>
<td>653</td>
<td>BLDG INFO MODELING ARCH</td>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0 2 9 0 1 0</td>
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<td>Level 6</td>
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Approval recommended by:

Department Head - Type Name & Sign 2009

Chair, College Review Committee 10/22/09

Dean of College 10/22/09

Submitted to Coordinating Board by:

Associate Director, Curricular Services 11/5/09

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
ARCH 653 Building Information Modeling in Architecture
Fall 2010

Meeting times and location: TBA
Credit: 3

Instructor: Wei Yan

Email: wyan@tamu.edu
Telephone: (979) 845 0584
Office Hours: TBD

Description
Building Information Modeling (BIM); principles, methods, and applications in the building lifecycle with a focus on the design process; includes computer-aided design, parametric modeling, databases, web technologies, design performance simulation and visualization.

Introduction
The course will introduce Building Information Modeling (BIM) in architecture and BIM principles, methods, and applications in the building lifecycle with a focus on the design process. Topics include computer-aided design, parametric modeling, databases, web technologies, design performance simulation and visualization.

Prerequisites
Graduate classification or instructor approval

Course Objectives
At the end of the course students should gain knowledge of architectural computing methods centered at Building Information Modeling that they can apply in design studios, thesis work, research, and professional practice. Students should gain knowledge of basic and advanced Building Information Modeling technologies that can be used to model and retrieve building information in the building lifecycle from design to facility management.

The objectives of this course will be pursued by means of theoretical lectures, readings, practical exercises that address a given set of instructional targets, and projects.

Instructional Targets

- To stimulate the acquisition of fundamental knowledge in the domain of Building Information Modeling.
- To offer opportunities for training on the use of diversified computing resources at both basic and advanced levels
Course Content
The course will include the following components:

- Computer-Aided Design (CAD)
- Building Information Modeling
- Parametric modeling
- Information retrieval using databases and API
- Web-based technologies and networking
- Performance simulation and visualization
- Applications

Performance Evaluation and Attendance to Classes
The final grade will be based on all assignments. All assignments will be graded by points. The final grade will be given by a letter based on weighted average points. Points and letters will be given by the following evaluation:

<table>
<thead>
<tr>
<th>Letter grade</th>
<th>Point grade (max 100)</th>
<th>Quality of work</th>
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<tbody>
<tr>
<td>A</td>
<td>points&gt;=90</td>
<td>Exceptional work, above standards</td>
</tr>
<tr>
<td>B</td>
<td>90&gt;points&gt;=80</td>
<td>Satisfactory work, meet standards</td>
</tr>
<tr>
<td>C</td>
<td>80&gt;points&gt;=70</td>
<td>Unsatisfactory work, below standards</td>
</tr>
<tr>
<td>D</td>
<td>70&gt;points&gt;=60</td>
<td>Deficient work</td>
</tr>
<tr>
<td>F</td>
<td>points&lt;60</td>
<td>Failure, course needs to be repeated</td>
</tr>
</tbody>
</table>

Assessment will be based on the quality of the final product (defined as the relationship between assignment objectives and results) and the quality of the procedural narratives (description of the procedure used during the assignment).

Please note:

- All assignments should be individually developed, except those noted as "team" assignments.
- Assignments normally due before the next course phase.
- Late submissions will be penalized 5 points for each 24 hour period late.
- Attendance is mandatory in all classes. Please see the "Attendance" section on the "Texas A&M Student Rules" regarding accepted reasons that may justify an absence. An absence of class may result in many times more effort to catch up with the class.

Americans with Disabilities Act (ADA) Policy Statement
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Academic Integrity Statements

AGGIE HONOR CODE

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For additional information please visit: http://www.tamu.edu/aggiehonor/

Plagiarism

For individual work, students should not provide to other students any kind of personal digital files related to the development of the assignments. Drawing, modeling, animation, database files (.rvt, .dwg, .dwf, .psd, .jpg, .gif, .avi, .mdb, etc.) among others, that are created in the context of the class are personal property and should not be shared with other students of the same section or among sections. Plagiarism applies to all kinds of digital files and to all related content (i.e. models, images, drawings, the narrative of the procedure for an assignment, etc). You are committing plagiarism if you use or copy the work of another person and turn it as your own, even if you should have permission of that person.
# Schedules

## Phase 1 BIM Basics - Modeling

<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>Course Introduction</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>CAD and BIM</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>Categories, Families, Types, and Instances</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>Families + Project 1 Assignment</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>Parametric Design 1</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>Parametric Design 2</td>
</tr>
<tr>
<td>Lecture 7</td>
<td>Object-Oriented Modeling</td>
</tr>
<tr>
<td>Lecture 8</td>
<td>User Defined Parameters</td>
</tr>
<tr>
<td>Lecture 9</td>
<td>BIM Tools</td>
</tr>
</tbody>
</table>

## Phase 2 BIM Advanced - Accessing Data

<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 10</td>
<td>Database 1</td>
</tr>
<tr>
<td>Lecture 11</td>
<td>Database 2</td>
</tr>
<tr>
<td>Lecture 12</td>
<td>BIM Database</td>
</tr>
<tr>
<td>Lecture 13</td>
<td>BIM and Other Building Models + Project 2 Assignment</td>
</tr>
<tr>
<td>Lecture 14</td>
<td>Interoperability</td>
</tr>
<tr>
<td>Lecture 15</td>
<td>BIM Networking</td>
</tr>
<tr>
<td>Lecture 16</td>
<td>BIM and Web Technologies 1</td>
</tr>
<tr>
<td>Lecture 17</td>
<td>BIM and Web Technologies 2</td>
</tr>
<tr>
<td>Lecture 18</td>
<td>BIM and Collaborative Design</td>
</tr>
<tr>
<td>Lecture 19</td>
<td>BIM and Facility Management</td>
</tr>
</tbody>
</table>

## Phase 3 - BIM Applications

<table>
<thead>
<tr>
<th>Lecture #</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 19</td>
<td>BIM Applications</td>
</tr>
<tr>
<td>Lecture 20</td>
<td>BIM and Sustainability + Final Project Assignment</td>
</tr>
<tr>
<td>Lecture 21</td>
<td>Integrated Practice</td>
</tr>
<tr>
<td>Lecture 22</td>
<td>BIM and Games for Education</td>
</tr>
</tbody>
</table>
Readings

- Research papers on BIM in Journal of Building Information Modeling, CAAD Futures, ACADIA, eCAADe, CAADRIA, etc. (Required)


Assignments

<table>
<thead>
<tr>
<th>Project</th>
<th>Topic</th>
<th>Requirements</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating BIM Models</td>
<td>Modeling exercises (20 pts) Building modeling (30 pts) Visualization (30 pts) Description (10 pts) In-Class presentation (10 pts)</td>
<td>30%</td>
</tr>
<tr>
<td>2</td>
<td>Accessing BIM Database</td>
<td>Database exercises (20 pts) Accessing BIM through API, ODBC, and Web (60 pts) Description (10 pts) In-Class presentation (10 pts)</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>BIM Applications</td>
<td>Proposal (20 pts) Modeling non-graphical info. (20 pts) Accessing info. for application (20 pts) Presenting info in web-based/stand-alone application (10 pts) Description (10 pts) Research paper based on the application (20 pts)</td>
<td>40%</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of

Chemistry

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

CHEM 630 - Bioorganic Chemistry

3. Catalog course description (not to exceed 50 words):

Introduction to current research areas of bioorganic chemistry and chemical genetic tools in exploring biological systems; DNA recombinant technology; histone chemical biology; protein glycosylation; protein engineering methods; gene transcription regulation; semi-synthesis of proteins with PTM analogs.

4. Prerequisite(s):

Chem 627 or approval of instructor

Cross-listed with:

None

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes ☑ No

7. 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)

Ph.D. in chemistry, biochemistry and biology.

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

9. Prefix Course # Title (excluding punctuation)

Chemistry

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td></td>
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</table>

Approval recommended by:

David H. Russell
Department Head - Type Name & Sign Date 10/6/09

Chair, College Review Committee Date 10/12/09

Dean of College Date 11/5/07

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu 22 of 141 B
Curricular Services – 3/09
CHEM 630: Bioorganic Chemistry
Spring 2010, TR 8:00 am – 9:15 am, 2101 Chemistry

Instructor: Dr. Wenshe Liu
Office: 1225 Chemistry
Email: wliu@mail.chem.tamu.edu
Office hours: TR 10:00 – 11:00 am

Course description: Introduction to current research areas of bioorganic chemistry and chemical genetic tools in exploring biological systems; DNA recombinant technology; histone chemical biology; protein glycosylation; protein engineering methods; gene transcription regulation; semi-synthesis of proteins with PTM analogs.


Syllabus:

<table>
<thead>
<tr>
<th>week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Class introduction; nucleic acid; protein; polysaccharide</td>
</tr>
<tr>
<td>2</td>
<td>Lipid; DNA replication, mutation and repair</td>
</tr>
<tr>
<td>3</td>
<td>Unnatural base pairs; DNA recombinant technology</td>
</tr>
<tr>
<td>4</td>
<td>DNA recombinant technology; drug targeting DNA replication; gene transcription</td>
</tr>
<tr>
<td>5</td>
<td>Transcription regulation; expressed protein ligation</td>
</tr>
<tr>
<td>6</td>
<td>Histone chemical biology; transcription factor regulation; translation</td>
</tr>
<tr>
<td>7</td>
<td>tRNA; ribosome; RNAi; <strong>exam 1</strong></td>
</tr>
<tr>
<td>8</td>
<td>Protein post-translational modification (PTM); semi-synthesis of proteins with PTM analogs</td>
</tr>
<tr>
<td>9</td>
<td>Protein glycosylation; protein engineering methods; green fluorescent protein;</td>
</tr>
<tr>
<td>10</td>
<td>Expand the genetic code to incorporate unnatural amino acids</td>
</tr>
<tr>
<td>11</td>
<td>Unnatural amino acids; tags and probes for chemical biology</td>
</tr>
<tr>
<td>12</td>
<td>Chemical biology in protein function modulation</td>
</tr>
<tr>
<td>13</td>
<td>Forward chemical genetics</td>
</tr>
<tr>
<td>14</td>
<td>Reverse chemical genetics</td>
</tr>
</tbody>
</table>

**exam 2; term papers due**

Grades will consist of:

- Attendance: 100 pts.
- Midterm exam: 150 pts.
- Final exam: 150 pts.
- Term paper: 100 pts.
- Total: 500 pts.


Term paper: it can either be a review of advances in any area of chemical biology or an original idea. The format of the original idea will be as same as that of proposals for fellowship or grant application.
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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement and Policy
"An Aggie does not lie, cheat or steal, or tolerate those who do."
For additional information please visit http://www.tamu.edu/aggiehonor for Honor Council Rules and Procedures on the web.
1. This request is submitted by the Department of Zachry Department of Civil Engineering.

2. Course prefix, number and complete title of course: CVEN 766 - Highway Design

3. Catalog course description (not to exceed 50 words): Theory and practice in highway design; highway classification and design criteria, location studies, design of vertical and horizontal alignment, cross section, intersections, environmental factors, and highway drainage elements.

4. Prerequisite(s): CVEN 307; 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.

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

8. This course will be:
   a. required for students enrolled in the following degree programs(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., M.Eng., Ph.D. in civil engineering

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

   Mark Buergs [Signature] 11/11/09 Department Head - Type Name & Sign Date

   F. Autenrieth [Signature] 10-26-09 Chair, College Review Committee Date

   Mark Buergs [Signature] 10-26-09 Dean of College Date

   Sandra W. [Signature] 11/5/09 Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu 25 of 141 B Curricular Services – 3/09
CVEN 766
Highway Design (2-3)
Credits: 3

Elective

Description: Theory and practice in highway design; highway classification and design criteria, location studies, design of vertical and horizontal alignment, cross section, intersections, environmental factors, and highway drainage elements.

Lecture: Lectures: MW 12:40 pm -1:30 pm, Room 221 – CE Building
Laboratories: T 2:20 pm – 5:10 pm, Room 221 – CE Building

Prerequisites: CVEN 307; graduate classification


Course Objectives: Provide fundamental engineering bases for designing rural and urban highways.

Course Instructor: Dr. Dominique Lord
Room 304A, CE/TTI Building (note: I will be changing office in Fall 2007)
(979) 458-3949
d-lord@tamu.edu
Course website: http://ceprofs.civil.tamu.edu/dlord/CVEN_456_Course_Material.htm

Office Hours: M 11:00 am – 12:00 pm and T 1:00 pm – 2:10 pm

Topics Covered: Highway Functional Classification (Week 1)
Highway Design Process (Week 2)
Route Selection (Week 3)
Earth Work/User and Construction Costs (Week 4)
Design Controls and Criteria (Weeks 5 & 6)
Sight Distance (Week 7)
Horizontal and Vertical Alignments (Weeks 8 & 9)
Cross Section Design (Weeks 10 & 11)
At-Grade Intersections (Week 12)
Application of Geometric Design Principles (Week 13)
Environmental Issues (Week 14)
Professional
Content:
Preparation for engineering practice
Design experience
Incorporation of engineering standards and realistic constraints that include
most of the following considerations: economic; environmental;
sustainability; manufacturability; ethical; health and safety; social; and
political.

Outcomes
Addressed:
Ability to apply knowledge of basic mathematics, science, and
engineering
Ability to design a civil/ocean engineering system to meet desired needs
Ability to formulate and solve civil/ocean engineering problems
Understanding of professional and ethical responsibility
Understanding of the impact of civil/ocean engineering solutions in a
global/societal context
Appreciation and knowledge of current civil/ocean engineering issues

Course Evaluation:
Laboratories: 30% (4-5 laboratories)
Term Project: 35%
Assignments: 10% (4-5 assignments)
Term Paper: 10%
Mid-Term: 15%

Grading Scale:
A = 90% or above, B = 80 to 89%, C = 70 to 79%, D = 60 to 69%,
F = below 60%

Graduate Students:
This class is a stacked class with CVEN 456, which is an senior-level
undergraduate class. Graduate students enrolled in the class will be
required to satisfy all of the undergraduate requirements, plus additional
requirements assigned by the professor. The graduate students will be
assigned an additional term paper. The paper will be assigned early
October.

Academic Honesty:
"An Aggie does not lie, cheat, or steal or tolerate those who do." Students
are expected to understand and abide by the Aggie Honor Code presented
on the web at: http://www.tamu.edu/aggiehonor. No form of scholastic
misconduct will be tolerated. Academic misconduct includes cheating,
fabrication, falsification, multiple submissions, plagiarism, complicity, etc.
These are more fully defined in the above web site. Violations will be
handled in accordance with the Aggie Honor System Process described on the web site.

**E-mail:**
Communication via e-mail (questions on homework, exams, class examples, etc.) is encouraged. As much as possible, questions submitted via e-mail will be answered to the sender as soon as possible. The instructor will use the e-mail system to make any relevant notifications. E-mails may also be used to distribute clarifications on class lectures, homework, exams and problem solutions. Use of e-mail is strictly voluntary. If you would like to receive course-related e-mail, send the instructor an e-mail message, indicating your name, the course, the section, and your e-mail address.

**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 B118 of the Cain Hall Building, or call 845-1637.

Prepared by: Dominique Lord
Date of Preparation: October 2nd, 2009
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of
   Civil Engineering
   CVEN 750 Finite Element Applications in Structural Engineering

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

3. Catalog course description (not to exceed 50 words):
   Role of the finite element method (FEM) in structural engineering; use of commercial finite element software;
   application of FEM method for various structural engineering problems; selection of appropriate FEM models;
   types of elements and mesh sizes; use and interpretation of FEM results.

4. Prerequisite(s):
   CVEN 455 or Approval of Instructor

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. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      Master of Engineering in Civil Engineering with emphasis on Structural Engineering
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Master of Science and Ph.D. in Civil Engineering with emphasis on Structural Engineering

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

9. Prefix  Course #  Title (excluding punctuation)
    CVEN    750  Finite Element Applications in Structural Engineering

    Fee  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    02  02  03  14  08  03  00  06  06  30  10  11  00  36  32

   Approval recommended by:
   Mark Burns  9/15/09

   Department Head - Type Name & Sign  Date
   Chair, College Review Committee  Date
   Dean of College  Date
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/09
CVEN 750

Finite Element Applications in Structural Engineering

prerequisite: CVEN 455 or Approval of Instructor

8:00 - 9:15am Tuesday & Thursday & 2:20-4:10pm Tuesday
all class meetings will be in room CE 217

instructor = jim-morgan@tamu.edu
voicemail = 979.845.4394
office address= 808 S CE/TTI building (hours to be arranged)

Course Description:
Role of the finite element method (FEM) in structural engineering; use of commercial finite element software; application of FEM method for various structural engineering problems; selection of appropriate FEM models; types of elements and mesh sizes; use and interpretation of FEM results.

Textbooks = no one specific textbook is required for this course;
however, a variety of on-line (free access while on campus) texts will be used to support the course. These books include (but are not limited to):
- Finite Element Method A Practical Course, Author(s): G.R. Liu and S.S. Quek, Copyright © 2003 Elsevier Ltd. All rights reserved, ISBN: 978-0-7506-5866-9
- The Finite Element Method Set (Sixth Edition), Its Basis and Fundamentals, Author(s): O.C. Zienkiewicz, CBE, FRs, R.I. Taylor and J.Z. Zhu, Copyright © 2005 Elsevier Ltd. All rights reserved, ISBN: 978-0-7506-6431-8

Note: the campus library also has a number of useful Finite Element books

Course Objectives (= the knowledge and skills the instructor wants students to acquire by the end of the course)
- To be able to outline and describe the use of the Finite Element Method to effectively analyze a structure.
- To be able to use a commercial finite element package for analysis of a variety of structures.
- To be aware of the limitations of finite element analysis (and include the importance of mesh size, element selection, etc. to appropriately model a structure)

Grading policies: Since this is a Project-Based course, most of your grade will be based on your individual & team projects.
- 40% Term Projects (team&individual)
- 20% Homework; class participation & in-class assignments
- 20% Mid-term exam
- 20% Final Project (individual)

where: A ≥ 90; 90 > B ≥ 80; 80 > C ≥ 70; 70 > D ≥ 60; 60 > F.
Attendance is expected, make-up for in-class grades will occur only for approved absence. The only late work accepted will be in cases of approved absence. Approved absences are those approved by me in advance of the absence, plus those excused according to section 7.1 of the TAMU Student Rules (http://student-rules.tamu.edu/rule07).

Course topics & Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the role of Finite Elements in Structural Engineering</td>
</tr>
<tr>
<td>2</td>
<td>Overview of Matrix Structural Analysis – “direct stiffness” for Frames &amp; Trusses</td>
</tr>
<tr>
<td>3</td>
<td>Computation of displacements &amp; linear elastic member forces</td>
</tr>
<tr>
<td>4</td>
<td>Shape functions; potential energy &amp; stiffness matrix</td>
</tr>
<tr>
<td>5</td>
<td>Introduce SAP2000 and RISA 3D programs &amp; project #1</td>
</tr>
<tr>
<td>6</td>
<td>Mesh size and other modeling issues</td>
</tr>
<tr>
<td>7</td>
<td>Modeling structures including solid elements: plates, shells &amp; solids</td>
</tr>
<tr>
<td>8</td>
<td>Mid-term exam</td>
</tr>
<tr>
<td>9</td>
<td>Analysis including material &amp; geometric non-linearity &amp; project #2</td>
</tr>
<tr>
<td>10</td>
<td>Modal Dynamic Analysis</td>
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<tr>
<td>11</td>
<td>Time-history analysis</td>
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<td>12</td>
<td>Project #3</td>
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<tr>
<td>13</td>
<td>Non-linear dynamic analysis</td>
</tr>
<tr>
<td>14</td>
<td>Stability analysis</td>
</tr>
<tr>
<td>14</td>
<td>Review of final course projects</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA) Policy Statement

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Academic Integrity Statement and Policy

"An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://www.tamu.edu/aggiehonor/

Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://www.tamu.edu/aggiehonor. No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Electrical & Computer Engineering

2. Course prefix, number and complete title of course: ECEN 761 Biosensors Lab

3. Course description (not to exceed 50 words): Biosensors Lab is a hands on experience in basic concepts of biosensing and how to make miniaturized biosensors; various applicability examples associated with these sensing principles.

4. Prerequisite(s): Approval of Instructor

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 this course be repeated within the same semester? □ 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. Spring '09 - 5 Spring '08 - 19

8. This course will be:
a. required for students enrolled in the following degree programs(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., MEN, Ph.D. in Electrical & Computer Engineering

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 (excluding punctuation)

| ECEN | 761 | BIOSENSORS LAB |

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
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<tbody>
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<td>11 0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by: [Signature] 9/28/09
Head of Department

Chair, College Review Committee: [Signature] 10/26/09
Dean of College: [Signature] 10/26/09

Submitted to Coordinating Board by: [Signature]
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201.
Curricular Services – 11/07
ECEN 761 BioSensors Lab

Department of Electrical and Computer Engineering, Texas A&M University

Time and Location: 3 credit hours (2 hours lecture, 2 hour lab)

Instructor: Prof. Arum Han, Department of Electrical and Computer Engineering
Office Hours: T, Th 10:30 – 11:0AM
Office: 235G WERC (979-845-9686)
Email: arum.han@ece.tamu.edu

Class Handouts

References: B. R. Eggins, Chemical Sensors and Biosensors, Wiley, 2002

Objectives: Biosensors Lab is a hands on experience in basic concepts of biosensing and
how to make miniaturized biosensors; learn various application examples
associated with these sensing principles.

Lab Topics: Biosensing Basics
Biosensor Applications
Miniaturized Biosensors

Lab time will be determined on the first day of class. Labs will be typically run in
groups of 3-4.

Grading: Exams: 40%, Term Project: 20%
Labs: 40%

All labs are mandatory to receive a passing grade.

Your grades will be calculated on the basis of total points earned.
The points can be curved based on class average and may lower the
following standard.
A 90-100 (out of 100)
B 80-89 (out of 100)
C 70-79 (out of 100)
D 60-69 (out of 100)
F 59 and lower (out of 100)

Late Submissions
Late submissions of assignments will be accepted only in the case of
University excused absences

Prerequisite: Approval of Instructor
## Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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</thead>
<tbody>
<tr>
<td>1/20</td>
<td>Introduction to Biosensors</td>
</tr>
<tr>
<td>1/22</td>
<td>Basic Biosensor Characteristics</td>
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<tr>
<td>1/27</td>
<td>Biology Overview</td>
</tr>
<tr>
<td>1/29</td>
<td>Electrochemical Detection</td>
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<tr>
<td>2/3</td>
<td>Enzyme Electrode 1</td>
</tr>
<tr>
<td>2/5</td>
<td>Enzyme Electrode 2</td>
</tr>
<tr>
<td>2/10</td>
<td>Immunosensors 1</td>
</tr>
<tr>
<td>2/12</td>
<td>Immunosensors 2</td>
</tr>
<tr>
<td>2/17</td>
<td>Optical Sensing 1</td>
</tr>
<tr>
<td>2/19</td>
<td>Optical Sensing 2</td>
</tr>
<tr>
<td>2/24</td>
<td>Surface Plasmon Resonance (SPR)</td>
</tr>
<tr>
<td>2/26</td>
<td>Miniaturized Biosensors</td>
</tr>
<tr>
<td>3/3</td>
<td>Microfabrication 1</td>
</tr>
<tr>
<td>3/5</td>
<td>Seminar</td>
</tr>
<tr>
<td>3/10</td>
<td><strong>Exam 1</strong></td>
</tr>
<tr>
<td>3/12</td>
<td>Microfabrication 2</td>
</tr>
<tr>
<td>3/24</td>
<td>Microfluidic components</td>
</tr>
<tr>
<td>3/26</td>
<td>Other Detection Techniques (FET, Acoustic, etc.)</td>
</tr>
<tr>
<td>3/31</td>
<td>Implantable Sensors 1 (Wireless pressure sensor, etc.)</td>
</tr>
<tr>
<td>4/2</td>
<td>Implantable Sensors 2 (Neural probe)</td>
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<tr>
<td>4/7</td>
<td>Bioelectricity 1</td>
</tr>
<tr>
<td>4/9</td>
<td>Bioelectricity 2</td>
</tr>
<tr>
<td>4/14</td>
<td>Living Biosensor</td>
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<tr>
<td>4/16</td>
<td>Nanotechnology for Biosensors (Nanowire, etc.)</td>
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<tr>
<td>4/21</td>
<td>Nanoparticle as Sensors</td>
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<tr>
<td>4/23</td>
<td>Term Project Presentation 1</td>
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<tr>
<td>4/28</td>
<td>Term Project Presentation 2</td>
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<tr>
<td>4/30</td>
<td><strong>Exam 2</strong></td>
</tr>
</tbody>
</table>
Lab. Schedule (tentative)

The Lab. schedule is tentative and subject to changes.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Topic</th>
<th>Lab Exercise</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>NanoBio Systems Lab. Tour, Demo</td>
</tr>
<tr>
<td>2</td>
<td>Electrochemical Biosensing</td>
<td>Lab 1. Standard electrochemical cell</td>
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<tr>
<td>3</td>
<td>Optical Biosensing</td>
<td>Lab 2. Electrochemical detection</td>
</tr>
<tr>
<td>4</td>
<td>Miniaturized Biosensors</td>
<td>Lab 3. Immunosensing Virtual Lab</td>
</tr>
<tr>
<td>5</td>
<td>Mini Design Project</td>
<td>Lab 4. Photomask Fabrication</td>
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<td></td>
<td>Lab 5. Soft Lithography: Microfluidic channel fab.</td>
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<td>Lab 6. Microfluidic testing and microvalve testing</td>
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<tr>
<td></td>
<td></td>
<td>Lab 7. Laser micromachined fluidic structures</td>
</tr>
</tbody>
</table>

Lab Safety
Basic student guidelines for laboratory safety will be distributed prior to the first lab. All students will be required to read the guidelines and sign a student safety contract agreement prior to the first lab. 5% of the laboratory grade will be based on safety performance. If there is any concern regarding lab. safety, contact the instructor or the TA immediately.

Academic Dishonesty and Plagiarism
The handouts used in this course are copyrighted. The definition of "handouts" is all materials generated for this class, which include but are not limited to syllabi, homework assignments, in-class materials, and additional printed materials except published scientific papers for personal use. Because these materials are copyrighted, you do not have the right to make additional copies of the handouts unless the instructor of this course expressly grants permission. As commonly defined, plagiarism consists of passing off the ideas, words, writings, etc., of another as one's own. In accordance with this definition, you are committing plagiarism if you copy the work of another person without proper citation and acknowledgement, and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Paraphrasing without proper citation and acknowledgement is one form of plagiarism. 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". Any forms of dishonesty including, but not limited to, cheating on any examinations and plagiarism on the Review project will be handled according to the procedures outlined by the Aggie Honor System Office. Please check the following websites for further information:

University Regulations Student Handbook: http://student-rules.tamu.edu
Aggie Honor System Office: http://www.tamu.edu/aggiehonor/
Definition of Academic Misconducts: http://www.tamu.edu/aggiehonor/acadmisconduct.htm

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 B118 Cain Hall or call 845-1637.
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Educational Administration & Human Resource Development

2. Course prefix, number and complete title of course: EDAD 617, African American School Desegregation

3. Course description (not to exceed 50 words): History of African American education through the lens of school desegregation; Brown v. Board of Education decision, including the conditions and actions that led to the ruling; the ensuing era of implementation; relevance of Brown for our schools today.

4. Prerequisite(s): Graduate classification

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

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

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

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 (excluding punctuation) Lec. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code

    EDAD 617 AFRICAN AMER SCHL DESEG

    03 00 03 1 3 0 9 0 1 0 0 0 0 8 6 1 0 1 1 0 3 6 3 2

Approval recommended by:

Head of Department Date

Head of Department (if cross-listed course) Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201. Curricular Services – 11/07
Anderson, Kristy

From: Venzant Chambers, Terah
Sent: Friday, October 16, 2009 7:49 PM
To: Nafukho, Fredrick
Cc: Anderson, Kristy
Subject: RE: Course Approval - Good News

Yay! This is great news!

From: Nafukho, Fredrick
Sent: Friday, October 16, 2009 9:40 AM
To: Venzant Chambers, Terah
Subject: Course Approval - Good News

Good Morning Terah,
Please see the approval message below from Dr. Fossett, the Department Head of Sociology. Congratulations for developing a very good course which is most likely to attract enrollments from across campus. Thanks, Fred

From: Fossett, Mark
Sent: Friday, October 09, 2009 5:11 PM
To: Nafukho, Fredrick
Subject: RE: Course Approval

Dear Dr. Nafukho,

I reviewed the syllabus you provided and do not have any objections to this seminar on African Americans and School Desegregation being offered. To the contrary, I believe it would be a valuable addition to seminar offerings in the university and that many students in our program might consider taking it to support their specialization in areas such as racial and ethnic relations, social stratification, urban sociology, and so forth.

It so happens, I met Dr. Chambers at a colloquium presentation we both attended earlier today. I enjoyed visiting with her and learning a little bit about her research and teaching interests. I look forward to getting to know her better in the future.

Please let me know if you need a more detailed response. Otherwise, good luck with getting the course approved.

Sincerely,

Mark Fossett
Professor and Head
Department of Sociology

From: Nafukho, Fredrick
Sent: Wednesday, October 07, 2009 6:16 PM
To: Fossett, Mark
Subject: Course Approval

Dr. Fosset,
As a follow up to my e-mail message below, I would like to find out from you whether you have had time to go through the syllabus attached and if you have any objections to the approval of this course. Thanks, Fred

From: Nafukho, Fredrick
Sent: Friday, August 21, 2009 10:36 AM
To: Fossett, Mark
Subject: Course Approval

Dear Dr. Fosset,

Please find attached a syllabus for a new course request being submitted by the Department of Educational Administration and Human Resource Development (EAHR) in the College of Education and Human Development. Please let us know if you have any objections to the approval of this course.

Thank you, Fred

Fredrick Muyia Nafukho, Ph.D.
Professor and Department Head
Educational Administration and Human Resource Development
College of Education and Human Development Texas A&M University
511 Harrington Tower
4226 TAMU, College Station, TX 77843
Telephone 979-862-3395
Fax 979-862-4347
E-mail: fnafukho@tamu.edu
Website: http://eahr.tamu.edu
Anderson, Kristy

From: Venzant Chambers, Terah  
Sent: Saturday, August 29, 2009 2:14 PM  
To: Anderson, Kristy  
Subject: FW: New Course Request

Heard from History, just need to hear from Sociology...

From: Nafukho, Fredrick  
Sent: Monday, August 24, 2009 5:41 PM  
To: Buenger, Walter  
Cc: Venzant Chambers, Terah  
Subject: RE: New Course Request

Dr. Buenger,
Thank you very much for letting me know the response from your colleague and for giving us the formal approval from the Department of History to put this course on the books. I appreciate it, and have a great evening. Thanks, Fred

From: Walter Buenger [mailto:w-buenger@tamu.edu]  
Sent: Monday, August 24, 2009 5:32 PM  
To: Nafukho, Fredrick  
Subject: RE: New Course Request

Fred,

I have heard back from my colleague and he sees no problem with your offering this course. You have the formal approval of the Department of History to put this course on the books. Good luck with it. I hope it is a huge success.

Walter

At 04:15 PM 8/21/2009, you wrote:

Dr. Buenger,
Thank you very much for getting back to me immediately. The faculty member who developed this course is anxiously waiting to know your response. Have a great evening, Fred

From: Walter Buenger [mailto:w-buenger@tamu.edu]  
Sent: Friday, August 21, 2009 4:09 PM  
To: Nafukho, Fredrick  
Subject: Re: New Course Request

Fred,

I will run the course by our senior African American historian, but it does not seem to match any specific course on our books. We of course touch on this topic in almost every U.S. history course that deals with the post Civil War period. I will let you know for sure in a day or two.

Walter
At 10:34 AM 8/21/2009, you wrote:

Dear Dr. Buenger,
Please find attached a syllabus for a new course request being submitted by the Department of Educational Administration and Human Resource Development (EAHR) in the College of Education and Human Development. Please let us know if you have any objections to the approval of this course.

Thank you, Fred

Fredrick Muyia Nafukho, Ph.D.
Professor and Department Head
Educational Administration and Human Resource Development
College of Education and Human Development Texas A&M University
511 Harrington Tower
4226 TAMU, College Station, TX 77843
Telephone 979-862-3395
Fax 979-862-4347
E-mail: fnafukho@tamu.edu
Website: http://eahr.tamu.edu

Walter Buenger
Professor & Head
Department of History
Texas A&M University
College Station, Texas 77843-4236
(979) 845-7170
FAX (979) 862-4314

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Professor & Head
Department of History
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College Station, Texas 77843-4236
(979) 845-7170
FAX (979) 862-4314
Dept. of Educational Administration & Human Resource Development

EDAD 617
African American School Desegregation
Syllabus

Dr. Terah Venzant Chambers
525 Harrington Tower
Office: 979-862-7972
tvenzant@tamu.edu
Office Hours: By appointment

Prerequisites: Graduate Classification

Course Description:

History of African American education through the lens of school desegregation; Brown v. Board of Education decision, including the conditions and actions that led to the ruling; the ensuing era of implementation; relevance of Brown for our schools today.

Course Objectives:

By taking this course, students will:

- Gain an enhanced understanding of school desegregation in a national context.
- Learn about the particular circumstances that affected desegregation at the local community level.
- Gain experience with writing policy-based papers and making policy recommendations.
- Understand contemporary educational issues within an historical framework.
- Become familiar with reading and analyzing legal writing and court rulings.

Required Course Texts:

Course Requirements:

15 pts/10%  **Attendance, Participation and Engagement (APE).** This course is designed as a seminar, relying heavily on student contributions. Therefore, the success of our class depends on student input. Students are expected to be in class having read all of the assigned readings and prepared with questions to contribute to class discussions. Creating an environment where the issues related to the course can be critically engaged is central to the goals of the course. To earn all 15 points in this category, students will be expected to positively contribute to this atmosphere.

10 pts/10% **Leading Class Discussion.** Each student will choose at least one week to be responsible for producing a list of 7-10 critical questions to guide class discussion. Students should email their questions to the entire class, including the professor, by Sunday at midnight to allow everyone sufficient time to reflect upon the questions. The questions should be based on issues you find relevant to that week’s readings and that you feel will prompt an engaging and thoughtful class discussion. Students may also plan creative activities for the selected class period(s). A list of available class sessions will be distributed in class. Students may lead the class alone or in pairs; however, pairs must lead class twice. On the selected date, students should expect to guide the first 1.5-2 hours of class. **Due the Sunday of the selected week(s).**

30pts/30% **Community Desegregation Project.** In small groups of 2-3 people, students will investigate desegregation in a local community context. Students will choose from one of two options: 1) Study desegregation in-depth in one community, or 2) Complete comparative “snapshots” of desegregation across several communities (no less than two or more than five locations). Each project will discuss the legal, economic, social, historical and other factors that influenced the way desegregation unfolded in the chosen community or communities. Grading will be comprised of an individual grade (given by your peers) as well as a group grade based on the overall project. Groups will give a 20-25 minute multimedia presentation based on their research. See separate handout for specific assignment expectations. **Due Tuesday, 3/4 (Week 8).**

15 pts/15% **Position Statement.** As will become clear as the course progresses, issues of education, particularly as they relate to African American education, can be quite complicated. Consensus is elusive when it comes to concrete plans for what is the best way to educate our nation’s children. In this assignment, students will draw on course readings, class discussions and relevant outside readings to make an argument for how you think the educational needs of black children can best be met. Is desegregation the way to go? Would segregated schools work better? Are there particular policy changes that, once implemented, would make one option better than another? Students are encouraged to think creatively and critically about this idea and create a plan that is grounded in sound reasoning. Length: 5-8 pages. **Papers will be due on Tuesday, 4/8 (Week 13).**
30 pts/30% **Education Policy Paper.** Students will choose the contemporary education issue or policy of their choice and write a paper that frames that issue within the context of the issues discussed in class. Students are strongly encouraged to choose a topic that aligns with their personal and professional research interests to begin to build a body of work that will support later coursework and research. Students may structure the paper in the manner of their choosing as long as the paper presents a holistic picture of the topic selected. Some class time will be given to this assignment, including discussion of appropriate topics, instruction on research methods and small group discussion during various stages of the paper process. Students will also be required to solicit formal feedback from a peer on a rough draft of their paper. The majority of the points for this assignment will be based on the final paper (20), but 5 points will be given for turning in a rough draft. An additional 5 points will be awarded for providing substantive feedback to another classmate on their rough draft. Length: 20-25 pages. **Due: Paper Topic due 2/5 (Week 4), Rough Draft due 3/18 (Week 10), Peer Feedback due 3/25 (Week 11), Deadline for instructor review (optional), 4/1 (Week 12), Final Paper due 4/22 (Week 15).**

**Grading Scale:**
- 90-100 = A
- 80-89 = B
- 70-79 = C
- 60-69 = D
- Below 60 = F

**Schedule of Readings and Assignments:**

*Note: Readings and schedule are subject to change based on the pace and general interests of our class. In general, students are encouraged to complete the readings in the order they appear on the syllabus.*

**Week One:**
Course Introduction
Course overview and introductions
View: *With All Deliberate Speed: The Legacy of Brown v. Board*
Professor-led discussion

**Week Two:**
**African American Education in Slavery (and in the North)**
Readings:
- Irons, Ch. 1, “Cut Yer Thumb er Finger Off” (Recommended)
- Kluger, Ch. 1, “Together Let Us Sweetly Live” and Ch. 2, “Original Sin”
- Williams, Ch. 1, “In Secret Places: Acquiring Literacy in Slave Communities” (CD)
- Douglas, *Jim Crow Moves North*
Professor-led discussion
Week Three: African American Education in the Era of Reconstruction

Readings:
- Kluger, Ch 3, "The Special Favorite of the Laws"
- Anderson, Ch. 1, "Ex-Slaves and the Rise of Universal Education in the South, 1860-1880"
- Litwack, Ch. 2, "Lessons" (CD)
- Williams, Ch. 2, "A Coveted Possession: Literacy in the First Days of Freedom" (CD)

View: The Rise and Fall of Jim Crow, Part 1
Professor-led discussion


Readings:
- Irons, Ch. 2, "Forcibly Ejected From Said Coach" (Recommended)
- Kluger, Ch. 4, "Not Like Bales of Hay" and Ch. 5, "Coming of Age in Nigger Heaven"
- Plessy Decision¹
- Anderson, Ch. 5, "Common Schools for Black Children: The Second Crusade, 1900-1935"
- Chafe, Ch. 4, "Lessons Well Learned" (CD)
- Walker, "Interpersonal Caring in the ‘Good’ Segregated Schooling of African-American Children: Evidence from the Case of Caswell County Training School" (CD)

View: The Rise and Fall of Jim Crow, Part II (tentative)

Due: Proposed Paper Topic
Professor-led discussion

Week Five: Setting the Stage for Brown

Readings:
- Irons, Chs. 3-7 (Recommended)
- Kluger, Chs. 6-21
- Martin, pgs. 1-120

View: The Road to Brown
Professor-led discussion

Week Six: The Brown Decision (I & II)

Readings:
- Irons, Chs. 8-9 (Recommended)
- Kluger, Ch. 22-26
- Brown Decision (1954² and 1955³)
- Martin, pgs. 121-198

Student-led discussion

Week Seven:  
**Aftermath of Brown: Implementation and Resistance**

Readings:
- Irons, Chs. 10-12
- Patterson, Ch. 5, "Southern Whites Fight Back" (CD)
- D'Angelo, 3.2, "The Southern Manifesto," 3.5, Elizabeth Eckford, "Don't Let Them See You Cry" and 4.8, "Silent Partner: How the South's Fight to Uphold Segregation Was Funded Up North" (CD)
- Martin, pgs. 199-240


*Professor-led discussion*

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Week Eight:  
**Desegregation in the North**

Readings:
- Irons, Ch. 13, "Two Cities—One White, the Other Black"
- *Milliken* (1974\(^4\) & 1977\(^5\)) decisions
- Clotfelter, Ch. 1 excerpt, "Schools and Segregation in the North on the Eve of Brown" (CD)
- Eaton, Feldman & Kirby, Ch. 6 "Still Separate, Still Unequal" (CD)
- Ming, "The Elimination of Segregation in the Public Schools of the North and West" (CD)

Due: *Community Desegregation Projects*

*Professor-led discussion*

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Week Nine:  
**Spring Break**

No Class

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Week Ten:  
**Within-School Segregation**

Readings:
- Mickelson, "How Tracking Undermines Race Equity in Desegregated Schools" (CD)
- Clotfelter, Ch. 5, "Inside Schools: Classrooms and School Activities" (CD)
- Dickens, "Revisiting Brown v. Board of Education: How Tracking Has Regraduated America's Public Schools" (CD)
- Donelan, "The Promise of Brown and the Reality of Academic Grouping: The Tracks of my Tears" (CD)

Due: *Final Paper Rough Drafts*

*Student-led discussion*

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Week Eleven:  Resegregation!
Readings:
- Irons, Chs. 14-16
- Orfield & Lee, "Racial Tranformation and the Changing Nature of Segregation" (CD)
- Kozol, "Still Separate, Still Unequal: America's Educational Apartheid" (CD)
- Clotfelter, Vigdor & Ladd, "Federal Oversight, Local Control and the Specter of 'Resegregation' in Southern Schools" (CD)

Due: Rough draft to Professor for feedback (optional)
Student-led discussion

Week Twelve:  Segregated (By Choice) Schools
Readings:
- Du Bois, "Does the Negro Need Separate Schools?" (CD)
- Bell Article, "Serving Two Masters: Integration Ideals and Client Interests in School Desegregation Litigation" (CD)
- Wesley, "Taking Back Our Schools" (CD)
- Dillon, NY Times, Law to Segregate Omaha Schools Divides Nebraska" (CD)

Due: Position Papers
Student-led discussion

Week Thirteen:  Other Voices in the School Desegregation Debate
Readings:
- Hu-DeHart, " Ch. 7, "Multicultural Impact I: An Asian American Perspective on Brown" (CD)
- Portales, Ch. 8, "Multicultural Impact II: A History of Latino Segregation Lawsuits" (CD)
- San Miguel, "Brown, Not White" excerpt (CD)
- Perea, "Buscando América: Why Integration and Equal Protection Failed to Protect Latinos" (CD)

Student-led discussion

Week Fourteen:  Brown in Review: Progress and Problems
Readings:
- Irons, Conclusion (Recommended)
- Kluger, Ch. 27, "Visible Man: An Epilogue Twenty Years After"
- Ogletree, Ch. 18, "The Integration Ideal: Sobering Reflections" and Conclusion (CD)
- Bell, Silent Covenants
- Anderson, "Race-Conscious Educational Policies Versus a 'Color-Blind Constitution': A Historical Perspective" (CD)
- Orfield, "Ch. 10, "Renewing Our Commitment: Brown Misunderstood" (CD)
• Smith, “Our Children’s Burden: The Many-Headed Hydra of the Educational Disenfranchisement of Black Children” (CD)
  (Recommended)
• Parents Involved in Community Schools v. Seattle School District and Meredith v. Jefferson County Board of Education

Due: Final Research Papers
Student-led discussion

Final Exams: No Final Exam Scheduled

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Sexual Harassment: Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.edu/uurules/300/340199ml.htm for more detailed information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

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6 http://caselaw.lp.findlaw.com/scripts/printer_friendly.pl?page=us/000/05-908.html This is a long case—Don't just print it out!
Faculty Senate Statement on Plagiarism and Aggie Code of Honor: Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” 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.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.

“An Aggie does not lie, cheat, or steal
nor 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 and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found online at http://student-rules.tamu.edu. Any suspected instances of scholastic dishonesty will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Geology and Geophysics

2. Course prefix, number and complete title of course: GEOL 678 Earth Science Modeling

3. Catalog course description (not to exceed 50 words): Techniques for building, solving and analyzing numerical models applied to a wide variety of problems in geology, geochemistry, geobiology and geophysics; derivation and scaling of conservation laws; finite difference and finite element techniques and error analysis; programming in MATLAB or a high-level language.

4. Prerequisite(s): __________

Cross-listed with: __________

Cross-listed courses require the signature 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 this course be repeated within the same semester? ☐ Yes ☐ No

7. 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 geophysics)

   M.S., Ph.D. in geology, M.S., Ph.D. in geophysics

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tbody>
</table>

Approval recommended by:

Department Head - Type Name & Sign Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
EARTH SCIENCE MODELING
GEOL 678 SYLLABUS

Instructors: Thomas Olszewski
163 Halbouty Building
office phone: 845-2465
e-mail: tomo@geo.tamu.edu

David Sparks
353 Halbouty Building
office phone: 458-1051
e-mail: sparks@geo.tamu.edu

Time and Place: Lecture: TBA, Halb 327    Lab: TBA, Halb 305

Objectives: Numerical modeling is an increasingly critical skill in all aspects of the geosciences. The aim of this course is to teach students the principles of designing computational forward models and give them the skills to critically evaluate and interpret numerical results of such models. The course will focus on describing and discretizing geological problems as well as solving them using finite difference methods. Students will program their own solutions, and will also be introduced to COMSOL Multiphysics, a flexible modeling software for more complex problems.

Grading:

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Participation</td>
<td>5%</td>
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<tr>
<td>Quizzes</td>
<td>15%</td>
</tr>
<tr>
<td>8 Lab Reports</td>
<td>80%</td>
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</tbody>
</table>

Grading policy - A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: <60%

Assignments (i.e., labs) are due at the beginning of class on the date specified on the handout. Multi-week labs will be weighted accordingly (longer labs will count more than shorter ones). Lab assignments will have a two part structure: a conceptual part and a programming solution part, each of which may have a separate due date. Late assignments without a University-approved excuse will be docked 25% for each day late (i.e., after 4 days, no credit will be given). Two scheduled 30-minute quizzes will be given in class; additional unannounced quizzes can be given any time.

Expectations: This class will require programming finite difference models, which are an increasingly common tool in the Earth sciences. The focus during lecture will be on learning how to set up problems and appropriate algorithms for solving them. The focus of the labs will be on programming the solutions to assigned problems. As the instructors, we will do everything we can to provide you with access to necessary materials and make ourselves available as a resource when you are working through this material (especially those who have limited experience with scientific programming). However, we expect that students will make a strong effort to solve problems by themselves and by collaborating with other students. Figuring out how to solve a new kind of problem is exactly the kind of difficulty that researchers encounter and learning how to deal with the unknown on your own is part of the modeling process.
Text: none required

Readings on General Modeling:


Selected Topic-specific Readings:


Academic Integrity Statement and Policy: "An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, see Honor Council Rules and Procedures.  
http://www.tamu.edu/aggiehonor
Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

Plagiarism: All materials used in this class are copyrighted. These materials 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 permission is expressly granted.

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, http://student-rules.tamu.edu/, under the section "Scholastic Dishonesty."

Disability 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 Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu

Absence Policy: This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu
Schedule of Topics

(Subject to change at instructor’s discretion)

Week 1  The Nature and Aim of Modeling in the Earth Sciences
         Lab: Scientific Programming I

Week 2  Calculus, Differential Equations and Non-Dimensionalization
         Lab: Scientific Programming II

Week 3  Contaminant Transport I: Discretization of Differential Equations
         Lab: Tracking Contamination in a Stream

Week 4  Competition of species; systems of ODEs
         Lab: Lotke-Volterra Equations I

Week 5  Conservation of Mass and How to Describe the World Mathematically
         Lab: Lotke-Volterra Equations II

Week 6  Chemical dynamics of the Paleo-oceans from sediments; Quiz 1
         Lab: The Ocean’s Carbon Cycle I

Week 7  Stiff Systems of Equations and Implicit Methods
         Lab: The Ocean’s Carbon Cycle II

Week 8  Heat flow in the Earth; Physical Origin of Diffusion
         Lab: Thermal Evolution of Asteroids and Moons

Week 9  Models of stream and landscape erosion; Advecitive transport
         Lab: Evolution of Stream Profiles

Week 10 Contaminant Transport II; Advection-Diffusion in 2-D; Quiz 2
        Lab: Evolution of Contaminant Plumes in aquifers

Week 11 Relaxation Methods for Steady-State Problems
        Lab: Cooling of Volcanic Intrusions

Week 12 Elastic stresses and topography; Principles of Finite Elements
        Lab: Intro to COMSOL Multiphysics

Week 13 Mantle and magma dynamics; Convection in viscous fluids
        Lab: Thermal Structure of the Mantle Beneath Spreading Centers I

Week 14 Conservation of Momentum: Navier-Stokes and Elastic Wave Equations
        Lab: Thermal Structure of the Mantle Beneath Spreading Centers II
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
* Submit original form and attach a course syllabus.*

1. This request is submitted by the Department of  
The Bush School

2. Course prefix, number and complete title of course:  
INTA 615 Democratization as Foreign Policy

3. Catalog course description (not to exceed 50 words):  
Explores concept of democracy and its "requisites"; focuses on "third wave" and possible "fourth wave" of  
democratization; attention to cases in Eastern & Southern Europe, Latin America, Middle East; addresses in-depth  
international dimension of democratization; war, institutional change, aid and the promotion of democracy;  
assessment of relationship between democracy and peace

4. Prerequisite(s):  
n/a

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 this course be repeated within the same semester?  
☐ Yes  ☑ No

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

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

9. Approval recommended by:  

Department Head - Type Name & Sign  
Date

Chair, College Review Committee  
Date

Dean of College  
Date

Dean of College  
Date

Associate Director, Curricular Services  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09  
56 of 141 B
Democratization as Foreign Policy
INTA 5/5 Spring 2010
Professor Gabriela Thornton
TR 11:00-12:15, rm. 1017 Allen
Office Hours: TBA
Email: gthornton@bushschool.tamu.edu

Within the field of International Politics the study of democratization and that of policy making have been kept mostly apart. The mainstream bodies of literature of both, comparative politics and of IR/foreign policy are notorious for their intellectual imperialism. Yet, U.S. policy makers have emphasized since at least the time of Woodrow Wilson the promotion of democracy as an important element in American foreign policy. The U.S. has long incorporated democracy promotion into its strategic plans. Wars have been waged, and foreign aid has been dispersed in the name of democracy. This seminar is about “dissolving boundaries” between democratization and policy making. It presents an opportunity for future policy makers to establish connections between the traditional literature of comparative politics and the international dimension of regime change in the late 20th/early 21st centuries. On the one hand, this seminar poses anew old questions regarding the prerequisites of democratization, the role of internal culture, institutions, actors, leadership, and the military, and, on the other hand, examines the role of international factors in processes of democratization. The seminar offers an overview of the best and most salient literature in the field. The review is unavoidably selective and should be taken as an opportunity to build bridges between democratization and foreign policy making.

This seminar is structured as follow:

Part one explores the concept of democracy and its “requisites”. It addresses problems of transition and democratic consolidation.

Part two addresses in-depth the internal and international dimension of democratization: war and the promotion of democracy; institutional change and the promotion of democracy; aid and the promotion of democracy.

Part three is a quick assessment of the relationship between democracy and peace.

Students will be in charge of making presentations for weekly sessions. These should be succinct but thorough in presenting the argument and in making a critical evaluation of it. All students should be prepared to actively participate in each week’s discussion.

40% of the grade will reflect presentations and overall participation in the seminar.

60% of the grade will come from a written final examination (open-book, take-home exam). All questions will be answerable on the basis of seminar discussions and assigned readings. The final written examination should advance ideas on subjects covered in the
assigned readings and make critical examinations of them. Evidence that students have
done some of the recommended readings is welcome. The deadline for the final exam is
May 2, 2009. Late exams will be accepted, but the final grade will be reduced by a letter
grade for each day that they are late.

Student performance will be assessed as follows:

A = Excellent; Outstanding performance: Mastery of the assignment
communicated very effectively. With respect to the level, scope
and depth of material to which the student was expected to be
acquainted there is little room for improvement.

B = Satisfactory; Good performance: Manifests a solid
understanding of the assignment communicated in a
comprehensible manner. All major points or tasks are correctly
performed and fundamental comprehension of the material is
demonstrated. No major errors or omissions. The level of
comprehension displayed is clearly acceptable.

C = Marginal; Somewhat deficient: Although elements of the
assignment are correctly presented, some significant elements are
missing, poorly interpreted or involved errors in fact or
interpretation; presentation may be weak or devote attention to
matters that are marginal or unrelated to the subject. There is a
discernable rough balance of correct and incorrect (or missing)
material.

D/U = Unsatisfactory; Serious deficiencies: Major errors dominate the
presentation or major points are missing. The presentation reveals
a serious lack of understanding of the material and the quality is
poor.

F/U = Failure; completely wrong: No part of the response is correct or
it is simply missing either from the lack of effort or lack of
comprehension of the subject.

A=100-90
B=89-80
C=79-70
D=69-70
F=59 and below

Note: Grades of D, F or U for courses on the student’s degree plan must be repeated until
a passing graduate grade – A, B, C or S (“satisfactory”) – is achieved.
Required Books:


Part One: Democracy and Democratization; Theoretical overview; Problems of Transition & Consolidation

Week 1

Introduction

Week 2


Philippe C. Schmitter and Terry Lynn Karl, "What Democracy is...And is Not," *Journal of Democracy* Vol 2, Number 3, Summer 1991.


**Week 3**


Andreas Schedler, "What is Democratic Consolidation?" *Journal of Democracy*, Volume 9, Number 2, 1996.


**Part II Promoting democracy - internal and external dimensions**

**Week 4**


**Week 5**
Muslim Democracies?


Russia


Eastern Europe


Week 6

Latin America


Asia and Africa


**Week 7**


**Week 8**


**Week 9**

The War on Democracy By John Pilger

**Week 10**


**Week 11 – Sequencing and international linkages**


**Week 12 Democratization and War**


PART III DEMOCRATIZATION AND PEACE

Week 13


Bruce Russett; Christopher Layne; David E. Spiro; Michael W. Doyle, “Correspondence: The Democratic Peace,” International Security, Volume 19, Number 2, Spring 1995.


Week 14


Programs;

1. Larry diamond on the Spirit of Democracy
2. Should we be promoting democracy abroad?
3. Is Islam Compatible with Democracy?

**Supplemental Readings:**


Michael Bratton and Nicholas van de Walle, *Democratic Experiments in Africa: Regime transitions in Comparative Perspective* (Cambridge: Cambridge University Press, 1997).


**Americans with Disability Act**

**AMERICAN DISABILITY ACT**

The Americans with Disability 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in Cain Hall, or call 845-1637. [NOTE: Should a student alert you to a disability, please let Janeen Wood or me know at once.]

1. **Statement on Academic Dishonesty** (good practice) There is some research that suggests that faculty are less likely to have such problems if they make clear at the outset of a course (both in writing and orally) that academic dishonesty will be punished— including plagiarism and multiple submission of the same work. The statement I used may be a bit “wordy” but it can borrowed or modified without acknowledgement.

**Academic Integrity**

The Bush School is committed to the development of principled leaders for public service. Entering a Bush School course as a student means accepting this commitment personally. The commitment to "principled leadership" is a further expansion of the Texas A&M student honor code that states: "An Aggie will not lie, cheat or steal nor tolerate those who do." Every student in this course must comply with this code in all work submitted for a grade and will be held accountable accordingly for both individual and team assignments. Anyone who is not prepared to be held accountable to this standard should immediately withdraw from this course.
The attention is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc, that 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 have the permission of that person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating, multiple submission of your work for grades in different courses and plagiarism) will not be tolerated and will be punished. Further information can be found at http://www.tamu.edu/aggiehonor/acadmisconduct.htm
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Marine Biology

2. Course prefix, number and complete title of course:
   MARB 603: Cetacean Behavior and Behavioral Ecology

3. Catalog course description (not to exceed 50 words):
   Consists of lectures, readings, and discussion sessions on the social, calf rearing, foraging, and migrating strategies of whales, dolphins and porpoises. Emphasis is on the recent literature of animals in nature, although results from aquaria are also presented with comparisons to social strategies in the wild.

4. Prerequisite(s):
   Undergraduate or graduate level vertebrate biology course.

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 this course be repeated within the same semester? □ Yes ☑ No

7. 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. and/or Ph.D. in Marine Biology, Biology, Wildlife and Fisheries Sciences, Oceanography

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

9. Prefix  Course #  Title (excluding punctuation)
    MARB 603  CETACEAN BEHAVIOR & ECOL

   Lect.  Fall  SEM  CIF and Fund Code  Admin. Unit  Yeal.  Yr.  Course Code
   03 03 04 26 07 01 00 02 18 05 09 - 10 0 1 0 2 9 8

   Approval recommended by:
   Department Head – Type Name & Sign  Date
   Chair, College Review Committee  Date

   Department Head – Type Name & Sign
   (if cross-listed course)  Date
   Dean of College  Date

   Submitted to Coordinating Board by:
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services ~ 3/09
Cetacean Behavior and Behavioral Ecology
MARB 603

Spring 2010
4-9 and 11-16 January 8 AM to 8 PM
15 February for Final Course Requirements
Room 103-105 CLB

This course consists of lectures, readings, and discussion labs on the social, sexual, calf rearing, foraging, and migrating strategies of whales, dolphins, and porpoises. Emphasis will be on animals in nature, although results from aquaria will also be presented in light of social strategies in the wild. Laboratory will consist of readings, videos, interpretation, and select major peer-review scientific papers and books. Course prerequisites are an undergrad or grad course in vertebrate biology (for example, MARB 315 in Galveston), or permission of instructor.

Course Objectives: Students will leave this course with knowledge of the evolution, morphology, behavior, and behavioral ecology of all whales and dolphins; and with a solid foundation of how these social mammals fit in with convergently-evolved other social mammals and non-mammals. They will have developed the skills needed to investigate detailed topics of behavioral ecology, through library, internet web, “old fashioned” hard-copy, and other searches. They will be able to cogently speak and write about recent findings in marine mammal behavioral ecology, and evaluate aspects of these findings from the peer review literature, news reports, chapter and other summaries, and search engines such as (but not limited to) Google Scholar. They will have prepared a detailed research proposal from course contents and ancillary readings (see below).

Stacked Nature of This Course. This course has been and will continue to be taught for upper level undergraduates, as MARB 403. However, in the past, it has also accepted graduate students, for undergrad credit and in several cases as WFSC 689 and OCNG 689 credit. I now propose to teach it as MARB 603 for grad students. As always, grad students will be required to be lab leaders for research journal and chapter discussions, and will be required to have a more extensive and detailed research proposal than undergraduates. This will be discussed in lecture and lab, but in brief: undergraduates will write an 8-12 page (1.5 spacing, 10 or 12 point font) proposal suitable for such organizations as National Geographic Society. Graduate students will write a professional proposal, up to 16 single-spaced pages (10 or 12 point font), suitable for National Science Foundation or National Institutes of Health. Proposal samples of both types will be provided.

Instructor Information: Dr. Bernd Würsig is Regents Professor at Texas A&M University, and member of the Departments of Wildlife and Fisheries Sciences (WFSC, College Station), and Marine Biology (MARB, Galveston). He is Chair of the MARB Interdisciplinary Program (IDP) for graduate studies in marine biology, with faculty and students from three campuses of College Station (Departments of Oceanography, Wildlife and Fisheries Sciences, and Biology), Galveston (Departments of Marine Biology and Marine Sciences), and the Department of Life Sciences of Texas A&M University at Corpus Christi.
Bernd Würsig can be reached at 409-740-4413, wursigb@tamug.edu, and through the Department of Marine Biology, Galveston, at 409-740-4528. Office location is 5007 Ave U (Ft. Crockett), Galveston, TX 77551, and office hours are by telephone or e-mail appointment.

Textbook and resource materials: There is no required text for the course, and readings will be presented as hard copies and as pdf electronic copies, as appropriate. Students will also be finding their own reading material for the research proposal.

Grading Policies: Grading will by evaluation of one mid-session exam (20%), one second-session exam (not cumulative, 20%), quizzes per major topic (20%), the discussion lab (20%), and a research proposal (details to be discussed in class and lab, 20%). Lab grading is by daily quiz, participation, and group presentations/discussion leading. An “A” consists of a 90% score or above, a “B” consists of a 80-89.9% score, a “C” consists of a 70-79.9% score, a “D” consists of a 60-69.9% score, and an “F” is any score below 60%.

Absences: Students are expected to attend class and to complete all assignments. An unexcused absence results in a 10% reduction of the quiz taken lecture or lab session.

Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code; and for excused absences, the student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. Reasons considered as excused absences are provided at:

http://student-rules.tamu.edu/rule07

The instructor will work with the student to make sure that excused absences are “made up” with appropriate information provided and appropriate timelines of work completion given.
# Cetacean Behavior and Behavioral Ecology, MARB 603

**Syllabus of Classes**

*Spring 2010*

4-9 and 11-16 January 8 AM to Noon, 15 February Proposal Due

*Room 103-105 CLB*

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Topic</th>
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</table>
| 1       | Intro. to Cetaceans -- Taxonomy and Systematics  
Group Living -- Non-Cetaceans |
| 2       | Group Living  
Sensory Biology -- Sight, Smell, Taste, Tactility, Hearing, “Other” |
| 3       | The Cetacean Brain -- Intelligence and Cognition  
History of Cetacean Behavioral Research |
| 4       | Bottlenose Dolphins, Featuring Dr. R. Wells' Florida Study  
Killer Whales, Pilot Whales, and Sperm Whales |
| 5       | Case Study -- Dusky Dolphins  
Case Study -- Spinner Dolphins |
| 6       | Mid-Term Exam  
Baleen Whale Feeding; special case of Fin Whale Study |
| 7       | The Rorquals – Balaenopterids; Social Strategies |
| 8       | The Gray and Balaenid Whales; Social Strategies |
| 9       | Baleen Whale Communication and Societies |
| 10      | Comparative Studies -- Group Living  
Life History Traits of Marine Mammals |
| 11      | Habitat Use -- Dolphins of Galveston Bay  
Habitat Degradation; Video -- The Endangered Baiji |
| 12      | Human Disturbance and Other Effects  
Behavioral Ecology, Culture, and Conservation  
Exam #2 |
American Disability 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 for their disabilities. If you believe you have a disability requiring accommodation, please contact the Director of Counseling.

Academic Integrity

The Aggie Code of Honor includes a simple statement: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do". It is the responsibility of students, faculty, and staff to help maintain scholastic integrity. Those who cheat undermine the work of all other students in the lab. Cheating will not be tolerated in this course, and action will be taken against violators.
Cetacean Behavior and Behavioral Ecology, MARB 603
Syllabus of Labs

Spring 2010
4-9 and 11-16 January 1 PM to 8 PM (includes 3 hours discussion and 4 hrs library research)
15 February, Proposal Due

The readings are listed on the day they will be discussed.

Session 1  Overview of cetaceans
            Video

Session 2  Introduction: The Social Lives of Whales and Dolphins
            Flukeprints...
            Assigned Readings

Session 3  Group Living
            Cognition, Enc. of Marine Mammals

Session 4  Assigned Readings
            Social Dynamics and Structure: Techniques

Session 5  Bottlenose Dolphins

Session 6  The Killer Whale
            The Sperm Whale

Session 7  Assigned Readings: Dusky, Spinner, and Other Dolphins

Session 8  Assigned Readings: Gray, Right, and Bowhead Whale Feeding

Session 9  The Humpback Whale

Session 10  Assigned Readings

Session 11  Female/Male Reproductive Strategies

Session 12  Communication
            Science as a Tool for Conservation
            Proposal due 15 February
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Academic Integrity

The Aggie Code of Honor includes a simple statement: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do". It is the responsibility of students, faculty, and staff to help maintain scholastic integrity. Those who cheat undermine the work of all other students in the lab. Cheating will not be tolerated in this course, and action will be taken against violators.

The Office of Student Counseling provides Services for Students with Disabilities (SSD) at Texas A&M University at Galveston. To enable students with disabilities the opportunity to participate in the full range of college experiences. Our goal is to provide a fully integrated university experience for all students. We work to promote an environment that is free from physical and attitudinal barriers.

The Office of Student Counseling is located in: Mary Moody Northen Student Center Suite 108. Office hours are 8:00 a.m. to 5:00 p.m., Monday through Friday.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Materials Science and Engineering

2. Course prefix, number and complete title of course: MSEN 607 Polymer Physical Properties

3. Catalog course description (not to exceed 50 words): Macromolecular concepts; molecular weight characterization; solubility parameters; phase diagrams; viscoelasticity; rheology; thermal behavior; damage phenomena; morphology; crystallization; liquid crystallinity; nanocomposites.

4. Prerequisite(s): MEEN 222 (or other intro to materials science course)

Cross-listed with: MEEN 607 Polymer Physical Properties

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. 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 mechanical engineering, aerospace engineering, chemistry, chemical engineering, physics, materials science and engineering.

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MSEN</th>
<th>6</th>
<th>0</th>
<th>7</th>
<th>POLYMER</th>
<th>PHYSICAL</th>
<th>PROPERTY</th>
</tr>
</thead>
</table>

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 3 0 0 0 3 1 4 1 9 0 1 0 0 0 6 1 6 5 5 1 0 - 1 0 0 5 6 3 2

Approval recommended by:

Tahir Cagin
Department Head - Type Name & Sign 9/11/09

Chair, College Review Committee

Sai C. Lau
Department Head - Type Name & Sign (if cross-listed course) 9/17/09

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
MSEN 607
Polymer Physical Properties

Instructor: Professor Jaime C. Grunlan
Office: ENPH 218
(979) 845-3027 phone (979) 862-3989 fax jgrunlan@tamu.edu e-mail
Office Hours: TR 9:15 – 10:45 am or by appointment


Additional References:


Course Description:

Macromolecular concepts; molecular weight; characterization; solubility parameter; phase diagram;
rubber-like elasticity; viscoelasticity; rheology; thermal properties; surface damage phenomena;
morphology; crystallization; liquid crystallinity; nanocomposites.

Course Objectives:

1. Equip students with basic terminology and mathematics associated with physical polymer
   science.
2. Develop understanding of polymer structure-property relationships.
3. Learn the inner workings of various characterization techniques and how they are able to
   provide information about polymer structure and physical properties.

Lectures:

Lectures are designed to highlight important concepts, but are not a replacement for reading
assignments in the textbook. Please read the book prior to lecture if possible. As you enter the
classroom, homework assignments and occasional handouts will be available in piles. Take one as
you enter the classroom. After the class is called to order, the first several minutes of class will be
devoted to announcements, questions of interest to the entire class and a summary of topics to be
covered in the day’s lecture. Lectures will be presented mainly on the blackboard and overhead
projector. There will also be occasional classroom demonstrations. Questions during the lecture
are welcome.
Grading:

Grades are assigned based upon natural breaks in the class points. In other words, when students are plotted based upon points awarded there will be natural groupings separated by open breaks in these groups. The group with the largest number of points all get A’s. The entire course is based upon 1000 points and those who get above 900 will definitely get an A, those above 800 will definitely have a B and so forth. There is also some curving that occurs during the semester, which increases everyone’s point values to some extent.

<table>
<thead>
<tr>
<th>Score</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Homework**</td>
</tr>
<tr>
<td>25</td>
<td>Exam #1</td>
</tr>
<tr>
<td>25</td>
<td>Exam #2</td>
</tr>
<tr>
<td>35</td>
<td>Final Exam</td>
</tr>
<tr>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

* Requests for re-grading must be submitted within one week after the assignment or exam is returned.
** Working hard on the homework will help you understand the course material and perform better on the exams.

Course Requirements:

Homework: Assignments will be due at the beginning of class. There will be a total of 5 assignments. All assignments are due on the date specified on the handout. Assignments should have your name and ID# in the upper right corner. Problem answers should be given in order and neatly with the final answer in a box, when appropriate. Please use SI units.

Exams: Exams are closed book and will cover primarily material from the beginning of class or since the previous exam. Exams are typically a combination of true/false, short answer and problem solving. An equation sheet is provided with each exam. The final exam is comprehensive and closed book, but will be more heavily weighted toward materials covered since the last hour exam.

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 Disability Services in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement:
Aggie Honor Code: "An Aggie does not lie, cheat, or steal, or tolerate those who do."
It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty (Student Rule 20. Scholastic Dishonesty, http://student-rules.tamu.edu). New procedures and policies have been adopted effective September 1, 2004. Details are available through the Office of the Aggie Honor System (http://www.tamu.edu/aggiehonor/). An excerpt from the Philosophy & Rationale section states: "Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. Academic dishonesty is the most corrosive force in the academic life of a university."
## Lecture Schedule and Reading Assignments:

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1</td>
<td>Introduction to Polymers</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 3</td>
<td>Chain Structure and Classifications</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>September 8</td>
<td>Molecular Weight</td>
<td>Chapter 1 (Sections 1.7 – 1.8)</td>
</tr>
<tr>
<td>September 10</td>
<td>Polymer-Solvent Thermodynamics</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>September 15</td>
<td>Polymer Chain Conformation</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>September 17</td>
<td>Radius of Gyration</td>
<td>Chapter 6 (Section 6.5)</td>
</tr>
<tr>
<td>September 22</td>
<td>Light Scattering</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>September 24</td>
<td>Light Scattering</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>September 29</td>
<td>Intrinsic Viscosity</td>
<td>Chapter 9 (Section 9.3)</td>
</tr>
<tr>
<td>October 1</td>
<td>Glass Transition</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>October 6</td>
<td>Glass Transition</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>October 8</td>
<td>EXAM #1</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>October 13</td>
<td>Phase Behavior &amp; Polymer Blends</td>
<td>Chapter 7 (Section 7.5)</td>
</tr>
<tr>
<td>October 15</td>
<td>Crystallinity</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>October 20</td>
<td>Crystallinity</td>
<td>Chapter 13</td>
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<tr>
<td>October 22</td>
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<td>Chapter 13</td>
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<tr>
<td>October 27</td>
<td>Rubber Elasticity</td>
<td>Chapter 10</td>
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<tr>
<td>October 29</td>
<td>Rubber Elasticity</td>
<td>Chapter 10</td>
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<tr>
<td>November 3</td>
<td>Rubber Elasticity</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>November 5</td>
<td>Viscoelasticity</td>
<td>Chapter 11</td>
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<td>November 10</td>
<td>EXAM #2</td>
<td>Chapter 11</td>
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<tr>
<td>November 12</td>
<td>Viscoelasticity</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 17</td>
<td>Rheology</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>November 19</td>
<td>Rheometry Chapter 11 (Section 11.8)</td>
<td>Chapter 11 (Section 11.8)</td>
</tr>
<tr>
<td>November 24</td>
<td>Liquid Crystals</td>
<td></td>
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<tr>
<td>November 26</td>
<td>THANKSGIVING (NO CLASS)</td>
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</tr>
<tr>
<td>December 1</td>
<td>Mechanical Behavior</td>
<td></td>
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<tr>
<td>December 3</td>
<td>Mechanical Behavior</td>
<td></td>
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<tr>
<td>December 8</td>
<td>Biomedical Polymers or Polymer Multilayers</td>
<td></td>
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<tr>
<td>December 10</td>
<td>READING DAY (NO CLASS)</td>
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</tr>
<tr>
<td>December 14</td>
<td>FINAL EXAM (1:00 – 3:00 pm)</td>
<td></td>
</tr>
</tbody>
</table>

*Topics and dates are tentative and subject to change.*
Texas A&M University

Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. This request is submitted by the Department of
   Oceanography

2. Course prefix, number and complete title of course:
   OCNG 670 Deep Sea Sediments

3. Catalog course description (not to exceed 50 words):
   Formation process, core description, physical properties, lithostratigraphy, seismic
   stratigraphy and paleoceanographic significance of deep marine sediments.

4. Prerequisite(s):
   None

   Cross-listed with:
   None

   Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. 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. and Ph.D. in Oceanography

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

9. Prefix: OCNG Course #: 670 Title (excluding punctuation): DEEP SEA SEASEDIMENTS

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year EICE Code
   0 3 0 0 0 3 4 0 0 6 0 7 0 0 2 2 1 4 0 9 - 1 0 0 0 3 6 3 2

   Approval recommended by:
   Piers Chapman, Ph.D.
   Department Head - Type Name & Sign Date
   Chair, College Review Committee Date
   Dean of College Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/09
Course title and number: Deep Sea Sediments/OCNG.670
Term (e.g., Fall 2010): Fall 2010
Meeting times and location: TBD

Course Description and Prerequisites:
Formation process, core description, physical properties, lithostratigraphy, seismic stratigraphy and paleoceanographic significance of deep marine sediments. Prerequisites: none

Learning Outcomes or Course Objectives:
1. Describe the major deep sea sediment types
2. Explain the distribution and processes controlling sediment distribution
3. Describe lithostratigraphy and its integration into cyclicstratigraphy
4. Discuss the physical properties of the sediment and their relationship to sediment type and sedimentation history
5. Describe deep sea sediments and the use of seismic stratigraphy for tracing sediments horizons.

Instructors Information
Name: Professor: Dr. Mitch Lyle
Telephone number: 845-3380 (office)
Email address: mlyle@ocean.tamu.edu
Office hours: TBD
Office location: Eller O&M Building, 411B

Textbook and/or Resource Material
Reading assignments from chapters and journal articles as identified below and to be determined.

Grading Policies
Grades will result from four laboratory exercises, and a team project. The final grade for this course is based on the following:

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

NO EXTRA CREDIT WILL BE AWARDED FOR ANY REASON

Laboratory Exercises - Laboratory exercises are meant to provide hands-on experience that will enrich
the overall course experience and students knowledge of deep sea sediments. Students will be required to submit a report for each exercise. The report will consist of no more than 5 double spaced pages using Times Roman 12 pt font. All margins should be 1 inch. References and data should be included as Appendices. There will be a total of 4 laboratory exercises. Each exercise will count 20% of the total grade.

**Exercise 1 Core Description.** Each student will be required to describe 3 core sections. The specific cores will be selected based on the breadth of the class participants. The activity will include documentation of visual variations in lithology, grain size, texture and color. Smear-slides will be required to document variation in sediment composition. The report should describe the variation observed in the core sections examined.

**Exercise 2 Physical Properties.** Each student will be required collect physical properties data (such as XRF, percent carbonate, or grain density) from the same three sections used for Laboratory Exercise 1. The report should describe the method used to acquire the data and a general description of the results. A discussion of how the data relates to the changes in lithology should be included. The report should also include a comparison of how their results and conclusions compare to that discussed in the cruise results.

**Exercise 3 Lithostratigraphy.** Students will be required to integrate the data from the previous exercises, and other shipboard collected data to build a composite depth between holes to determine the completeness of the stratigraphic sequence. Students will use the software program Correlator to complete this exercise.

**Exercise 4 Seismic Stratigraphy.** Each student will be required to interpret a seismic section from digitally acquired seismic reflection data near the site where the cores in exercise 1 were collected. Two sets of data will be presented: ‘Chirp’ subbottom profiler data and high resolution seismic reflection data. The report should describe how the seismic source affects the seismic reflection image and the interpretation.

**Term Project** - Students working in teams will use the skills, knowledge and experiences learned during this course to reconstruct the depositional environment of sediment collected from Ocean Drilling Program Site 1238, Carnegie Ridge. The sediments recovered from this site reflect the last 15 million years of Earth history. Students will use shipboard data (via the ODP database), and core material to interpret the geological record. Each team of students will be responsible for a specific core/stratigraphic interval to be determined.

**Grade Calculation:**
+ Grade for First Exercise 1 x 0.10 = (20 percent)
+ Grade for Second Exercise 1 x 0.10 = (20 percent)
+ Grade for Third Exercise 1 x 0.10 = (20 percent)
+ Grade for Fourth Exercise 1 x 0.10 = (20 percent)
+ Grade for Term Project 1 x 0.20 = (20 percent)

Final Score

**Copyright Notice:**
All materials generated specifically for this course are copyrighted. These materials include, but are not limited to syllabi, quizzes, exams, syllabus, powerpoint slides, and handouts, etc. You do not
have the right to copy or distribute this material in any format without permission.

**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 B118 of Cain Hall, or call 845-1637.

**Plagiarism and Academic Integrity**
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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/), under the section "Scholastic Dishonesty." Also visit: [www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/) for additional information concerning the Aggie honor code.

**Course Topics, Calendar of Activities, Major Assignment Dates**

**Week 1 Deep Sea Sediments and Ocean Sedimentation.** Introduction to deep sea sediments - the types, distribution and general processes. By the end of the unit the student should be able to
- Describe the general pattern of recent sediments on the deep ocean floor
- Discuss the general mechanisms for deep sea sedimentation
- Describe the relationship between plate tectonics and the incorporation of sediments in to the geological record
- Describe the differences in sediments between ocean basins.

Readings Include: Ericson, 1961; Menard, 1964; Dymond, 1981; tbd.; Kennett, 1982

**Week 2 Sediment classification of deep sea sediments.** Introduction to sediment classification. By the end of the unit the student should be able to
- Classify deep sea sediments using standard sediment classification systems based on sediment size and composition
- Discuss the rules of sediment classification as it applies to naming, ranking of components, major and minor constituents, and source.

Readings Include: IODP Explanatory Notes Chapter concerning shipboard techniques and sediment classifications; Kennett, 1982

**Weeks 3 through 5 - Biogenic sedimentation.** Discussion of siliceous and calcareous sedimentation, sediment types, sedimentation processes, and incorporation into the geological record. By the end of the unit the student should be able to
- Discuss the composition and distribution of siliceous and calcareous deep sea sediments including radiolarian, diatom and siliceous oozes, cherts, foraminifera, nanofossil and calcareous ooze, chalk and limestone.
- Describe the surface water, water column, and depositional processes control the deposition and distribution of siliceous and calcareous deep sea sediments
- Discuss silica and calcite dissolution an diagensis

Readings Include: Delaney 1988; Broecker and Clark, 2009; Berger .968; Chester, 1990 - Marine
Week 6 Terrigenous, authigenic sediments, and volcanic ash. By the end of the unit the student should be able to
- Discuss the composition and distribution of terrigenous and authigenic sediments.
- Discuss the sources of terrigenous and authigenic sedimentation
- Understand the rates of sedimentation and how they affect the distribution of these sediment types
- Understand how volcanic ash can contribute to the deep-sea sediment record
Readings Include: Rea, 1994; Hovan, 1995; Prospero, 1999; Ziegler et al., 2008; Ledbetter, 1985; Dymond et al., 1984

Weeks 7 Hydrothermal Sediments. By the end of the unit the student should be able to
- Discuss the composition and distribution of hydrothermal sediments.
- Discuss the sources of hydrothermal sedimentation
Readings Include: Lyle et al., 1986, 1987; Dymond and Roth, 1988*

Week 8 Early diagenesis and how it shapes the sedimentary record. By the end of the unit the student should be able to
- Describe the typical chemical reactions driven by oxidation of organic matter
- Describe how the chemical reactions affect inorganic constituents of sediments
Readings Include: Froelich et al, 1979; Lyle, 1983, Emerson et al., 1980

Weeks 9 and 10 The stratigraphic record. By the end of the unit the student should be able to
- Discuss the physical properties of deep sea sediments and general trends.
- Interpret physical property records such as percent carbonate, GRAPE, P-wave, opal, XRF.
- Use composite depth scales based on sediment physical properties
Readings Include: Mayer, 1991; Hagelberg et al., 1995; Ortiz et al., 1999; Janik et al., 2004;

Week 11 The Chronostratigraphic and stratigraphic Scales. By the end of the unit the student should be able to
- Discuss the biochronostratigraphy framework
- Discuss the Geomagnetic polarity time scale

Weeks 12 and 13 The seismic record. By the end of the unit the student should be able to
- Understand how sediment physical properties produce seismic reflection horizons
- Understand the difference between a seismic reflection profile and a sedimentary section
- Understand the differences between Chirp subbottom profiling, single channel seismic reflection and multichannel seismic reflection profiling.
- Understand how different seismic sources affect the seismic reflection profile
- Understand how vertical exaggeration affects our view of the ocean floor.
Readings Include: Janik et al., 2004; Mayer et al, 1985, Mayer et al., 1986; Mosher 1999

Week 14 Sediment displacement and focus. By the end of the unit the student should be able to
- Discuss tracers for horizontal advection and critical assumptions for their use
- Discuss how sediments settle to the abyssal sea floor
- Discuss sediment fractionation during horizontal advection
• Discuss seismic reflection evidence for horizontal advection

Readings Include: Marcantonio, 2001; Francois et al., 2004; Lyle et al., 2005; Francois et al, 2007; Lyle et al., 2007; Broecker 2008

Other Pertinent Course Information

Some class periods will be held at the Gulf Coast Repository of the Integrated Ocean Drilling Program, 1000 Discovery Drive, West Campus
REFERENCES:


Chester, 1990 - Marine Geochemistry


Kennett, 1982 – Marine Geology


Lyle, M., et al. (2007), Reply to comment by R. Francois et al. on “Do geochemical estimates of sediment focusing pass the sediment test in the equatorial Pacific?”: Further explorations of 230Th normalization, Paleoceanography, 22, PA1217, 1211-1215.


Ortiz, J., et al. (1999), Spectral reflectance as a proxy for percent carbonate content in North Atlantic sediments *Paleoceanography*, 14(2), 171-186.


Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Bush School of Government and Public Service

2. Course prefix, number and complete title of course:  PSAA 631: Marketing for Nonprofit Organizations

3. Catalog course description (not to exceed 50 words): Provides overviews and examines the underlying fundamental principles, concepts, and methods of strategic marketing as it is associated with the nonprofit sector.

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 this course be repeated within the same semester?  □ Yes  ☒ No

7. 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)

   MPSA (Master of Public Service and Administration Program)

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

9. Prefix  Course #  Title (excluding punctuation)
   PSAA 631  MARKETING FOR NONPROFITS

Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
| 0 | 3 | 0 | 0 | 3 | 5 | 2 | 0 | 2 | 0 | 6 | 0 | 1 | 6 | 1 | 3 | 6 | 4 | 1 | 0 | 1 | 1 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:
Jeryl L. Mumpower  Department Head  Date

Department Head - Type Name & Sign  Date

Department Head - Type Name & Sign  Date
(if cross-listed course)

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Chair, College Review Committee  Date

Dean of College  Date

Dean of College  Date

Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Texas A & M University
Bush School of Government and Public Service

PSAA 631: Marketing for Nonprofit Organizations (3-0) Credits 3

Syllabus

Instructor: Charles Little
Office: Online
Telephone: 817/944-9825
e-mail: clittle@tamu.edu

Office Hours: Online Monday – Thursday 7:00 – 8:45 p.m. (minimum of 6.5 hours each week)

COURSE DESCRIPTION

This course overviews and examines the underlying fundamental principles, concepts, and methods of strategic marketing as it is associated with the nonprofit sector. The course will introduce students to marketing as a pervasive societal activity that goes beyond the selling of commercial products and services but emphasizes the skill and techniques necessary to communicate the mission and purpose of nonprofit organizations.

COURSE OVERVIEW

This course is taught in a highly interactive online format. Students are expected to engage in the course material regularly and substantially. Due to the interactive format each week, the course will cover several topics and have extensive reading assignments. Students are expected to interpret and synthesize course material, while interacting with peers as well as the instructor on a regular basis in the online class.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. Explain the background of nonprofit organizations
2. Discuss the role of nonprofit organizations in the business environment
3. Distinguish the differences in marketing in the nonprofit sector vs. the profit oriented sector
4. Explain the uniqueness of nonprofit organizations
5. Identify the boundaries of marketing
6. Describe the strategic marketing planning process
7. Examine strategic marketing
8. Summarize how marketing ties into the organizational mission, vision, values, objectives, and goals
9. Summarize target audience behavior relative to nonprofit organizations
10. Explain the nature of the exchange in the nonprofit environment
11. Explain the value of survey data
12. Distinguish the differences in marketing data
13. Summarize how to segment markets
14. Explain how to identify target markets
15. Discuss branding and brand loyalty in nonprofit marketing
16. Analyze the components of branding
17. Identify the unique challenges of nonprofit products and services
18. Illustrate the meaning of “value proposition”
19. Assess factors that affect pricing decisions
20. Analyze cost/price relationships
21. Discuss marketing channels
22. Examine the strategic issues associated with marketing channels
23. Explain the role of communications in nonprofit marketing
24. Discuss the critical role of public relations
25. Assess the importance of public relations in nonprofit marketing
REQUIRED READINGS

Title: Strategic Marketing for Nonprofit Organizations
Author: Alan R. Andreasen and Philip Kotler
Edition: 6th 2003
Publisher: Pearson Education, Inc.

Title: Marketing for Nonprofit Organizations: Cases and Articles
Author: Charles D. Little
Edition: 1st 2009
Publisher: McGraw-Hill Irwin

Supplemental material as provided by the instructor

ASSIGNMENTS

1. **Participation**: Students are expected to actively participate in the online discussions within the threaded discussion boards. Comments will be evaluated and graded based on the frequency, substance, and pertinence to the subject matter. Students are expected to post quality comments and responses (to other students’ and professor comments) a minimum of 4 out of 7 days per each lesson-week.

2. **Case Analyses**: Students are to prepare a written analysis for two cases or articles (provided by the instructor). Papers must respond to specific questions posed for the case/article, and students must develop a clear explanation and defense of their position. Use the text and lectures to support your response. Evaluation will be based on the substance and thought of your responses. Analyses should be 5 to 7 pages in length. Cases/articles will be provided with the class. Specific instructions for writing and formatting of the analyses are provided under separate cover.

3. **Final Term Paper**: Students are expected to write an analysis and critique of any nonprofit organization of their choosing. Use the readings, lectures, articles, cases, and other outside references to support your paper. Evaluation will be based on your ability to diagnose and analyze the subject, incorporate course related discussion material, and apply it to real world situations. Papers should be 12 to 15 pages in length. Specific instructions for writing and formatting of the final term paper will be provided under separate cover.

4. **Format For Writing Assignments**: All written assignments will have the following minimum requirements, which are in keeping with standards of the American Political Science Association (APSA), which serves as the style manual for the Bush School: double spacing (not 1.5); 12 pt font; numbering of all pages; complete citation of sources by author and date, including page number for direct references or quotations; use of a reference section; and careful, well-edited writing.
COURSE REQUIREMENTS AND GRADING

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

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The paper has some focus and support; ideas and content may be developed with limited details and examples. The writing may be somewhat disorganized or too obviously structured. The voice of the writer is generally absent; basic sentence structure and limited vocabulary convey a simple message. Surface feature errors may reduce understanding and interfere with meaning. The content areas of academic constructs are limited and large generalizations are made. Critical analysis is all but absent from the paper.

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COURSE OUTLINE

Week 1

Topic: Developing a Customer Orientation

Lectures: Developing a Customer Orientation

Readings:

Chapter 1 The Growth and Development of Nonprofit Marketing
Chapter 2 Developing a Target-Audience Mindset
Week 2

Topic: Strategic Planning and Organization
Lecture: Strategic Planning and Organization
Reading: Chapter 3 Strategic Marketing Planning
         Chapter 4 Understanding Target Audience Behavior

Week 3

Topic: Strategic Planning and Organization (cont’d)
Lecture: Strategic Planning and Organization
Reading: Chapter 5 Acquiring and Using Marketing Information
         Chapter 6 Segmentation, Targeting, and Positioning

Week 4

Topic: Strategic Planning and Organization (cont’d)
Lecture: Strategic Planning and Organization (cont’d)
Reading: Chapter 7 Branding

Week 5

Topic: Designing the Marketing Mix
Lecture: Designing the Marketing Mix
Reading: Chapter 8 Value Propositions: Managing the Organization’s Offerings
         Chapter 10 Managing Perceived Costs
         Chapter 11 Facilitating Marketing Behaviors

Week 6

Topic: Designing the Marketing Mix Cont…
Lecture: Designing the Marketing Mix
Reading: Chapter 12 Formulating Communications Strategy
         Chapter 14 Managing Public Media and Public Advocacy
Week 7

Topic: Course Summary and Wrap-up

Lecture: Summary of Course

Reading: Course Summaries and Final Discussion Questions

Online Office Hours
The instructor for this course will log in to the course a minimum of 3 days out of 7 each week. Email will be checked daily. Your instructor will be available through e-mail, phone, or online chat Monday - Thursday 7-8:45 pm (EST). Please use the internal Blackboard email tool or the Who’s Online tool.

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

OTHER POLICIES

AMERICANS WITH DISABILITIES ACT (ADA) INFORMATION

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 Cain Hall, or call 845-1637.

ACADEMIC INTEGRITY

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

Students are expected to adhere to standards of academic integrity. Scholastic dishonesty consists of lying, cheating or stealing academic information with intent to gain academic advantage. Academic dishonesty comes in a variety of forms. The most common forms are plagiarism, cheating, and academic misconduct. Students who participate in any of these activities will be subject to appropriate University disciplinary action. Students are expected to review, utilize and adhere to the University’s Honor Council Rules and Procedures, which are posted on the University’s web site at http://www.tamu.edu/aggiehonor. This website provides detailed information and clarification policies, procedures, and rights and responsibilities related to academic integrity.

PLAGIARISM

The attention of each student is directed to the requirement to avoid plagiarism or the appearance of plagiarism through sloppy citation. As commonly defined, academic dishonesty/plagiarism consists of passing off as one's own ideas, words, writings, etc, that belong to another. In accordance with this
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Bush School of Government and Public Service

2. Course prefix, number and complete title of course: PSAA 632: Strategic Planning and Financial Management for Nonprofits

3. Catalog course description (not to exceed 50 words): Introduces students to underlying fundamental principles, concepts, and methods of strategic planning and financial management applicable to the nonprofit sector and how they are related.

4. Prerequisite(s): Graduate Classification

Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. This course will be:
   a. required for students enrolled in the following degree programs(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)

MPSA (Master of Public Service and Administration Program)

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
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<td>632</td>
<td>STRATEGIC PLAN FIN NON PR</td>
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<th>Acad. Year</th>
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</tbody>
</table>

Approval recommended by:

Jeryl L. Mumpower
Department Head - Type Name & Sign Date

Chair, College Review Committee
Date

Department Head - Type Name & Sign (if cross-listed course) Date

Dean of College
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Texas A & M University  
Bush School of Government and Public Service

PSAA 632: Strategic Planning and Financial Management for Nonprofits  
(3-0) Credits 3

Syllabus

Instructor: Alicia Schortgen  
Office: Online  
Telephone: 214.827.2084  
e-mail: alicia.schortgen@swbell.net

Office Hours: Online Monday – Thursday 7:00 – 8:45 p.m. (minimum of 6.5 hours each week)

COURSE DESCRIPTION

This course introduces the student to the underlying fundamental principles and concepts of strategic planning and financial management methods and tool as well as risk management strategies.

COURSE OVERVIEW

This course is taught in a highly interactive online format. Students are expected to engage in the course material regularly and substantially. Due to the interactive format each week, the course will cover several topics and have extensive reading assignments. Students are expected to interpret and synthesize course material, while interacting with to peers as well as the instructor on a regular basis in the online class.

COURSE OBJECTIVES

Upon completion of this course students will be able to:

1. interpret and apply a basic strategic planning process from assessing the readiness to strategically plan to evaluating and monitoring the strategic plan,
2. compare and apply several tools useful for nonprofit organizational planning,
3. interpret nonprofit financial management policy requirements and formulate policies,
4. design nonprofit budgets and formulate investment strategies,
5. interpret and formulate risk management policies and apply risk management practices, and
6. select and respond to planning and financial management challenges facing nonprofits today.
REQUIRED READINGS

Title: Strategic Planning for Nonprofit Organizations
Author: Michael Allison and Jude Kaye
Edition: Second Edition
Publisher: John Wiley & Sons (2005)

Title: Financial Management for Nonprofit Organizations.
Author: John Zietlow, Jo Ann Hankin, and Alan G. Seidner
Edition:
Publisher: John Wiley & Sons (2007)

Supplemental material as provided by the instructor

The following four cases will be used in this course. The cases can be purchased from
http://www.ksgcase.harvard.edu and
http://harvardbusinessonline.hsbsp.harvard.edu/hsbsp/course_materials.jsp.

- WBLT Public Television, 1999 (Kennedy School of Government Case 16-02-1675.0).
- The AmeriCorps Budget Crisis of 2003 (A) and (B): Why the National Service Movement Faced Cutbacks and How It Responded (Kennedy School of Government Case C15-04-1739.0 and C15-04-1740.0.)

Supplemental material as provided by the instructor

COURSE REQUIREMENTS AND GRADING

GRADING

All grades are weighted on a 4.0 system using the following allocation:

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<tr>
<td>Nonprofit Organization Planning and Financial Management Analysis</td>
<td>25%</td>
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Grading Scale:
A= 90-100%
B= 80-90%
C= 70-79%
D= 60-69%
F= 59% and lower

There will be several components used in determining your final grade for the course. As your instructor I will be reading each posting and providing specific or general input where warranted within 24 to 48 hours, normally as part of questions on comments via the posting dialogue itself. Additionally, the instructor will provided detailed feedback on written assignments within 4 days of the assignment due date. Students are expected to read through all of the course information and materials provided on the
course Web site. If any student has questions related to any of the information and/or course materials, then please contact me as soon as possible for clarification. Note: All written assignments should be in Microsoft Word, 12 point type, single-spaced, with 1 inch margins and a double-space between paragraphs, and with all pages numbered.

1. **Discussion Question Postings (35% of grade).** Discussion is an important part of the learning process. In the online environment, the discussion board is the classroom. Effective online discussions require that students prepare by reading the assigned materials and answering discussion questions effectively—supporting statements with concepts from the readings or by bringing in a related example or experience—and posting on time. Material presented in the lecture parallels the assigned reading, but frequently contains additional material. The online class discussions should relate the theories and concepts from the readings to the professional environment as well as current events. Students are expected to listen to the lectures each week, understand the concepts that are presented, and become familiar with all the concepts and terminology introduced in the readings and lectures. Students should apply this knowledge in responses to the written instructor questions and in contributing to the class on-line discussion in responding to the initial question discussion postings by other students.

Each week there are specific targets for posting to the instructor’s discussion questions and posting responses to the initial submissions of other students. Once each student has timely responded to each discussion question—always providing the rationale for the answer—he or she should—will respond to discussion posts by other students for each question. These colleague discussion posts should not say “I agree” or “good point,” but substantively contribute by adding additional, insightful information from readings or other sources, including posing additional questions for discussion. Unless the instructor has given approval for delayed submission, the window for postings will “close” at Sunday midnight as the class moves on to the next week.

Students are encouraged to limit all postings to no more than 600 words in length. The posting grade will reflect your ability to understand and communicate ideas and concepts and not characteristics such as the number of emails that you post. You will be provided a separate grade on the discussion and response postings for (1) weeks 1 and 2, (2) weeks 3 and 4, and (3) weeks 5 through 7. Each will count 10% toward your overall discussion postings grade.

2. **Case Study Application Papers (40% of grade).**

Four case studies will be used in this course. For these cases, each student will respond to one or two case questions and turn in an “application paper” that directly ties the course readings to the case question. The application paper should range between 2 and 3 pages. The application paper should not merely restate the case facts, or, in other words, simply describe events. The application paper is to be emailed to the instructor via the mail system within Blackboard Vista system and a short one or two paragraph summary posted in the Discussion Forum. Each case study application will count for 10% of your grade.

3. **Nonprofit Organization Planning and Financial Management Analysis (25% of grade).** Using what you have learned in class, select and research a nonprofit organization (can be local, regional, state, national, or international). Drawing on your research, identify the organization’s mission and key stakeholders and their needs, then analyze the nonprofit organization’s linkage between its mission, goals, and objectives, and/or other stated performance expectations (a strategic plan if available) and the organization’s budget, financial statements, or other financial documents. How would you judge the quality of these key documents and how will they are integrated? What recommendations would you make for improvement? Student results should be presented concisely in no more than a 7 page
analytical paper to be emailed to the instructor via the mail system within Blackboard Vista system and no more that a one page summary posted on the Discussion Forum.

Paper Grading Criteria

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

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**COURSE OUTLINE**

**Week 1**

**Topic:** Course Introduction and Overview of Strategic Planning Process and Concepts

**Lectures:**
Introduction to the course. Coverage of the basic strategic process and its steps for planning. Discussion and application of the initial strategic planning steps from getting ready to assessing the organizational situation. Specific identification of stakeholders and analysis of their needs.

**Reading:**

Week 2

Topic: Continuation of Strategic Planning Process and Concepts

Lecture: The application of final strategic planning process steps from priority setting to evaluating and monitoring the strategic plan. Discussion of collaborative planning with partners of the nonprofit organizations. Application of strategic planning concepts to a case study.

Reading:

Week 3

Topic: Additional Planning Tools and Approaches

Lecture: Coverage of additional planning tools and approaches to support the basic strategic planning process, including assumption, capabilities, effects, and scenario-based planning.

Reading:
Week 4

Topic: Nonprofit Financial Management Policies and Accountability

Lecture: Overview of nonprofit organization finances, financial policy development, accounting basics, and financial statements and reports. Application of financial policies to a case study.

Reading:
3. WBLT Public Television, 1999 (Kennedy School of Government Case 16-02-1675.0)

Week 5

Topic: Nonprofit Budgeting

Lecture: Coverage of the basic features of the nonprofit budget process. Discussion of operating and cash budgets, financial planning and capital budgeting, liability management, and investment policies. Application of budgeting concepts to a case study.

Reading:

Week 6

Topic: Risk Management

Lecture: Coverage of the role of risk management as a necessary component in nonprofit planning and financial management, use of risk strategies to address vulnerabilities through specific courses of action. Application of risk management concepts to a case study.

Reading:
6. The AmeriCorps Budget Crisis of 2003 (A) and (B): Why the National Service Movement Faced Cutbacks and How It Responded (Kennedy School of Government Case C15-04-1739.0 and C15-04-1740.0).

Week 7

Topic: Contemporary Issues in Nonprofit Planning and Financial Management

Lecture: Discussion of contemporary issues as nonprofits plan and manage their finances, including diversifying revenues. Nonprofit planning and financial management analysis paper due.

Reading:


Online Office Hours
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OTHER HELPFUL INFORMATION

Library
The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.
Technical Help Desk Information
Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year):
Phone: Toll-free at 866.857.4112 or 979.845.8300
Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:
Bush School Online Support Team
Email: onlinehelp@bushschool.tamu.edu
From: "Kirkpatrick, Sam" <skirkpatrick@bushschool.tamu.edu>  
To: "David Reed" <DReed@aged.tamu.edu>, "Suzie Brynildsen" <SBrynildsen@vprm...  
CC: "Mumpower, Jeryl" <jmumpower@bushschool.tamu.edu>, "Brown, William A." <...  
Date: Monday, November 09, 2009 10:59 AM  
Subject: GC questions about PSAA 632 course proposal on nonprofits  
Attachments: Giardino Memo 2-12-07.docm; Bush 648 letter of support from MGMT, Jan '07.pdf; FW new course.txt

Dave:

At the last Graduate Council there was a question raised about our proposed new course in Strategic Planning and Financial Management for Nonprofits (PSAA 632). The question related to the use of "management" in the title vis-à-vis offerings in the College of Business. As you may know, the Bush School offers a concentration in nonprofit management as part of its Master's Degree in Public Service and Administration, and it is accompanied by a formal transcribed certificate (12 credit hours) available in residence, online and in Houston. We have over 100 graduate student enrolled in this program.

Here is the history related to COB. Understandings were reached with the Mays Business School in 2006 and 2007 about these courses in nonprofit management and the certificate program. Although a similar question was raised about "management" at the time we began to add courses (see attached memo from the Department of Management), this was quickly resolved as "public management" is a key core of the MPSA degree, and "nonprofit management" is a key element of "public service" programs in the Bush School of Government and Public Service (see attached emails). This resolution led to several related agreements as noted: 1) that the Bush School would modify its course titles in this area to include "nonprofits" or "nonprofit organizations" when management-oriented topics are involved and you see this appropriately in the two new courses being proposed as well as all of those that have been approved to date; 2) that the Bush School would not object to the COB adding courses in subject matter areas now taught by the Bush School that are applicable to both private and public/nonprofit organizations (e.g., "performance evaluation; per the emails); and 3) that the COB does not currently intend to offer a program for nonprofits (as reflected in the memo requesting original CG approval for the certificate in nonprofit management in the Bush School)

If there are additional questions, I will be pleased to respond.

Sam Kirkpatrick  
Executive Associate Dean
February 13, 2007

MEMORANDUM

TO: Dr. John R. Giardino
Dean of Graduate Studies

THROUGH: Dick Chilcoat, LTG, U.S. Army (Ret.)
Dean and Holder of the Edward & Howard Kruse Endowed Chair

FROM: Dr. Sam Kirkpatrick
Executive Associate Dean for Academic Affairs and Management

SUBJECT: Additional Bush School Nonprofit Management Courses and Proposed Graduate Certificate Program in Nonprofit Management

Over the past several years the Bush School of Government and Public Service has expanded its capacity to offer courses in nonprofit management and nonprofit organizations consistent with its mission and the Master’s Program in Public Service and Administration. We have had nonprofit management courses available and taught for many years and have recently completed a strategic planning exercise for expanding them, adding additional faculty capacity, enhancing an existing concentration currently available to our degree students, and completing the planning for a proposed graduate certificate in the area. This request is for approval of two new courses appropriate for our MPSA degree concentration in nonprofit management, and, along with other existing courses and selected electives from throughout the institution, for a proposed certificate program for 12 credit hours. Although the two new courses and the proposed certificate are somewhat separate topics, I have included them together for institutional review purposes.

The growth of nonprofit organizations both in the US and abroad has been phenomenal in recent decades and student interest in these organizations and their effective management has grown dramatically. Approximately one-third of our current MPSA students prefer some course concentration in nonprofit management and our environmental scanning and competitive program review suggests that demand for a non-degree, credit-granting graduate certificate is high on campus, in the region, and nationally. We propose to respond to this demand by formalizing many of the elements of our current MPSA concentration and by making coursework appropriately available both on campus, and eventually, through extended education,
either off-site (with appropriate subsequent approvals) and/or online. This would be the Bush School’s third graduate certificate and the first linked to its domestic public administration and policy program.

This certificate has been thoroughly reviewed internal to the college, we have sought counsel with external reviewers and consultants, and we have had an enthusiastic and positive response to this proposal from the Bush School Advisory Board. The School’s namesake is clearly a world leader in nonprofit organization development and volunteer leadership. During this process we have also played a leadership role in the development of national guidelines currently being adopted by the National Association of Schools of Public Affairs and Administration, our specialized accreditation agency; our proposed certificate is fully consistent with these standards.

Although the Bush School has the course and faculty capacity to deliver this certificate without assistance from other departments, you will note in the proposal that we identify some electives currently being offered by other departments as possibilities for selection. The only other location in the University where nonprofit management programmatic capacity might develop is the Department of Management in the College of Business; they have been aware of our activities and neither have current courses nor planned program development in the area. Nationally, about three-fourths of all nonprofit management graduate programs (degree or certificate) are housed in public affairs units and the largest number of programs is found in more comprehensive schools of public affairs like the Bush School of Government and Public Service.

Although Texas A&M University has no formally prescribed format for graduate certificate proposals, in consultation with Paul Meyer in the Provost’s Office, we have followed an outline similar to our previous certificate proposals, and one generally consistent with internal needs.

Thank you in advance for ensuring appropriate circulation and review of these two new courses linked to our current degree concentration and the related graduate certificate proposal. I will be pleased to respond to questions as they arise.

Cc: Dr. Bill West
    Dr. William Brown
    Dr. Angela Bies
January 11, 2007

MEMORANDUM

TO:        Dr. William F. West  
           Director, Master of Public Service and Administration Program 
           Bush School of Government & Public Service

FROM:      Dr. R. Duane Ireland
           Head, Department of Management

SUBJECT:   Proposed New Course from the Bush School

Thank you for your memo to Dr. Michael Pustay regarding the proposed new course, BUSH 648, Performance Management. As I am the Head of the Department of Management, I thought it more appropriate that I supply the memo you requested.

Subject to two caveats, the Management Department is happy to support your course request. The first caveat is about the course title. We would prefer you eliminate the word “management” from the course title and make clear that its focus is on public organizations—perhaps something like “Performance Assessment in Public Organizations.”

My second caveat concerns preemption. In the future, should the Management Department decide to offer a similar course focused on for-profit organizations, we would be very upset should the Bush School block such a request based on the existence of BUSH 648. We would like a written statement from the Bush School agreeing to our right to offer such a course and agreeing not to stand in our way of offering such a course in the future.

I presume you will find these two caveats neither onerous nor unreasonable, but I will be happy to discuss them with you at your convenience. Thank you.
FW new course.txt

From: West, William
Sent: Thursday, January 25, 2007 12:03 PM
To: Reeves, Kimberly
Cc: Kerr, Deborah
Subject: FW: new course

Follow Up Flag: Follow up
Flag Status: Flagged

Kim,

Let's go ahead and change the title of that course to Performance Management in the Public and Nonprofit Sectors.

Bill

From: Ireland, Duane [mailto:DIreland@mays.tamu.edu]
Sent: Thursday, January 25, 2007 10:41 AM
To: West, William
Subject: RE: new course

Sounds good, Bill. This will all work out for the best. We wish you all success with the new courses as well as with all of your programs.

Regards,

Duane

From: West, William [mailto:WWest@bushschool.tamu.edu]
Sent: Thursday, January 25, 2007 10:39 AM
To: Ireland, Duane
Subject: RE: new course

Thanks Duane. That course would be no problem at all, nor would a course on nonprofits. If you do decide to offer nonprofit courses, perhaps we might want to talk about coordinating what we do in that area in order to create the widest possible range of opportunities for students in both programs.

Bill

From: Ireland, Duane [mailto:DIreland@mays.tamu.edu]
Sent: Thursday, January 25, 2007 8:23 AM
To: West, William
Subject: RE: new course

Good morning, Bill:

I am sorry I did not respond to you yesterday. It seems that I have managed to come down with some type of cold or perhaps a sinus infection. I guess that this is the case for a number of people at this time of the year.

The title you propose sounds just fine to us. Thank you for your sensitivity to the matter. We do
appreciate this. And, we appreciate having opportunities to work with you to find
common
ground. In this context, we assume that Bush would not object if we were to ever
offer a course
along the lines of "Performance Management in the Private Sector."

Thank you for your thoughts. We wish you all the best.

Regards,

Duane Ireland

From: West, William [mailto:WWest@bushschool.tamu.edu]
Sent: Wed 1/24/2007 2:54 PM
To: Ireland, Duane
Subject: new course
Professor Ireland,

I received your memo regarding the new course we have proposed in Performance
Management. If possible, I would like to retain "management" in the title. (We
have already
offered it twice as a 689.) Management obviously occurs in all three sectors, and
schools of
public affairs routinely use the word to describe their offerings (along with the
word
"administration"). In fact, we already offer core and elective courses in "public
management," and
our faculty write books and articles and attend national and international
conferences devoted to
this subject. Indeed, we have a "public management track" within the MPSA program.
I think we
need to continue using the word in the interest of accurate description and
effective marketing.
How about if we call the course "Performance Management in the Public and Nonprofit
Sectors?" Would that be a problem?

We do currently offer a course in "nonprofit management," by the way, and a couple of
our
faculty members specialize in performance assessment in nonprofit organizations.
Even so, I
don't envision interfering with any initiatives that you might undertake in that
area if you feel that
they contribute to the development of your program.

Bill West
Fyi for the PDF

From: Richard L. Haney, Jr. [mailto:dick.haney@tamu.edu]
Sent: Monday, November 09, 2009 1:31 PM
To: David Reed; Kirkpatrick, Sam
Subject: [Fwd: RE: [Fwd: GC questions about PSAA 632 course proposal on nonprofits]]

Sam and Dave,

It seems as if the Management Department head is comfortable with PSAA 632, so I am satisfied as well.

Sam, thanks for pulling the stream of memos and e-mail together for me to show Murray. I appreciate the extra effort to which you went.

Dick

-------- Original Message --------

Subject: RE: [Fwd: GC questions about PSAA 632 course proposal on nonprofits]
Date: Mon, 9 Nov 2009 11:28:23 -0600
From: Barrick, Murray <mbarrick@mays.tamu.edu>
To: Richard L. Haney, Jr. <dick.haney@tamu.edu>
References:<4AF84E83.60809@tamu.edu>

This seems fine with me. You might convey to Sam that the questions were raised largely due to transitional elements — I am new to the position and Dave B is new as well, plus we had an interim Dean that may have overlapped here too.

This agreement sounds comprehensive and acceptable.

Sincerely,

Murray R. Barrick
Head, Department of Management
Paul M. & Rosalie Robertson Chair in Business
420C Wehner Building
Texas A&M University
College Station, TX 77843-4221
PH: 979.845.0329
Fax: 979.845.9641

From: Richard L. Haney, Jr. [mailto:dick.haney@tamu.edu]
Sent: Monday, November 09, 2009 11:17 AM
To: Barrick, Murray
Subject: [Fwd: GC questions about PSAA 632 course proposal on nonprofits]

Murray,

Sam Kirkpatrick (the Bush School representative on the Graduate Council) provided the following trail of comments and memos about a previous course with management in the title. Does this "context" provide you with enough comfort to accept their new 632 course offering, or would you like me to request that they obtain a more formal acceptance of the new course and its content from the Management Department?

Dick

-------- Original Message --------

Subject: GC questions about PSAA 632 course proposal on nonprofits
Date: Mon, 9 Nov 2009 10:59:03 -0600
From: Kirkpatrick, Sam <skirkpatrick@bushschool.tamu.edu>
To: David Reed <DReed@aged.tamu.edu>, Suzie Brynildsen <SBrynildsen@vprmail.tamu.edu>
CC: Mumpower, Jeryl <jmumpower@bushschool.tamu.edu>, Brown, William A. <wbrown@bushschool.tamu.edu>, Blackwell, David <DBlackwell@mays.tamu.edu>, Dick.haney@tamu.edu, West, William <WWest@bushschool.tamu.edu>, Benavides, Lisa L. <lbenavides@bushschool.tamu.edu>

Dave:

At the last Graduate Council there was a question raised about our proposed new course in Strategic Planning and Financial Management for Nonprofits (PSAA 632). The question related to the use of "management" in the title vis-à-vis offerings in the College of Business. As you may know, the Bush School offers a concentration in nonprofit management as part of its Master's Degree in Public Service and Administration, and it is accompanied by a formal transcripted certificate (12 credit hours) available in residence, online and in Houston. We have over 100 graduate student enrolled in this program.

Here is the history related to COB. Understandings were reached with the Mays Business School in 2006 and 2007 about these courses in nonprofit management and the certificate program. Although a similar question was raised about "management" at the time we began to add courses (see attached memo from the Department of Management), this was quickly resolved as "public management" is a key core of the MPSA degree, and "nonprofit management" is a key element of "public service programs in the Bush School of Government and Public Service (see attached emails). This resolution led to several related agreements as noted: 1) that the Bush School would modify its course titles in this area to include "nonprofits" or "nonprofit organizations" when management-oriented topics are involved and you see this appropriately in the two new courses being proposed as well as all of those that have been approved to date; 2) that the Bush School would not object to the COB adding courses in subject matter areas now taught by the Bush School that are applicable to both private and public/nonprofit organizations (e.g., "performance evaluation; per the emails); and 3) that
the COB does not currently intend to offer a program for nonprofits (as reflected in the memo requesting original CG approval for the certificate in nonprofit management in the Bush School)

If there are additional questions, I will be pleased to respond.

Sam Kirkpatrick
Executive Associate Dean

--

Dr. Richard L. Haney, Jr.
Professor of Real Estate and Finance
Mays Business School at Texas A&M University
4218 TAMU  |  College Station, TX  77843-4218  |  USA
voice: +1 979.845.4830  |  e-mail: dick.haney@tamu.edu

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Dr. Richard L. Haney, Jr.
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definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of the person. It does not matter from where the material is borrowed—a book, an article, material off the web, another student's paper—all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote or endnote. Plagiarism is a violation of academic and personal integrity and carries extremely serious consequences. Scholastic dishonesty (including cheating and plagiarism) will not be tolerated and will be punished in accordance with Texas A&M University Student Rules. If you have any questions, please consult the course instructor.

OTHER HELPFUL INFORMATION

Library
The TAMU Library can be accessed by going to http://library.tamu.edu. As a student, you have access to e-books, e-journals, databases, and other library resources such as live chats with a librarian, citation guides, and research guides. The Bush School provides you with links to library resources in your online course under Getting Started. If you are accessing the library off-campus, go to the TAMU Library homepage (http://library.tamu.edu) and click on “My Portal”. Log in using your NetID username and password. More information about accessing the library through the proxy server can be found under the “Help” link on the TAMU Library’s homepage.

Technical Help Desk Information
Texas A&M University (TAMU) Help Desk Central (open 24/7, 365 days a year): Phone: Toll-free at 866.857.4112 or 979.845.8300 Email: helpdesk@tamu.edu

For problems related to Blackboard Vista, please contact:
Bush School Online Support Team
Email: onlinehelp@bushschool.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course: SCEN 600 Science Graduate Study Abroad

3. Catalog course description (not to exceed 50 words): Approved study abroad student participation; Reciprocal educational exchange programs

4. Prerequisite(s): Admission to approved program

5. Is this a variable credit course? ☑ Yes ☐ No If yes, from ___1___ to ___18___

6. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken ___2___ times.

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      None
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      All graduate program in the College of Science

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

9. Prefix Course # Title (excluding punctuation)
   SCEN 600 SCEN GRAD STUDY ABROAD

   Lect. Lab SCH CIP and Fund Code Admin. Unit Grad. Year FICE Code
   1 3 0 0 1 8 3 0 9 9 9 9 9 9 9 2 5 1 4

   Approval recommended by:
   Mark J. Zoran, Associate Dean, College of Science
   Department Head - Type Name & Sign Date
   Chair, College Review Committee Date
   Dean of College Date
   (if cross-listed course)
   Dean of College Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu, Department of Curricular Services – 3/09
MEMORANDUM

TO: Dr. David W. Reed
Chair, Graduate Council

Dr. Robert C. Webb
Interim Dean of Graduate Studies

FROM: Dr. Mark J. Zoran, Associate Dean for Graduate Studies
Chair, Graduate Instruction Committee
College of Science

SUBJECT: Science Graduate Study Abroad

Graduate students in the College of Science that participate in reciprocal exchange programs with partner institutions overseas register at TAMU, and not necessarily at the foreign university they will visit. Due to the establishment of new REEP agreements, we seek to create a college-level course (SCEN 600 Science Graduate Study Abroad) to serve the TAMU registration of graduate students in Science departments when they study abroad.

Please find attached the new course request form and I ask that upon review of the Graduate Council, it be approved. Thank you for your consideration of this request.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Landscape Architecture and Urban Planning
   GRADUATE STUDIES

2. Course prefix, number and complete title of course:
   URSC 681 Seminar

3. Catalog course description (not to exceed 50 words):
   Oral communication of current research and selected topics in urban and regional science to include lectures, presentations, interviews and discussions.

4. Prerequisite(s):

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Doctorate of Philosophy in Urban and Regional Science
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

9. Prefix Course # Title (excluding punctuation):
   URSC 681 SEMINAR

   Lect. Lab SCH CIP and Fund Code
   010000104030100006169410 11 003632

   Approval recommended by:
   Forster Ndubisi
   Department Head - Type Name & Sign
   (if cross-listed course)
   Date

   Department Head - Type Name & Sign
   Date

   Chair, College-Review Committee
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by:
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09

119 of 141 B
URSC 681
Fall 2009
Instructor: George Rogers

Meeting Times: Wed 5:00 - 6:00 P.M.
Location: ARCH 302A

Course Purpose:
The purpose of this professional seminar is both long-term and short-term. In the short-term the course seeks to help URSC Ph.D. students master the logistics of successfully completing the program. In the latter realm, each step of the program is examined and alternative choices are examined. Student decisions throughout the program can impact the duration of graduate study, efficiency of dissertation completion and even the effectiveness of eventual job search. In the realm of the longer term, doctoral students are often asked to present their ideas in presentations of various types. In this light each student will attend a series of “public” lectures, and summarize and evaluate each. Discussions of these lectures, their strengths and weaknesses, will strengthen student presentations. Recognizing the various kinds of lectures and what is needed for each, developing an understanding of the audience, and recognizing good visual aids are discussed. At least three of the lectures attended also help the student begin the selection process for the graduate advisory committee.

Prerequisites
Approval of instructor

No Text Required
In the course of the seminar you will become familiar with the Office of Graduate Study (phone 845-3631), Web Site http://vpr.tamu.edu/ogsforms.html, and the program web site http://archone.tamu.edu/laup/Programs/URSC_index.html. In addition you will become familiar with the URSC Handbook.

Performance Evaluation
1) You must complete a one-page summary of each lecture you attend—six in all. Pass/fail of each is determined on the basis of the thoroughness of your summary evaluations.
2) You must create a short list of candidates for your graduate committee and and even shorter list of those you may ask to be your chair.
3) You must identify a short list and preliminary schedule of course work you are thinking about taking.

Tasks (Products)
1. Lecture summaries
2. Committee Short list completed
3. Chair short list completed
4. Course work identified and
5. Preliminary schedule of coursework
Grading Scales: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59

Academic Honesty
The Aggie Honor Code states, “An Aggie does not lie, cheat, or steal or tolerate those who do.” In our attempt to live up to the ideal that education advances honesty, integrity, and individual responsibility, it is anticipated that students will adhere to the tenets of the code in all respects as an integral part of their education – that is, we are here to teach ourselves how to become honorable, contributing citizens. Adherence to the code is expected as a condition of enrollment in this class. Students are referred to the Honor Council Rules and Procedures found at the website: http://www.tamu.edu/aggichonor

Americans with Disability Act Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection to 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 accommodation, please contact the Department of Student Life, Services for Students with Disabilities in B118 Cain Hall. The telephone number is 845-1637. If special accommodations are to be made, students must bring documentation from the Department of Student Life to the instructor’s attention during the first week of the semester. Without authorization, instructors are not in a position to provide special accommodation to individual students.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.
Landscape Architecture and Urban Planning

1. This request is submitted by the Department of
   URSC 682 Seminar

2. Course prefix, number and complete title of course:
   URSC 682 Seminar

3. Catalog course description (not to exceed 50 words):
   Written communication of current research and selected topics in urban and regional science to include posters, articles, reports and books.

4. Prerequisite(s):
   Approval of instructor

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 this course be repeated within the same semester? □ Yes  ☑ No

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Doctorate of Philosophy in Urban and Regional Science
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

9. Prefix  Course #  Title (including punctuation):
   URSC 682 Seminar

   Lect. Lab SCH CHF and Fund Code Admin. Unit Acad. Year ITE Code
   0 1 0 0 0 1 4 0 3 0 1 0 0 0 6 1 6 9 4 1 0 1 1 0 0 3 6 3 2

   Approval recommended by:
   Forster Nduibisi
   Department Head - Type Name & Sign Date

   Department Head - Type Name & Sign
   (if cross-listed course) Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/09

122 of 141 B
URSC 682
Spring 2010
Instructor: George Rogers

Meeting Times: Wed 5:00 - 6:00 P.M.
Location: ARCH 302A

Course Purpose
The purpose of this professional seminar is both long-term and short-term. In the short-term the course continues to help URSC Ph.D. students by discussing strategies of various decisions to be made in the course of the program. In this realm, strategies of chair selection, committee composition, topic selection, and publication are discussed. Long-term issues are focused on publication of articles in this semester. Students review various types of articles (i.e., empirical, theory case study, qualitative, policy and comparative) and each type of article is examined for critical components. In addition, issue of authorship, strategies of journal selection, understanding the publication process and the editor’s perspective are examined.

Prerequisite
Approval of instructor

No Text Required
In the course of the seminar you will become familiar with the Office of Graduate Study (phone 845-3631), Web Site http://vpr.tamu.edu/ogsforms.html, and the program web site http://archone.tamu.edu/laup/Programs/URSC_index.html. In addition you will become familiar with the URSC Handbook.

Performance Evaluation
1) You must complete a one-page summary of each article you review—six in all. Pass/fail of each is determined on the basis of the thoroughness of your summary evaluations.
2) You select your chair.
3) You pre-select your graduate committee.
4) You develop a preliminary schedule of course work.

Tasks (Products)
1. Article summaries
2. Committee Short list completed
3. Chair short list completed
4. Course work identified and
5. Preliminary schedule of coursework

Grading Scale: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59
**Academic Honesty**
The Aggie Honor Code states, "An Aggie does not lie, cheat, or steal or tolerate those who do." In our attempt to live up to the ideal that education advances honesty, integrity, and individual responsibility, it is anticipated that students will adhere to the tenets of the code in all respects as an integral part of their education— that is, we are here to teach ourselves how to become honorable, contributing citizens. Adherence to the code is expected as a condition of enrollment in this class. Students are referred to the Honor Council Rules and Procedures found at the website: [http://www.tamu.edu/agchieonor](http://www.tamu.edu/agchieonor)

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course:
URSC 685 Directed Studies

3. Catalog course description (not to exceed 50 words):
Directed study of selected problems within Urban and Regional Science.

4. Prerequisite(s):

5. Cross-listed with:

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

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

8. Will this course be repeated within the same semester? Yes □ No □

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)

   Doctorate of Philosophy in Urban and Regional Science

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

Forster Ndubisi
Department Head - Type Name & Sign

Date

Chair, College Review Committee

Date

Dean of College

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/09
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of
   Landscape Architecture and Urban Planning

2. Course prefix, number and complete title of course:
   URSC 689 Special Topic in...

3. Catalog course description (not to exceed 50 words):
   Selected topics in and identified area of Urban and Regional Science

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 this course be repeated within the same semester?  □ Yes  ✔ No

7. 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)
      Doctorate of Philosophy in Urban and Regional Science

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

9. Prefix  Course #  Title (excluding punctuation)
    URSC 689  SPECIAL TOPICS IN

   Lect  Lab  Schul  CP  and Fund Code  Admin. Unit  Acad. Year  HIC Code
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Approval recommended by:

Forster Ndubisi
Department Head - Type Name & Sign  Date

Chair, College Review Committee  Date

Dean of College  Date

Dean of College  Date

Submit to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 3/09

Received
Oct 23 2009
Curricular Services
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. This request is submitted by the Department of

Landscape Architecture and Urban Planning

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

URSC 691 Research

3. Catalog course description (not to exceed 50 words):

Research for dissertation.

4. Prerequisite(s):

Cross-listed with:

Cross-listed courses require the signature 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 this course be repeated within the same semester? □ Yes □ No

7. 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)

Doctorate of Philosophy in Urban and Regional Science

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

9. Prefix Course # Title (excluding punctuation)

URSC 691 RESEARCH

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Approval recommended by:

[Signature]

Department Head - Type Name & Sign Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.

Curricular Services – 3/09
Course Change Requests
1. This request is submitted by the Department of **ARCHITECTURE**

2. Course prefix, number and complete title of course: **ARCH 644 - Seminar in Art and Architectural History**

3. Change requested
   a. Prerequisite(s): From: instructor to: same
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. **Attach a course syllabus.**

4. Complete current course title and current catalog course description: **Seminar in Art and Architectural History - Advanced topics in art and architectural history emphasizing methods of analysis and development of theory, topics vary each semester.**

5. Complete proposed course title and proposed catalog course description (not to exceed 50 words): **Seminar in Art and Architectural History - Advanced topics in art and architectural history emphasizing methods of analysis and development of theory, including case studies from both western and non-western traditions; topics vary each semester.**

6. As currently in course inventory:

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<th>FICE Code</th>
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</table>

   Approval recommended by: ____________________________ Date: 20 Oct 09

   Department Head – Type Name & Sign ____________________________ Date: 10 Dec 09

   Chair, College Review Committee ____________________________ Date: 10 Dec 09

   Department Head – Type Name & Sign (if cross-listed course) ____________________________ Date: 10 Dec 09

   Submitted to Coordinating Board by: ____________________________ Date: 10 Dec 09

   Dean of College ____________________________ Date: 10 Dec 09

   Dean of College ____________________________ Date: 10 Dec 09

   Associate Director, Curricular Services ____________________________ Date: 10 Dec 09

   Effective Date ____________________________ Date: 10 Dec 09

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.

   Curricular Services – 12/08
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

Supporting Statements for the Department of Architecture requests for changes in prerequisites

ARCH 644 Seminar in Art and Architectural History

The change in course description is being made to reflect the inclusion of non-western traditions in the history and theory of art and architecture. This change was made in response to Student Performance Criterion of the National Architectural Accrediting Board (NAAB): A9 - Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
ARCH 644-600 Seminar in Art & Architectural History
Topic: Ancient Architecture and World Heritage
Mondays 6:30-9:00pm ARCC 205
Fall 2009

Instructor: Dr. Kevin Glowacki
Dept. of Architecture & Center for Heritage Conservation
Texas A&M University
Office: Williams Building 005D
Office hours (Fall 2009): T&R 2:00-4:00pm (and by appointment)
Email: kglowacki@tamu.edu
Phone: 979-845-8194

Description: This seminar is an exploration of the architecture of antiquity, focusing on case studies from both the western and non-western traditions. It is an examination of stylistic, structural and theoretical advancements in building as well as the functional and symbolic roles of architecture in diverse cultural contexts. We will consider the role of architecture as cultural heritage, from the ancient tradition of the “Seven Wonders of the World” to the modern designation of UNESCO World Heritage Site.

Prerequisite: Graduate classification or approval of instructor.

Graduate Curriculum: This seminar can be used as one of the electives for the Certificate in Historic Preservation; it also fulfills the architectural history/theory requirement of the Master of Architecture curriculum.

NAAB 2009 Student Performance Criteria:
For students working toward a professional degree in architecture, this seminar relates most directly to the following Student Performance Criterion of the National Architectural Accrediting Board (NAAB): A9 - Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors. Your work in this seminar should also engage several other NAAB criteria, such as: A1 Communication Skills, A2 Design Thinking Skills, A3 Visual Communication Skills, A5 Investigative Skills, A7 Use of Precedents, A10 Cultural Diversity, C2 Human Behavior, C9 Ethics and Professional Judgment.

Format: Weekly class meetings with a combination of lectures, discussion of assigned readings, short papers, and student presentations.


(Other readings will be made available online via eLearning.tamu.edu)
REQUIREMENTS & GRADING: In general, there will be required readings for each week accompanied by some type of assignment such as a short (1-2 page) written summary and analysis that will serve as the basis for class discussion. Each student will also be expected to research, prepare, and deliver THREE in-class reports (20 minute Powerpoint presentation, with handout & bibliography); the first two reports will be on assigned topics/monuments (see Weeks 5, 6, 9, 10), while the third report will be on the subject of the student’s final research project on some aspect of ancient architecture and world heritage. The specific topic and focus of the final research project is to be determined in consultation with Prof. Glowacki by October 19, at the latest. The end “product” of the research should be a paper, poster, model, or studio-type project that could be submitted to a professional journal or conference (architectural history, heritage conservation, archaeology, anthropology, etc.). Your final grade will be based upon a combination of class participation, weekly assignments, in-class presentations, and final project. (Attendance, participation & response papers 33.3%; In-class reports/presentations 33.3%; Research Project 33.3%)

Excused Absences for Religious Holy Days: Texas House Bill 256 (effective 9/1/03) states “An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.” The Dean of Faculties has provided a list of days of religious observance for the semester, and examinations have not been scheduled on those days.

American 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 Cain Hall or call 845-1637.

Academic Integrity: The Aggie Honor Code is as follows:

“Aggies do not lie, cheat, or steal or tolerate those who 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 exclude 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.

Academic misconduct of any sort, including plagiarism, with automatically result in a zero “0” for the assignment and notification of the student’s advisor and/or Dean of Students.

Preliminary Schedule of Topics and Readings

Week 1: August 31 - Introduction & Overview

*THURS., SEPT. 3: OPENING RECEPTION & GALLERY TALK FOR “THE CREATIVE PHOTOGRAPH IN ARCHAEOLOGY” EXHIBIT (WRIGHT GALLERY, LANGFORD A, 6:30 PM)

Week 2: September 7 - Architectural History as Cultural Heritage; The Beginnings of Architecture
Architectural History as Cultural Heritage
- Stubb, Chapter 1: Introduction, pp. 3-19
- Stubb, Chapter 3: What Do We Conserve?, pp. 33-49
- Stubb, Chapter 4: Why Conserve Building and Sites?, pp. 51-63
- UNESCO Word Heritage Center (http://whc.unesco.org/), "The List"

The Beginnings of Architecture
- Fazio, Moffett and Wodehouse, Buildings Across Time, 3rd edition, Chapter 1, pp. 9-33

132 of 141 B
Week 3: September 14 - Whose History Do We Preserve?: The Greek World

*Whose History Do We Preserve?*
- Stubbs, Chapter 5: Who Owns the Past, pp. 65-69
- Stubbs, Chapter 6: History, Historiography, and Architectural Conservation, pp. 71-89
- Stubbs, Chapter 7: Perils to Built Heritage, pp. 93-119.

*The Greek World*
- Fazio, Moffett and Wodehouse, *Buildings Across Time*, 3rd edition, Chapter 2, pp. 35-61

Week 4: September 21 - Discovery, Recovery, and Interpretation of Ancient Architecture

The Kilizburun Shipwreck and the Temple of Apollo at Claros (Prof. Deborah Carlson, Dept. of Anthropology, TAMU)
- READINGS: TBA

*TUES., SEPT. 22, 2009: PHOTOGRAPHY ROUNDTABLE (WRIGHT GALLERY, LANGFORD A, 4:00-6:00PM)*

Week 5: September 28 - The Architecture of Ancient India and Southeast Asia


CASE STUDIES:
- Great Bath of Mohenjo-daro, Pakistan (STUDENT REPORT)
- Great Stupa at Sanchi, India (STUDENT REPORT)
- Buddhist Shrine at Borobudur, Java, Indonesia (STUDENT REPORT)
- Temple-Mausoleum of Angkor Wat, Cambdodia (STUDENT REPORT)

*FRI., OCTOBER 2, 2009 (GEREN AUDITORIUM, ARCB 102, 6:30PM) LECTURE BY DR. CLAIRE LYONS (J. P. GETTY MUSEUM, MALIBU): 'THE SOCIETY OF THE DILETTANTI AND THE CHOROGRAPHICAL IMAGINATION'*

Week 6: October 5 - Islamic Architecture


CASE STUDIES:
- Dome of the Rock, Jerusalem, Israel (STUDENT REPORT)
- Great Mosque at Damascus, Syria (STUDENT REPORT)
- Great Mosque at Cordoba, Spain (STUDENT REPORT)
- Mud Mosques of Mali (Djenne and/or Timbuktu) (STUDENT REPORT)

Week 7: October 12 - Conservation of Built Heritage: An Enduring Concern; Architectural Heritage in Istanbul, Turkey: Byzantine, Ottoman, Modern

*Conservation of Built Heritage: An Enduring Concern*
- Stubbs, Chapter 12: Prehistory Through the Fourteenth Century, pp. 157-181
- Stubbs, Chapter 13: The Fifteenth Through the Eighteenth Centuries, pp. 183-201
- Stubbs, Chapter 14: The Forging of the Discipline: The Late Eighteenth to Early Twentieth Centuries, pp. 203-238.

*Architectural Heritage in Istanbul, Turkey: Byzantine, Ottoman, Modern (Ms. Serra Akboy, Ph.D. Cand., Dept. of Architecture, TAMU)*
- READINGS: TBA

Week 8: October 19 - CARC RESEARCH SYMPOSIUM (All College of Architecture classes are cancelled, but all CARC graduate students are expected to attend as many sessions as possible; all ARCH 644 students are encouraged to attend sessions on architectural history and heritage conservation)

*Deadline for choosing topic for final project by Monday, October 19 (late penalties may apply)*

Week 9: October 26 - Ancient Tombs & Cemeteries

CASE STUDIES:
- The Valley of the Kings, Egypt (STUDENT REPORT)
- The Nabatean Royal Tombs at Petra, Jordan (STUDENT REPORT)
- Tomb of Pakal, Palenque, Mexico (STUDENT REPORT)
The Taj Mahal, Agra, India (STUDENT REPORT)

Week 10: November 2 – Ancient Palaces & Capitals
CASE STUDIES:
The Minoan Palace at Knossos, Crete, Greece (STUDENT REPORT)
The Palace of Senacherib at Nineveh, Iraq (STUDENT REPORT)
The Palace of Persepolis, Iran (STUDENT REPORT)
Great Zimbabwe, Zimbabwe (STUDENT REPORT)

WED., NOV. 4, 2009: LECTURE BY PROF. BARBARA TSAKIRGIS (VANDERBILT UNIVERSITY), “OPENING THE DOOR TO THE GREEK HOUSE,” 6:00 OR 6:30 PM (LOCATION TO BE ANNOUNCED)

Week 11: November 9
Documenting the archaeological and architectural heritage of the ancient Maya: TAMU Center for Heritage Conservation and the Maya Research Program in the Blue Creek region of Belize (Prof. Robert Warden, Dept. of Architecture, TAMU)
READINGS: TBA

Week 12: November 19 – STUDENT REPORTS ON FINAL RESEARCH PROJECTS

Week 13: November 23 - STUDENT REPORTS ON FINAL RESEARCH PROJECTS

Week 14: November 30 – STUDENT REPORTS ON FINAL RESEARCH PROJECTS; SUMMARY

**FINAL PROJECTS DUE ON Friday, December 11 (5% late penalty for each day late).

TAMU ACADEMIC CALENDAR
http://admissions.tamu.edu/Registrar/General/Calendar.aspx

August 31 Monday. First day of fall semester classes.
September 4 Friday. 5 p.m. Last day for adding/dropping courses for the fall semester.
September 11 Friday. 5 p.m. Last day to apply for all degrees to be awarded in December.
October 19 Monday. noon. Mid-semester grades due in Office of the Registrar.
November 6 Friday. 5 p.m.
• Last day for all students to drop courses with no penalty (Q-drop).
• Last day to officially withdraw from the University.
November 26-27 Thursday-Friday. Thanksgiving holiday.
December 7 Monday.
• Redefined day, students attend their Friday classes.
• Prep day, classes meet. No regular course exams (except for laboratory and one-hour classes) shall be given on these days.
December 9-10 Wednesday-Thursday. Reading days, no classes.
December 11, 14-16 Friday, Monday-Wednesday. Fall semester final examinations for all students.
December 18-19 Friday-Saturday. Commencement and Commissioning.
December 21 Monday. noon. Final grades for all students due in Office of the Registrar.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. This request is submitted by the Department of ARCHITECTURE

2. Course prefix, number and complete title of course: ARCH 649 - Advanced History of Building Technology

3. Change requested
   a. Prerequisite(s): From: instructor
   b. Withdrawal (reason): 
   c. Cross-list with: 
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current catalog course description: Advanced History of Building Technology - Readings and discussion of current topics in history of building technology; development of understanding the importance of materials and methods of construction to the creation of historical forms.

5. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Advanced History of Building Technology - Readings and discussion of current topics in history of building technology; development of understanding the importance of materials of construction to the creation of historical forms of sacred architecture across faith and around the world.

6. a. As currently in course inventory:

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   b. Change to:

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   Approval recommended by: 

   Department Head - Type Name & Sign Date
   Department Head - Type Name & Sign (if cross-listed course) Date
   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu,
   Curricular Services – 12/08

   Chair, College Review Committee Date
   Dean of College Date
   Date Effective Date
ARCH 649: Advanced History of Building Technology
Fall 2009

Dr. ANAT GEVA

Office: A 318B; Office hours: Tuesday 11:00-12:00 or by appointment
Tel: 862-6580; E-mail: ageva@archmail.tamu.edu

COURSE DESCRIPTION
This seminar will explore topics in history of building technology through the study of SACRED
ARCHITECTURE. The class theme: FAITH, FORM, and BUILDING TECHNOLOGY. Topics
will cover the technological response to rituals and symbolism of houses of God, and will focus
on construction materials, methods, and systems.

FORMAT
The class will be conducted as a seminar: a group of graduate students studying under a
professor, with each doing original research and all exchanging results through reports and
discussions. The exact direction taken will depend to a large extent on your own interests and the
extent of each individual’s participation.

The following major topics will be analyzed, discussed, and debated:

• **INTRODUCTION – FAITH, FORM AND BUILDING TECHNOLOGY**
  *Discussion:* WHAT MAKES A BUILDING SACRED? AND HOW BUILDING TECHNOLOGY
  ACCOMMODATES IT?

• **THE SACRED PATH – THE PLAN**
  *1st Debate:* WHICH OF THE SACRED PATHS HAD THE STRONGEST IMPACT ON THE
  DEVELOPMENT OF BUILDING TECHNOLOGY?

• **THE SKY IS THE LIMIT – THE VERTICAL DIMENSION**
  *Discussion:* WHOSE VERTICAL AXIS IS IT?

• **THE HOLY LIGHT**
  *2nd Debate:* CAN ARTIFICIAL LIGHT REPLACE THE NATURAL “HOLY” LIGHT?

• **THE SOUND OF SILENCE – ACOUSTICS**
  *Field assignment and discussion:* WHAT DO WE NEED TO HEAR?

  *3rd Debate:* IS SACRED ARCHITECTURE THE PINNACLE OF HISTORY OF
  BUILDING TECHNOLOGY?

Each topic will be presented/discussed as follow:

• **Lectures:** Dr. Geva and guests

• **Class discussions:** The class will discuss each topic exploring major issues/questions
  pertinent to the topic.

• **Class debates:**
  The class will be divided into two groups of students to conduct the three assigned debates.
  A moderator will be selected to manage the discussion. One group will take the stand of one
  side of the question and the other group the other side. Each team will provide the
moderator a summary of their arguments before the class. The moderator will present a
conclusion statement at the end of the debate. These debates should be based on reading the
pertinent required and recommended material for each topic. In addition the students should
enrich their arguments with images, tables, and graphic illustrations.

- **Students’ presentations** (see evaluation sheet):
  During the semester students will prepare 2 PowerPoint presentations on class topics.
  These presentations will be based on a comparative analysis and will include an abstract,
  which describes the essence of the analysis/presentation.

- **Final paper** (see evaluation sheet):
  Students will choose one of the topics and develop it to a paper that will examine in depth
  the specific issues. The paper will be submitted at the end of the semester.

**EVALUATION (GRADING)**
Oral presentations + abstracts (15 points each): 30 points
Class discussions and debates (5 points per debate): 15 points
Field assignment: 10 points
Final paper: 45 points

**BIBLIOGRAPHY** (see attached list)

- **Required Text:**
  Architectural Press
  COURSE RESERVES)

To access the university electronic course reserves:
(1) [http://library.tamu.edu/](http://library.tamu.edu/)
(2) go to Class Resources and click on : Course Reserves
(3) you'll need to provide your Net ID user name and password
(4) search by instructor (Geva Anat); or by course number (345), or by course name (history of building
technology),
(4) click on the course and read the relevant pdf file.

- **Recommended Readings:** Additional reading will be assigned for each topic (see attached).

**POINTS TO CONSIDER**

- **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, assignments, web-sites,
in-class materials, and additional problem sets. Because these are copyrighted, you do not have the right
to copy the handouts, unless I expressly grant permission.

- **Aggie Honor Code** — “An Aggie does not lie, cheat, steal or tolerate those that do.”
  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 should have the permission of the person. If you have any questions regarding plagiarism, please consult the Aggie Honor System Office website http://www.tamu.edu/aggiehonor or the latest version of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

- **Americans with Disabilities Act (ADA) Policy Statement:** The Americans with Disabilities Act is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with 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 218 Cain Hall or call 845-1637.
Supporting Statements for the Department of Architecture requests for changes in prerequisites

ARCH 649 Advanced History of Building Technology

The change in course description is being made to reflect the inclusion of non-western traditions in the history of architecture and building technology. This change was made in response to Student Performance Criterion of the National Architectural Accrediting Board (NAAB): A9 - Historical Traditions and Global Culture; Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

1. This request is submitted by the Department of
   Educational Psychology
   SEFB 625: Student Teaching in Special Education

2. Course prefix, number, and complete title of course:
   SEFB 625: Student Teaching in Special Education

3. Change requested
   a. Prerequisite(s): From: ____________ To: ____________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 4; enter proposed course title and proposed course description in item 5.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 6. Attach a course syllabus.

4. Complete current course title and current catalog course description:
   Student Teaching in Special Education
   Observation and participation in special and general education classroom activity; supervised student teaching in accredited school. Special education student teachers must complete experience in both regular and special education placements. Must be taken satisfactory/unsatisfactory.

5. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Student Teaching in Special Education
   Observation and participation in settings involving students with disabilities; supervised student teaching in accredited school or supervised field work in settings approved by program. Must be taken satisfactory/unsatisfactory.

6. a. As currently in course inventory:
   
   b. Change to:

   Approval recommended by
   Victor Wilson
   Department Head - Type Name & Sign
   Date
   Date
   Date
   Date

   Submitted to Coordinating Board by:
   
   Associate Director, Curricular Services
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu

Curricular Services - 1306

140 of 141 B
Special Education Program

September 23, 2009

MEMORANDUM

TO: Graduate Instruction Committee, CEHD

THROUGH: Jim Kracht, PhD
Associate Dean for Academic Affairs

FROM: Victor Willson, PhD
Professor and Head

SUBJECT: Change of course description—SEFB 625

Attached please find the appropriate paperwork for changing the catalog course description for SEFB 625 – Student Teaching in Special Education in the Department of Educational Psychology.

Pursuant to the directives of the College, the following information is provided:

1. Rationale: With the addition of new certification areas within the Special Education Program, expanded and diverse settings for supervised field work are needed. Modifications to the catalog course description provide more opportunities for students to fulfill the required field-based hours.

2. Vote by the Program: Supervised field work is a certification requirement. The change of catalog course description has the unanimous support of our department.

We appreciate your consideration of this change. Please contact us should you require additional information.

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