Memorandum

TO: Executive Committee
   Faculty Senate

FROM: Valerie Balester, Chair, W and C Course Advisory Committee

DATE: August 17, 2010

RE: Request for course additions to the W/C Course graduation requirement

The W and C Course Advisory Committee voted to approve the following courses to satisfy the requirement for graduation. The W and C Course Advisory Committee reviewed each course and agreed that all aspects were consistent with requirement guidelines.

Courses submitted for W certification:

- BICH 414  Biochemical Techniques I
- BICH/GENE 432  Molecular Genetics Laboratory
- HIST 416  Texas Since 1845

Courses submitted for C certification:

- IDIS 430  Sales Engineering

Courses submitted for W recertification:

- EHRD 484  Professional Internship
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Nicola Ayres, Department of Biochemistry and Biophysics
    Gregory D. Reinhart, Head, Department of Biochemistry and Biophysics
    Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: August 17, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: BICH 414

We recommend that BICH 414 Biochemical Techniques I be certified as a writing (W) course for four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 55%
2. Course content appropriate to the major
3. Total number of words: 7000
4. Instructor to student ratio for one section: 1:12

BICH 414 is a two-credit course that includes the assistance of two graduate students per section, although the instructor does all the grading. The graduate assistants help with peer review of drafts and with providing additional input on drafts. The students will be conducting their experiments by reading and following the experiments outlined in the primary literature. The writing assignments include two lab reports and a lab notebook. The students receive extensive written comments on their midterm draft from the instructor, including a detailed rubric of grading requirements and their rating on each item. Three drafts will receive peer review as well as comments from the graduate assistants. Additional feedback will be provided by the instructor in the in-class writing sessions and during help sessions. For instruction, worksheets designed to lead students through the process of literature review, library research, and analysis of research papers will be assigned. Two class periods will be spent analyzing published research papers, from background to proper referencing the work of others.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):
BICH 414 Biochemical Techniques I

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Nicola Ayres
Printed name and signature: Nicola M Ayres
(Date) 7/14/10

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date) 7/23/10

Approvals:

College Dean: Ann L Kenimer
Printed name and signature
(Date) 9/4/10

Department Head: Gregory D. Provence
Printed name and signature
(Date) 7/14/10

RECEIVED
JUL 21 2010
By 3 of 88 K
Biochemistry 414—Spring 2011  
Biochemical Techniques I  
Syllabus and Course Policies

**Instructor:** Dr. Nicola Ayres  
Phone 845-0548 Office Room 210 Lab Room 213  
n-ayres@tamu.edu  
Office Hours: T, W 10-11:00, by appointment, or stop by  
Class website: howdy.tamu.edu then through elearning  
Prerequisites: BICH 440, CHEM 316 and 318 or concurrent registration

**Teaching Assistants:**

<table>
<thead>
<tr>
<th>Section</th>
<th>TA</th>
<th>Email</th>
<th>Office</th>
<th>Phone</th>
<th>Office Hrs</th>
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<tbody>
<tr>
<td>502 M/W</td>
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<td>501 T/Th</td>
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<td>2:20-5:10</td>
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<td>Secretary</td>
<td>Tillie Rausch</td>
<td><a href="mailto:trausch@tamu.edu">trausch@tamu.edu</a></td>
<td>410</td>
<td>845-6831</td>
<td>8:00-5:00</td>
</tr>
</tbody>
</table>

We will cover a large amount of material related to biochemistry research this semester including theory, practice, experimental approaches, safety, troubleshooting, literature searches, writing, etc. All of it, however, can be summarized by two learning objectives:

- Preparing you to work in a real research laboratory
- Improving your ability to communicate science

To give you a sense of what it is like to do biochemical research, we will study a single problem related to a single enzyme, ribonuclease Sa (RNase Sa), isolated from *Streptomyces aureofaciens*. This enzyme is interesting for a number of reasons. It is one of the smallest enzymes known, consisting of 96 amino acid residues, yet its function is to break down RNA, an exceptionally large substrate. There is some speculation that the small size of RNase Sa may allow it to enter foreign cells (with the help of another enzyme called permease) where it may interfere with the cell’s ability to function. If correct, this mechanism would give *S. aureofaciens* an advantage when competing with other bacteria for food.

A second interesting aspect of RNase Sa is its charge. This enzyme is highly acidic, with a pI of 3.5. At physiological pH, RNase Sa carries a net charge of -7. This is particularly curious considering that the enzyme’s substrate, RNA, is also negatively charged. How does a negatively charged protein interact effectively with a negatively charged substrate? Does changing the net charge change the activity? What effect would such a change have on the stability of the enzyme? These are the primary questions that we will deal with this semester.

As we study each new aspect of RNase, you will summarize your experiments in the manner in which scientists traditionally communicate their results – the scientific research paper. Scientists spend much of their time writing. They must communicate their results, review the work of other scientists, and write research proposals to acquire funds to do more research. Writing papers and proposals makes scientists critically analyze their experiments and what the data means. The ability to write well is of great value to scientists, but also to professionals in most fields.
Research Approach

A common approach used to learn about the relationship between structure and function in proteins is to change targeted amino acids. This is done by first making mutations in the genes that encode those proteins. In an ideal world with infinite resources and ample time, we might address the questions posed above by changing each negatively charged amino acid residue in RNase Sa to a positively charged residue, changing only one amino acid at a time. We could then test each of these mutants to see if the activity of the enzyme were changed or if the stability of the enzyme were affected. Once the role of each negatively charged amino acid was better understood, we could then begin making changes to multiple residues in a very systematic way in order to examine the role that charge plays in RNase Sa activity and stability more completely.

Working within the constraints of a student lab that only meets twice a week, we will only be able to examine the role that one amino acid residue, glutamate 41, plays in RNase Sa activity and stability. Nevertheless, this process will give you valuable experience that will help you understand the principles of research in biochemistry. We will tackle the role of glutamate 41 in the structure and function of RNase Sa as follows (all dates subject to change):

Basic Techniques and Equipment/Use of Scientific Notebooks (Jan. 19 – 25)
The ability to measure accurately is essential to making your experiments work. This week we will work on basic techniques including micropipetting, spectrophotometry, and buffers. These techniques are important in any biochemistry laboratory. We will also be brushing up on our data analysis skills, including the use of graphs. We will also discuss how to properly keep your laboratory notebook to help you record and understand your experiments.

Plasmid Purification and Restriction Analysis (Jan. 26 – Feb. 1)
The Central Dogma of Molecular Biology states that information in the cell flows from DNA to RNA to protein. To change an amino acid residue in our enzyme, we must first make a mutation in the DNA that encodes RNase Sa. Our first task will be to purify a plasmid containing the gene for RNase Sa. We will then use restriction analysis to verify the identity of our plasmid.

Site-Directed Mutagenesis (Jan. 31 – Feb. 10)
Once we have verified that we are working with the right plasmid, our next task will be to make the desired mutation. Our goal will be to change glutamate 41 to a lysine residue. This should change the net charge on our protein at pH 7 from -7 to -5. To make this mutation, we will use a technique called site-directed mutagenesis. As part of this process, you will learn about primer design, PCR, DNA methylation, transformation and blue/white screening. You will also learn valuable lessons in the proper use of controls in biochemical research.

Protein Purification (Feb. 14 – March 24)
To see if our mutation in the gene for RNase Sa has had any effect, we will have to purify the mutant enzyme from bacteria that are expressing the mutant gene. At the same time, we need a standard to use as a basis for comparison. For this purpose, we will also purify wild type RNase Sa. This is a time consuming process. In fact, we will spend nearly half of the semester on this one task. During this process, you will learn about concepts such as over-expression, osmotic shock, acid precipitation, ion-exchange chromatography, protein concentration, SDS-PAGE, activity assays and specific activity.

Enzyme Kinetics (March 28 – April 7)
Once we finally have pure wild type and mutant RNase Sa, we will finally be able to address the questions we posed at the very beginning of the semester. What role does charge play in the ability of RNase Sa to act on RNA. Will changing the net charge increase activity? Will it decrease activity? Will activity stay...
the same? To find out, you will have to learn how to perform enzyme assays to determine the kinetic parameters $K_m$ and $V_{\text{max}}$.

**Mass Spectrometry (April 11-12)**
We will learn about mass spectrometry, which can be used to identify small molecules. Using mass spec, we can distinguish wild type and mutant RNases.

**Protein Unfolding (April 13-14)**
We will also look at how changing a single amino acid in RNase Sa affects the enzyme’s stability by examining the effect on protein unfolding.

**Molecular Modeling (April 18 - 21)**
We will experiment with molecular modeling software to take a look at RNase SA in 3-D.

**Scientific Writing Workshops (February 14 - 15 and March 9 - 10)**
The style of writing for science is different than for non-scientific writing. We will discuss the requirements of good scientific writing in depth, and will use a check-list to analyze the drafts of the lab reports that have been written so far. This will include topics such as scientific terminology, referencing the work of other scientists, properly presenting your own results and discussion, and the correct use of figures and figure legends. We will also have in-class time to examine your paper and receive input from Dr. Ayres and the TAs.

**Work on Final Lab Report (April 25 - 26)**
These class periods will be devoted to working on the final lab report. You will receive input from Dr. Ayres, the teaching assistants, and from your peers.

**Final Exam (April 27-28)**
The final exam will cover both practical and theoretical material from this semester. As with the quizzes, you will be allowed to use your laboratory notebook, but no preprinted material.

Note: Much of this class was developed by the previous instructor, Yasha Hartberg.

**Schedule**
Just as “real” research doesn’t always go according to plan, the schedule for BICH 414 will be somewhat fluid. The dates listed for each lab module above (pp. 2-3) will be modified as needed. The target dates for major assignments are listed below. Due dates for other work will be given as that work is assigned throughout the semester.

**Important Due Dates**

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignments due Friday 3 PM</th>
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<tbody>
<tr>
<td>February 11</td>
<td>First draft of lab report</td>
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<tr>
<td>February 18</td>
<td>First peer review</td>
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<tr>
<td>February 25</td>
<td>Second draft of lab report</td>
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<td>March 4</td>
<td>Second peer review</td>
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<tr>
<td>March 11</td>
<td>Third draft of lab report – reviewed and graded by Dr. Ayres</td>
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<tr>
<td>April 1</td>
<td>Fourth draft of lab report</td>
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<tr>
<td>April 8</td>
<td>Third peer review</td>
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<tr>
<td>April 29</td>
<td>Final lab report, paper copy and email copy</td>
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</table>

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Your Responsibilities

Safety

The first duty of every student in the laboratory is to safety. Each student is expected to read, sign, and turn in a safety agreement before working in this laboratory. You must follow these rules carefully. If an accident occurs, immediately notify your instructor or teaching assistant.

Biochemistry research involves the use of many different chemical reagents. You should always exercise caution when dealing with any chemical. Some chemicals require more careful handling than others - extra precautions for using such chemicals will be noted in class. We provide safety glasses and gloves.

In addition:
- No eating, drinking, or chewing gum in the laboratory.
- No bare feet or open toed shoes in the laboratory.
- No smoking in the laboratory.
- Know the location of fire extinguishers, eyewash stations, safety showers and fire alarms.
- Never put glass in the regular trash, use special “glass only” containers.

The Emergency Number on Campus is 9-911 The Campus Health Center number is 5-1511

Another safety resource is the Environmental Health and Safety Department web page located at http://ehsd-online.tamu.edu. Among other things, you can access Material Safety Data Sheets that describe the precautions you should take when working with each chemical; these are also available in the laboratory.

Lab Performance

You are expected to come to class on time, be prepared for the work to be done, and stay till all experiments are completed and cleaned up. Most of the experiments in this laboratory class are done with a partner. You should share the work equally and work efficiently. Proper safety in the lab will also be evaluated.

Academic Integrity

Plagiarism is the act of presenting another person’s ideas, writings, work, etc. as your own. As such, it is in direct violation of the Aggie Honor Code which states:

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

Students who plagiarize lie because they are presenting work they did not do as their own. They cheat by not doing the work they are supposed to do. They steal by taking away from the intellectual efforts of others. Scholastic research relies on the free exchange of ideas. Plagiarism destroys the trust necessary to such an open and honest dialogue between colleagues. As such, it is a grave academic offense and must be actively avoided. “I didn’t mean to plagiarize” is not a valid excuse! Similarly, you should take great care to ensure that your classmates do not plagiarize your own work since you will be held accountable as well. Students who plagiarize in BICH 414 will be subject to the procedures outlined in section 20 of Texas A&M Student Rules (http://student-rules.tamu.edu/). Consequences can range anywhere from severe grade penalties to expulsion from the university and can include ineligibility to hold office in any student organization, loss of scholarships and ineligibility to receive an Aggie ring.
Your work should reflect your personal effort. Because each person uses language differently, no two people will provide identical answers to the same question no matter how much they discuss the problem ahead of time. Rearranging sentences or changing a few words does not make a work your own. For information about avoiding plagiarism, visit [http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/library-tutorials/page4/](http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/library-tutorials/page4/)

**Mandatory Academic Integrity Statement**
(From the Aggie Honor System Office)

“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/](http://www.tamu.edu/aggiehonor)"

**Attendance**

Attendance in BICH 414 is **mandatory**! You must arrive **on time** and stay until the day’s work is completed. Students arriving late or leaving early will automatically lose a half point from their **final** grade for each occurrence. Students missing a class for an unexcused absence will lose two full points from their **final** grade for each occurrence in addition to any grade penalties that might be incurred for work that is due that day. You must come to class prepared for the work that will be done, turn in your assignments on time, and clean up at the end of each class. Grade penalties may be applied for failure to do this.

Students with university excused absences must make arrangements to make up any missing work, preferably in the same week as the excused absence whenever possible. Information on university excused absences can be found at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). **You must coordinate absences with Tillie Rausch in room 410 of the Biochemistry building.**

**Grading**

Grades in BICH 414 will be recorded throughout the semester on elearning ([http://howdy.tamu.edu/](http://howdy.tamu.edu/)). Your final grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent</th>
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<tr>
<td>Formal lab report</td>
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<tr>
<td>Midterm lab report draft</td>
<td>15</td>
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<tr>
<td>Notebook</td>
<td>10</td>
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<tr>
<td>Peer review</td>
<td>5</td>
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<tr>
<td>Worksheets</td>
<td>15</td>
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<tr>
<td>Quizzes</td>
<td>10</td>
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<tr>
<td>Final Exam</td>
<td>15</td>
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</table>

**Late Penalties**

All work must be turned in on time, except when a university-approved excuse is presented as per university rules. Work that is up to 24 hours late will incur a 10% grade penalty; after that the penalty is 10% per day. No late work will be accepted after 5 days. Any errors or missing information in the elearning grade book must be reported within two weeks of the due date of each assignment, or no changes will be made.
**Formal Laboratory Report**

As part of this laboratory class, you will learn to communicate your scientific results through writing a research article, as is commonly done in laboratory research. The format should adhere to the standards of a chosen scientific journal and be comprised of 2000 to 3000 words. We will be working on drafts of this article throughout the semester. Your work will be reviewed by Dr. Ayres, the teaching assistants, and your peers; you will also be reviewing the work of your peers. To help you learn more about the scientific writing of a research article, we will have class lectures covering the specific requirements of scientific writing, from title to references. We will examine published research papers to determine the components and style of scientific writing; these papers are a useful resource for writing your lab report. You will apply this to your report.

Four drafts of this report will be due throughout the semester. Dr. Ayres will critically review and grade the third draft, while your peers will review the other drafts. The final report will cover all aspects of your semester’s work with RNase. This will serve several purposes. By writing drafts on a regular basis, you will be revisiting and reinforcing key concepts. It will also provide a context into which you can place new information. Finally, you will make important decisions regarding which information is important and which information can be excluded, thus honing analytical and critical thinking skills that are essential to professional life in any field.

In addition to the scientific literature for the research problem being studied, the University Writing Center (writingcenter.tamu.edu) is a valuable resource for assistance in writing your formal report. They have sections on science writing and even online presentations covering science writing.

Note that you must receive a passing grade on your formal lab report to pass the class.

**Peer Review**

As mentioned above, you will be reviewing one another’s written work this semester. This is a crucial skill you need to develop as a professional. Throughout your career, you will be called upon to give your opinion about reports, sales pitches, job candidates, drafts of colleagues’ work, etc, all of which require analytical and critical thinking skills. If you become a research scientist, you will be surprised at how much of your time is spent writing grant proposals and manuscripts, as well as reviewing those of your peers and students. The earlier you get used to the idea of giving - and receiving - constructive criticism, the better prepared you will be for professional life.

Working in rotating groups of four students, you will give regular feedback on each other’s lab reports. The peer review will give you input on your written product. Your grade will depend on the quality of the feedback that you give to the others in your group – the feedback that you are given does not directly affect your grade. The drafts and peer review will help you produce a polished final lab report that will be relatively effortless; most of the serious work will have been completed long before the due date and you will have received ample feedback to produce a high quality piece of written work. We will discuss this in more detail as the semester progresses.

**Worksheets**

We will assign a series of worksheets designed to help you better understand the course material and to help prepare you for your formal writing assignments. Some of these worksheets will be done in class as collaborative efforts; others will be individual assignments to be taken home.
Notebook Quizzes and Final Exam

A good lab notebook is an indispensable tool to every scientist. To help emphasize the kinds of information necessary to include in a professional lab notebook, we will have periodic, open-notebook pop quizzes throughout the semester. These will be unannounced, but they should pose little trouble if you keep careful records and understand the procedures and theory of the work that you have been performing. Note, however, that you will only be able to use information that is physically attached to your lab notebook. Loose papers will not be permitted as references during quizzes. Your notes on your protocols, results, and conclusions should be handwritten in your notebook, while data such as spectrophotometry output and graphs may be attached. On the last day of class, you will have a final exam that will be similar to the format of the quizzes, including the open notebook.

Pre-lab Write-up/Notebook

The protocols for each experiment will be available on the class website prior to each class, as will the power point slides used for each lecture. Before coming to class, you should read the appropriate protocol and make sure you understand what will be done that day. In addition, you will need to complete the Background and Procedure sections of your lab notebook for that day’s work. When you come to class, your TA will check your notebook and give you up to 5 points for your work. This notebook must be written formally, with the required sections and using good grammar. Good notebooks are essential in laboratory research. They must be clearly written with all data, comments, and conclusions included. It is common for someone to refer back to another person’s notebook even five or ten years later; the reader must be able to understand each experiment and its significance, and be able to repeat it as needed. Before you leave class, you will need to complete the Results section of your lab notebook. Show this to your TA before leaving class for up to 5 more points, for a total of 10 points for the notebook; your TA must sign the notebook before you leave and record your points. The requirements for keeping a laboratory notebook will be discussed in more detail in class. Please note that only ink may be used in the notebook. No pencil is allowed.

What You Need

There will be no lab manual. In a research lab, protocols come from a variety of sources including kits, lab notebooks, and primary literature. To give you a better feel for “real” research, we will be using all of these resources. The relevant papers, protocols, and instruction manuals will be available on elearning. You will need a lab notebook, such as a composition book. No specific type is required, but your lab notebook must not be loose leaf or spiral bound. You may want to have a binder to keep the protocols and other handouts that you will be receiving.

The Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires 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 Disability Services in Room B118 of Cain Hall or call 845-1637.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W and C Course Advisory Committee
CC: Elizabeth Jane Pishko, Department of Biochemistry and Biophysics
Gregory D. Reinhart, Head, Department of Biochemistry and Biophysics
Ann Kenimer, AOC Dean, College of Agriculture and Life Sciences
DATE: August 17, 2010

SUBJECT: REPORT ON PROPOSED W COURSE: BICH/GENE 432

We recommend that BICH/GENE 432 Molecular Genetics Laboratory be certified as a writing (W) course for four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 50%
2. Course content appropriate to the major
3. Total number of words: 7500
4. Instructor to student ratio for one section: 1:12

BICH/GENE 432 requires that students write 12 lab reports and a research paper. Because there are 12 written lab reports graded during the semester, comments and individual feedback on these is directly applicable to their improvement on the reports. The reports also contribute to overall improvement in students’ laboratory notebook-keeping skills. For the research paper, feedback is given via student peer reviews and written instructor comments on a graded draft. Instruction includes providing guidelines, models, and rubrics, in-class lecture, and a research paper workshop.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

**BICH/GENE 432 Molecular Genetics Laboratory**

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor / Coordinator: Elizabeth Jane Pishko [Signature] 3/14/2010

Printed name and signature (Date)

Received: Valerie Balester [Signature] 7/23/10

(W Course Coordinator, University Writing Center) (Date)

**Approvals:**

College Dean: Ann L. Kramer [Signature] 19 July 2010

(Date)

Department Head: Gregory D. Rehm [Signature] 7/14/10

(Date)
BICH/GENE 432
MOLECULAR GENETICS LABORATORY
Fall 2010

MW 1:50-4:40 pm, Room 243 Biochemistry & Biophysics Bldg

Class URLs: howdy.tamu.edu (where you will be able to access your grades and course materials through elearning)
lab google site
sites.google.com/a/tamu.edu/bichgene432/

Instructor: Dr. Jane Pishko
Office: Room 204 Bio/Bio Bldg
Phone: 845-3371
Email: ejanepishko@tamu.edu
Office Hours: T-W 11-12 or by appointment

Teaching Assistant: To Be Determined

Prerequisites: GENE 301, 302 or 320 and BICH 410 or 440

Course Description: In order to give you a sense of what it is like to do research in an actual research laboratory, this course is set up as a comprehensive start-to-finish cloning and expression project. As such, you will work on a single gene to give continuity to your laboratory experience. First you will learn the most common techniques used in DNA manipulation such as restriction digestion, ligation, bacterial transformation, plasmid DNA preparation, PCR and DNA sequencing while cloning a gene. The cloned gene will then be expressed and the resultant recombinant protein purified and assayed using small-scale affinity chromatography, SDS-PAGE, western blotting and an assay of enzyme activity. You will submit weekly lab reports and you will write a research paper-style manuscript detailing the techniques used and data generated that will be due at the end of the course to convey your results in a scholarly scientific manner.

Course Objectives: This is a hands-on laboratory course. As such, the following objectives will be focused on:

1) proficiency in using modern techniques and tools in molecular biology for the cloning of a gene and subsequent expression of its recombinant protein
2) keeping a well documented laboratory notebook as preparation for a career in scientific research
3) ability to communicate scientific research by writing and reviewing scientific research papers
Tentative Laboratory Schedule-Fall 2010

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<th>Date</th>
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<th>Topic</th>
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<tr>
<td>M</td>
<td>9/6</td>
<td>Introduction, Lab safety and General Rules, Ex 1-Pipetting</td>
</tr>
<tr>
<td>W</td>
<td>9/8</td>
<td>Ex 2-Preparation of Solutions with Specific Concentrations, Data Analysis</td>
</tr>
<tr>
<td>M</td>
<td>9/13</td>
<td>Introduction to Molecular Genetic Techniques (&amp; Written Report Intro)</td>
</tr>
<tr>
<td>W</td>
<td>9/15</td>
<td>Ex 3-Restriction Digestion of DNA &amp; Agarose Gel Electrophoresis</td>
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<tr>
<td>M</td>
<td>9/20</td>
<td>Ex 4-1-Gel Purification of DNA Fragments (Paper Outlines due)</td>
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<tr>
<td>W</td>
<td>9/22</td>
<td>Ex 4-2-Quantitation of Fragments and Ligation Reactions</td>
</tr>
<tr>
<td>M</td>
<td>9/27</td>
<td>Ex 5-1-Transformation of Bacteria</td>
</tr>
<tr>
<td>W</td>
<td>9/29</td>
<td>Ex 5-2-Transformation of Bacteria (plate counting &amp; inoc. bact. cultures)</td>
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<tr>
<td>M</td>
<td>10/4</td>
<td>Ex 6-Minipreps of Plasmid DNA</td>
</tr>
<tr>
<td>W</td>
<td>10/6</td>
<td>Ex 7-1-PCR and Plasmid Analysis (PCR) (Initial Rough Drafts due)</td>
</tr>
<tr>
<td>M</td>
<td>10/11</td>
<td>Ex 7-2-PCR and Plasmid Analysis (Restrictions and Gels)</td>
</tr>
<tr>
<td>W</td>
<td>10/13</td>
<td>Written Report Workshop I</td>
</tr>
<tr>
<td>M</td>
<td>10/18</td>
<td>Ex 8-1-Cycle Sequencing</td>
</tr>
<tr>
<td>W</td>
<td>10/20</td>
<td>Ex 8-2-Cycle Sequencing Cleanup &amp; Submission of Samples for Automated Seq.</td>
</tr>
<tr>
<td>M</td>
<td>10/25</td>
<td>Ex 9- Sequence Analysis and Homology Searches</td>
</tr>
<tr>
<td>W</td>
<td>10/27</td>
<td>Ex 10-Subcloning for Expression &amp; Intro to Protein Techniques</td>
</tr>
<tr>
<td>M</td>
<td>11/1</td>
<td>Ex 11-Protein Quantitation Techniques including Bradford Assay</td>
</tr>
<tr>
<td>W</td>
<td>11/3</td>
<td>Ex 12-1- Basic Protein Purification Techniques</td>
</tr>
<tr>
<td>M</td>
<td>11/8</td>
<td>Ex 12-2-Purification of Recomb. Protein by Affinity Column Chromatography</td>
</tr>
<tr>
<td>W</td>
<td>11/10</td>
<td>Ex 13-1-Protein Electrophoresis: SDS-PAGE &amp; West. Blot (2nd Drafts due)</td>
</tr>
<tr>
<td>M</td>
<td>11/15</td>
<td>Ex 13-2-Immunodetection of Western Blots</td>
</tr>
<tr>
<td>W</td>
<td>11/17</td>
<td>Written Report Workshop II</td>
</tr>
<tr>
<td>M</td>
<td>11/22</td>
<td>Ex 14-Activity Assay of Recombinant Protein</td>
</tr>
<tr>
<td>W-F</td>
<td>11/24-26</td>
<td>Thanksgiving Break</td>
</tr>
<tr>
<td>M</td>
<td>11/29</td>
<td>Written Report Due/Final Review Session</td>
</tr>
<tr>
<td>W</td>
<td>12/1</td>
<td>FINAL EXAM</td>
</tr>
</tbody>
</table>

Grading, Assignments & Expected Participation

Grading:
Written Research Report-25% of grade
- outline
- peer review rough drafts
- graded rough draft
- final paper manuscript
A written report in the form of a scientific research paper is due before the Final Exam. This report should cover the entire laboratory from start to finish. The report should include a title, an abstract, an introduction, materials and methods, results and discussion sections. A document detailing the format and section requirements will be available on the class website. An outline will be due early in the semester and two rough drafts will be required, one at about the midpoint of the semester and one toward the end. At least one of these drafts will be peer reviewed. Two lab periods will be devoted to working on the paper. The report will be evaluated on content, level of effort, format and organization.

**Written Lab Reports/Notebook-25% of grade**
- written lab reports for labs 1-8 and 11-14 varying from 10-30 pts. depending on scope of the material

*written lab report guidelines:* You will need to provide a duplicate page laboratory notebook for this class, the type that produces both the original entry you write, plus a copy of each page. You will be required to complete a write-up of each laboratory exercise and turn it in each week. Along with what is written as a pre-lab, you should include all data collected, including any graphs and pictures generated, any questions specifically asked in the protocol or as a result of worksheets or homework related to the lab, and then conclusions relevant to what was learned in regards to final data and the purpose stated in the pre-lab. The grade will be based partly on the quality or your data but more on the completeness of your data, discussion and conclusions and on how clearly you present them. Each page should be dated. The data should be recorded neatly, dated, titled and annotated referencing the specific steps in the associated protocol. Any photos, scans and printouts used as data should be pasted, taped or stapled onto the appropriate original page of the notebook and copies should be pasted to the duplicate page. Pictures of gels, Western blots, etc., should be clearly labeled (draw arrows to bands on gel indicating which molecular species are present).

**Lab Participation-25% of grade**
- graded pre-labs (10 pts. each, starting with laboratory exercise #2),
- Two 20 pt. quizzes
- Approximately ten 10-20 pt. worksheets or homework assignments.

*Pre-Lab write up:* Before coming to the lab each student must write in ink legibly in your laboratory notebook: the title of the lab, the purpose of the lab, the reagents needed/used, and the procedure that will be followed. The procedure should be written out in a sufficient enough manner that the laboratory may be performed without the use of the laboratory protocol. These will be checked at the beginning of each lab for a grade.

**Final Examination-25% of grade**
- Experimental Protocol Short Answer
Multiple choice
Calculations

On the last day of regular classes (see schedule), there will be a final examination. The exam will be an open laboratory notebook (including permanently attached data-no lab protocol printouts!) exam and will include a series of questions (short answers, calculations, multiple-choice, matching) from the topics and techniques covered in the lab, both from the protocols and lecture material.

Lab Participation:
Attendance, level of preparation and participation, and clean-up will be monitored. You must arrive on time and stay until the class is over unless otherwise instructed. In general, the protocols/manual and any notes or supplemental material needed for each experiment will be available on elearning or the class google website. If you have questions about procedures or safety issues, please contact a teaching assistant or the instructor.

Late Penalty:
You will have 10% of your grade deducted per day for late assignments. No assignments will be accepted after 5 days unless appropriate university-excused absences are documented.

Attendance is mandatory. You must have a university-excused absence to make up a lab or an exam, see http://student-rules.tamu.edu. The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence. Also, since this is a laboratory and subsequent labs rely on previous ones, some labs cannot be made up. Please contact the instructor beforehand if an absence is expected.

Mandatory Academic Integrity Statement
(From the Aggie Honor System Office)

“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.

As commonly defined, plagiarism consists of claiming the ideas, words, writings, etc., of another person as your own work. In accordance with this definition, one is committing plagiarism by copying the work of another person and submitting it as one’s own. If the author gives permission for their work to be used, it must be
clearly acknowledged in the text. Plagiarism is one of the worst academic sins, for the plagiarist creates distrust among colleagues without which research cannot be safely communicated. As such, it is in direct violation of the Aggie Honor Code which states:

Depending on the circumstances of the case, consequences can range anywhere from severe grade penalties to expulsion from the university and can include ineligibility to hold office in any student organization, loss of scholarships, ineligibility to receive an Aggie ring and inability to graduate with honors. 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.”

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

Disabilities: The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Disability Services in Room B118 in Cain Hall, call 845-1637 or visit: http://disability.tamu.edu/

Important Note: Our intention is for this course to be a challenging and rewarding experience for you. We wish to assist you in learning any way that we can. Please do not hesitate to call upon us.

BICH/GENE 432 LABORATORY RULES

A. GENERAL GUIDELINES

1. Where you sit will be your assigned seat for the semester and you will work with a partner.
2. Everyone is individually responsible for the experiments. Come prepared by reading protocols and required reading in advance!! Activities will be started immediately, while explanations and discussion sessions will occur as time permits. COME PREPARED TO ASK QUESTIONS.
3. Equipment in this and neighboring labs is shared so please treat it well. If you do not know how to use a piece of equipment ask a staff person. Obey user rules, such as signing logs. Leave all equipment in good working order. If there are problems, tell us so we can fix them!
4. Leave the lab better than you found it. Wash your own glassware, clean up your work area, inform instructor/TA of reagents or materials that are running out, etc.
5. KEEP UP WITH NOTEBOOK ENTRIES EVERY DAY…otherwise, data will be lost!
6. All reagents and samples should be saved and must be labeled with the date, your initials and Pair #, and WHAT IT IS. Items not labeled sufficiently may be discarded.

7. Store things in appropriate places! For DNA, protein samples, reaction mixes and certain buffers, store either in a designated refrigerator or in a designated freezer at –20°C in the storage box provided to your group unless otherwise noted. Note storage places in your notebook.

B. LABORATORY SAFETY

Biochemical/Molecular Biological research involves the use of many different chemical reagents. You should always exercise caution when dealing with any chemical. However, some chemicals require more careful handling than others. Extra precautions for using such chemicals will be noted in your lab manual. We will provide safety glasses and gloves for your convenience.

Each student must read, sign and turn in a safety agreement before working in this laboratory. A copy of this agreement is attached to this syllabus for your reference. You should pay close attention to the safety requirements for each lab period. These are detailed in your lab manual. It is your responsibility to understand and obey all of the safety requirements. If you have specific safety questions or concerns, please ask your instructor or TA.

Specific safety precautions you need to follow:

- No eating, drinking, or chewing gum in the laboratory.
- You must wear closed toe shoes in the laboratory
- No handling contact lenses.
- No smoking in the laboratory or in the Bio/Bio Bldg.
- Know the location of fire extinguishers, eyewash stations, safety showers and fire alarms.
- Never put glass in the regular trash, use special “glass only” containers.

If an accident occurs, immediately notify your instructor or TA.

The Emergency Number on Campus is 9-911

The Campus Health Center number is 5-1511

An important campus safety resource is the Environmental Health and Safety Department web page located at http://ehsd-online.tamu.edu/. Among other things, you can access Material Safety Data Sheets from this site that describe
the precautions you should take when working with some of the chemicals we will be using in this lab. Safety information and a notebook of MSDS information are also located in the laboratory.

C. GOOD LAB TECHNIQUES

1. Work on ice unless otherwise directed. It slows degradation of macromolecules.
2. Many reagents settle on storage, so mix them! All frozen solutions need to be thawed and mixed before using.
3. ENZYMES DO OUR WORK. They are stable as glycerol solutions at -20°C. Keep them in the freezer as much as possible. Only remove them in the appropriate blue -20°C freezer blocks. DO NOT ALLOW ENZYME STOCKS TO WARM! They are EXPENSIVE!
4. When pipetting small amounts, check loaded pipet tip before and after the evacuation to assure that solution has gotten into the reaction mix. After addition, mix reaction solution gently but thoroughly: you can pipet total volume up and down OR vortex gently and flash spin to return reaction to the bottom of the tube.
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee
CC: Walter L. Buenger, Head, Department of History
     Donald J. Curtis, AOC Dean, Liberal Arts
DATE: August 17, 2010
SUBJECT: REPORT ON PROPOSED W COURSE: HIST 416

We recommend that HIST 416 Texas Since 1845 be certified as a writing (W) course for four academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 90%
2. Course content appropriate to the major
3. Total number of words: 4000
4. Instructor to student ratio for one section: 1:25

In HIST 416 students write three types of essays: a précis, a review, and a research essay. A workshop format is used for the writing instruction and feedback. Instruction includes lecture and readings on how to write as a historian, discussion of sample history writing, and workshops in which students complete writing exercises. Students receive written and oral comments from the instructor on an outline of their research paper, and they have an option of attending an individual conference to discuss their drafts.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and

concerns (enter prefix, number, and complete course title):

    HIST 4160 — Texas Since 1845

2. Have this form signed by both the department head and the college dean. Provide a copy
of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

Instructor/Coordinator: Walter L. Burgan
Printed name and signature

Received: Valerie Balester
(W Course Coordinator, University Writing Center)
(Date)

Approvals:

College Dean: Michael T. Stephenson
Printed name and signature
(Date)

Department Head: Walter L. Burgan
Printed name and signature
(Date)
## History 416 Section 500

Walter Buenger Texas Since 1845 Spring 2010

### Reading Unit #1:

<table>
<thead>
<tr>
<th>Day</th>
<th>Month</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>T</td>
<td>January</td>
<td>The Ins and Outs of Historical Writing: The Review Essay and The Research Essay</td>
</tr>
<tr>
<td>Th</td>
<td>Politics, Culture, and Economics vs. Gender, Race, Class, Ethnicity</td>
<td></td>
</tr>
<tr>
<td>T</td>
<td>Politics, Culture, and Economics vs. Gender, Race, Class, Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Th</td>
<td>Remembering and Interpreting Texas History – Texas &amp; Beyond</td>
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<tr>
<td>T</td>
<td>Brief writing workshop on Review Essay.</td>
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<tr>
<td>Th</td>
<td>Discussion: Historiography and the Present. Turn in précis outline.</td>
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### Reading Unit #2:
- R. Tyler & L. Murphy, *Slave Narratives of Texas*; C. Moneyhon, *Texas After the Civil War*; *Texas Through Time* (pages 3-196)

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Th</td>
<td>Overview, 1845 - 1885</td>
</tr>
<tr>
<td>T</td>
<td>Slavery</td>
</tr>
<tr>
<td>Th</td>
<td>Secession &amp; Civil War</td>
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<tr>
<td>T</td>
<td>Reconstruction and Redemption.</td>
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<tr>
<td>Th</td>
<td>Brief guest lecture by University Writing Center representative in class and then field trip to library newspaper collection.</td>
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<tr>
<td>T</td>
<td>Tejanos and Texas, 1845-1885.</td>
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<tr>
<td>Th</td>
<td>Origins of Jim Crow. Also, brainstorm ideas for Research Essays and distribute instructions and sample papers.</td>
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<tr>
<td>T</td>
<td>Sharecropping and Cotton</td>
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<tr>
<td>Th</td>
<td>Discussion: The Middle Period. Turn in review essay outline.</td>
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### Reading Unit #3:

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<th>Day</th>
<th>Topic</th>
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<tr>
<td>T</td>
<td>Overview, 1885 - 1941</td>
</tr>
<tr>
<td>Th</td>
<td>Prohibition &amp; Religion. Also, submit research essay outlines.</td>
</tr>
<tr>
<td>T</td>
<td>Populism, class, &amp; race</td>
</tr>
<tr>
<td>Th</td>
<td>Texas Women and Reform. Hand back comments on research essay outlines and discuss possible outline revisions.</td>
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<tr>
<td>T</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Th</td>
<td>Spring Break</td>
</tr>
<tr>
<td>T</td>
<td>Progressivism? Also, submit revised research essay outlines.</td>
</tr>
<tr>
<td>Th</td>
<td>Immigration &amp; Assimilation</td>
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</table>
T Economic Change, World War I, and the Modernization of Texas
Th Research Essay Workshop: Questions, Answers, and Exercises
T The 1920s and the Ku Klux Klan
Th Great Depression and the Demise of King Cotton
T Discussion: Thinking Historiographically.
Th World War II and Texas Transformed
T Writing Day—No Class
Th May Texas Since 1945. Final discussion on Research Essays.
T Available in my office for consultation for extended hours and
by appointment with regard to Research Essays
M Research Essays Due!

EXPECTATIONS: You will be expected to complete this advanced course with a much
greater knowledge of Texas history since statehood through a variety of topics pertaining
to economics, gender, race, ethnicity, identity, memory, war, borderlands, and politics.
This is a "W" course that represents a key component of undergraduate training in the
College of Liberal Arts at Texas A&M University. Students will write extensively in this
course in the mediums of review essays and of one larger research essay.

READINGS: Complete each assignment before the next one begins. Buy your books at
the first of the semester. The bookstore has the bad habit of shipping them back if they
are not sold by the middle of the semester.

ATTENDANCE: You are expected to attend every class and participate in discussion. If
you have more than three unexcused absences your final grade will be lowered one
letter grade. More than seven unexcused absences will earn you an F in this course.

WRITTEN WORK: All written work is due at the start of class on the assigned day. No
late work will be accepted!

PRÉCIS: A précis (2-3 pages, typed, double-spaced) of M. Phillips, White Metropolis is
due on ???????. A précis is a concise summary of the central theme, major supporting
points, and evidence used. You will be graded in a simple and straightforward fashion.
Those who write clearly, do a superior job of completing the assignment, and expend
extra effort will get an A. Those who complete the assignment in a satisfactory but not
exemplary manner get a B. Those who do not write with at least marginal clarity, fail to
fully complete the assignment, and expend little effort get an F. If you receive an F and
rewrite as directed you will earn a C.

REVIEW ESSAYS: A review essay (5-6 pages, typed, double spaced) on reading
assignment #2 is due on ???????. Use the essays in Reviews in American History as a
model. This essay will cover all the books and essays in that assignment. They should
be both historiographic and descriptive. You must turn in a detailed outline of your essay
with a clear statement of your thesis in advance. Failure to turn in an outline will cost
you one letter grade on your essay. Grades will be awarded in an A to F range. If you
receive an F and rewrite as directed you will earn a D.
RESEARCH ESSAY: The final research essays (9-12 pages, typed, double spaced) are due on ???. It will involve the discovery and interpretation of historical newspapers of Texas available in electronic and microfilm form through the Texas A&M library system. The research essay is meant to focus on a particular topic or theme of interest to each student. The grade will be derived on not only how well the paper is written and its quality of sources, but also on the kind of argument the paper makes and how supportable it is from the evidence gathered.

GRADING: Your semester grade will be determined as follows: Discussion = 10%; Précis=20%; Review Essay=30%; and Research Essay = 40%.

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

Academic Dishonesty/Plagiarism: Students need to consult the University’s information regarding plagiarism (www.tamu.edu/aggiehonor). Plagiarism is a form of cheating. According to the aggiehonor web site it is “the appropriation of another person’s ideas, processes, results or words without giving appropriate credit.” Plagiarism occurs when a student uses materials taken in whole or in part from someone else’s research or writing including that which may be found on web sites, books, magazines, journals, newspapers, or other students’ papers. 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 are unsure of the meaning of plagiarism, please see the professor. The academic community takes plagiarism very seriously. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Committing plagiarism will earn you an F for the assignment, may lead to an F in the course, and may result in expulsion from the university.

Handouts used in this course are copyrighted. Handouts are defined as all materials generated for this class, including but not limited to syllabi, quizzes, exams, in-class material, review sheets, and essay evaluation sheets. Because these materials are copyrighted, you do not have the right to copy handouts, unless I expressly grant permission.

Please feel free to contact me if you have a problem. It is always better to see me early in the semester rather than on the eve of the final. My office is 100B History Building. My office hours will be ??????? on ??????????. If this is inconvenient make an appointment for another time. My campus phone is 845-7170. If I am not in my office you may leave a message. You may also reach me through e-mail at: w-buenger@tamu.edu
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W Course Advisory Committee Chair
CC: Norm Clark and Evan Vestal, Dept. of Industrial Distribution
     Walter W. Buchanan, Head, Dept. of Engineering Technology & Industrial Distribution
     Jo Howze, AOC Dean, Dwight Look College of Engineering
DATE: August 17, 2010
SUBJECT: REPORT ON PROPOSED C COURSE: IDIS 430

We recommend that IDIS 430 Sales Engineering be certified as a Communications (C) course for four
academic years (1/10 to 1/14). We have reviewed a representative syllabus and have determined that the course
meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 75%
2. Course content appropriate to the major
3. Total number of words: 1850
4. Total minutes of oral presentation: 21 minutes
5. Instructor to student ratio for one section: 1:25

IDIS is a four-credit course that uses one graduate assistant to help with evaluating video presentations.
Students work in groups of four to prepare their oral presentations (first three-to-five minutes of an initial
meeting with a prospect; customer needs analysis; presentation of proposal to prospects; interactive group
presentation of sales management cases). They work individually to write a letter of introduction and a book
review, both of which go through a peer critique process. Recommendations for improvement are shared with
the class for a collective learning experience. Group assignments are presented in class and critiqued by the
instructor and fellow class members. Suggestions are made for improvements and used as learning experiences
for the entire class. At the completion of the class presentations, students make individual presentations in the
video lab where the presentations are critiqued by the GAT and reviewed by the instructor. Instruction includes
readings, instructor presentations, interactive discussions about the components for each presentations, and an
instructor’s demonstration of a good presentation.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   IDS 430  Sales Engineering

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

   Norm Clark
   Coordinator
   Printed name and signature
   8/2/10

   Evan Vestal
   EVent
   7/30/10

   Valerie Balester
   W'Course Coordinator, University Writing Center
   Received: approved by D.J. Weatherford in email 8/4/10
   (W'Course Coordinator, University Writing Center)
   (Date)

   R.W. James
   College Dean
   Printed name and signature
   8/4/10

   Department Head
   Printed name and signature
   8/4/10
Instructor: Norm Clark
Office: Sbisa Hall, Room 117E
Office Hours: After class or by appointment
Telephone: (979) 847-9076
E-mail: clark@entc.tamu.edu
Website: http://elearning.tamu.edu

Section 501 – TR, 8:00-9:15 a.m., Fermier 303
Section 502 – TR, 9:35-10:50 p.m., Thompson 112-D

Course Description
Sales and sales management techniques for analyzing distribution challenges and providing solutions through effective communication techniques; establishing credibility, effective questioning techniques, developing solutions, presenting solutions, anticipating objections and gaining commitment, plus techniques for recruiting, training, leading and compensating an effective sales organization.

Course Objectives
The basic objectives for students in this course are:
- To gain an understanding of a Solution-Based Selling Process as a major function of the marketing and promotional mix as it applies to Industrial Distribution applications
- To familiarize you with effective communication/selling techniques
- To give you an opportunity to practice and develop communication/selling skills through role-play and video-taped exercises
- To familiarize you with techniques for building, developing and compensating an effective sales organization
- To familiarize you with practical applications for sales management techniques through case studies
- To improve your overall levels of confidence and professionalism when interacting with others

Prerequisites
IDIS 340 – Manufacturer Distributor Relations

Course Format
The course will consist of the presentation and demonstration of techniques, class discussions, role-play and video-taped exercises, case studies, class presentations, a book review, and guest speakers.

Class Notes
Class notes may be purchased at Copy Corner. www.copy-corner.com

Books
Fundamentals of Industrial Distribution: The Sales Process, Mitchell Harper and Norm Clark - Available at the Texas Aggie Book Store at North Gate
Monday Morning Leadership, David Cottrell - Available at the MSC Book Store

Additional Reading (Not Required)
Industrial Sales Management 101 - Is it Possible to Herd Cats?, Mitchell Harper
12 Choices...That Lead to Your Success, David Cottrell
7 Habits of Highly Effective People, Stephen Covey
Video Lab
Each student will role-play three projects in the video lab; Initial Meeting, Customer Needs Analysis, and Proposal Presentation. This represents 270 video taping sessions for all students in both sections. It is critical that you work with your lab instructor Arpita Somani, arpita.somani@neo.tamu.edu, to schedule time for your three role play projects. There will be sign up sheet in the video lab.

Policies and Procedures
You are expected to abide by the Aggie Honor Code. “An Aggie does not lie, cheat or steal or tolerate those who do.” There is a zero tolerance for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. http://www.tamu.edu/aggiehonor

Students with Disabilities
The Americans with Disabilities Act (ADA) is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637. In addition, please see the instructor within the first two weeks of classes.

Attendance and Participation
What you will someday be, you are now becoming. Start forming good habits now. You are expected to attend class, be punctual, display an attitude of professionalism and become actively involved in class activities and discussions. If it is necessary for you to miss a class or an Exam, please inform the instructor prior to the event.

Exams
Multiple choice and short answer questions covering class discussions, presentations, case studies and any outside material assigned or discussed. The Final Exam will allow you to gain a few additional points should you need them to achieve a higher grade for the course. You may elect not to take the final.

Letter of Introduction
This is about you. What are your interests? What makes you interesting? What makes you unique? If a future employer asked you to write a 250 word essay about you. What would you write? Prepare an initial draft of the letter to be critiqued by your group members in class on September14. The final draft of your letter will be due to the instructor on September16. In addition to the content of the paper, you will be graded on grammar, spelling, sentence structure and punctuation.

Book Review
Select a book that you have read or would like to read dealing with some aspect of Industrial Distribution, Sales, Sales Management or Self-improvement. The book review should be approximately 1,000 words. Prepare an initial draft of the book review to be critiqued by your group members in class on October 26. The final draft of your book review will be due to the instructor on October 28. In addition to the content of the paper, you will be graded on grammar, spelling, sentence structure and punctuation.
Group Presentation/Role-play Assignments
It is your responsibility to form groups of four students at the beginning of the semester. You will work with your group members throughout the semester on four assignments that will be presented to the class and recorded in the video lab. These assignments will provide practical applications for materials discussed. Each group member is required to take the lead role in one presentation/role-play assignment.

A Note Concerning Group Activities
You will experience two types of learning as a result of working in groups.
1. Cognitive Learning through Collaboration – the discussions generated when working in groups will expose you to different ways of looking at things and enhance your ability to think critically about what you are learning. Your retention of the information being discussed will, likely, also be increased as a result of the group discussions.

2. Social Learning – as in the working world, there will be challenges that will arise when working with other people. You may experience situations in which some people do not contribute, or some people try to dominate a situation. You may experience difficulty scheduling times for meetings, or agreeing upon the direction of a project. These are your groups. The way you choose to handle these situations is part of the learning experience. I will abide by the decisions of the group. My only involvement, if necessary, will be that of an advisor.

SLACKERS BEWARE—the assessment of your group members will determine a large portion of your participation grade. If you do not participate in an assignment, you will not receive a grade for that assignment.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>100</td>
<td>A = 900 – 1000</td>
</tr>
<tr>
<td>Exam 2</td>
<td>100</td>
<td>B = 800 – 899</td>
</tr>
<tr>
<td>Letter of Introduction</td>
<td>100</td>
<td>C = 700 – 799</td>
</tr>
<tr>
<td>Book Review</td>
<td>150</td>
<td>D = 600 – 699</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>100</td>
<td>F = below 600</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 3</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Assignment 4</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Lab Projects</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Final Exam</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td></td>
</tr>
</tbody>
</table>

Grading of Assignments
As I observe your presentations, I will rate them 1, 2 or 3.

1. **Nailed it!** – Demonstration of a superb understanding and application of the techniques being learned. In addition to preparation and professionalism being obvious, the presenter has developed the skills to a level that could be used in a real world situation.

2. **Good Job!** – Demonstration of a good understanding and application of the techniques being learned. Preparation and professionalism are obvious.

3. **Not-So-Good Job!** – Demonstration of a less than adequate understanding and application of the techniques being learned. Preparation and/or professionalism are obviously lacking.
Grades will be assigned to the presentations based on the performance of your group relative to the performance of other groups in the class. A typical distribution looks something like this:

1. 92-100
2. 84-91
3. 75-83

**Grading of Lab Projects**

Each project will be graded in accordance with the method described above. Your lab grade will be an average of the grades you receive on the individual projects.

**Participation Grade**

The majority of your participation grade will be determined by the evaluation of your group members. As the instructor, I may make adjustments to your participation grade based on your attendance, punctuality and class participation.
<table>
<thead>
<tr>
<th>Dates</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 31</td>
<td>Introduction. - Ground rules and course expectations. Overview of the Selling Process</td>
</tr>
<tr>
<td>Sep 2</td>
<td>Student introductions and expectations. <strong>Selection of Groups.</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Company Selection</strong> – Select the product or service your group will sell during the semester (refer to handout for suggestions). Prepare and submit to the instructor a typed one page paper (<strong>Bullet Point Format</strong>) including:</td>
</tr>
<tr>
<td></td>
<td>- The company you will represent for the semester</td>
</tr>
<tr>
<td></td>
<td>- Specific products, services, or systems you will be selling</td>
</tr>
<tr>
<td></td>
<td>- Your target market</td>
</tr>
<tr>
<td></td>
<td>- Five problems that your customers could have to which you can provide solutions</td>
</tr>
<tr>
<td></td>
<td>- Your perceived competition</td>
</tr>
<tr>
<td></td>
<td>- The advantages you have to offer over your competition</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment 1</strong> – Prepare, submit to the instructor and present to the class in role-play format what you will say and do during the first 3-5 minutes of your sales interview to gain your prospect’s attention and help him/her to see the value of spending time with you.</td>
</tr>
<tr>
<td></td>
<td><strong>Note:</strong> Bring a hard copy of each presentation to class with you and hand it to the instructor prior to your presentation. Each assignment should include your Group Number and the Name of each group member. Failure to do this will result in five points being deducted from your group’s grade for the assignment.</td>
</tr>
<tr>
<td>Sep 7</td>
<td><strong>Company Selection Due</strong></td>
</tr>
<tr>
<td>Sep 9</td>
<td>Attention Step of the Selling Process</td>
</tr>
<tr>
<td>Sep 14</td>
<td>In class critique of Letter of Introduction</td>
</tr>
<tr>
<td>Sep 16</td>
<td><strong>Letter of Introduction Due</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Guest Speaker</strong>– Recent Grads</td>
</tr>
<tr>
<td>Sep 21</td>
<td><strong>Class Presentations – Assignment 1</strong></td>
</tr>
<tr>
<td>Sep 23</td>
<td>The Discovery Step of the Selling Process</td>
</tr>
<tr>
<td></td>
<td><strong>Assignment 2</strong> – Prepare, submit to the instructor and present to the class in role-play format the questions you will ask to identify the needs/problems of your prospects.</td>
</tr>
<tr>
<td>Sep 28</td>
<td>The Discovery Step of the Selling Process</td>
</tr>
<tr>
<td>Sep 30</td>
<td>PAID – Career Expo</td>
</tr>
<tr>
<td>Oct 5</td>
<td><strong>Guest Speaker</strong></td>
</tr>
<tr>
<td>Oct 7</td>
<td><strong>Class Presentations – Assignment 2</strong></td>
</tr>
<tr>
<td>Oct 12</td>
<td><strong>Class Presentations – Assignment 2</strong></td>
</tr>
</tbody>
</table>
Oct 14  | Exam 1
Oct 21  | Handling Objections and Asking for the Business.
        | *Assignment 3* – Prepare, submit to the instructor and present to the class in role-play format your proposal.
Oct 26  | In class critique of Book Review
Oct 28  | Book Review Due
        | Guest Speaker
Nov 2   | Class Presentations – Assignment 3
Nov 4   | Class Presentations – Assignment 3
Nov 9   | Guest Speaker
Nov 11  | Overview - Managing a Sales Organization; Planning & Forecasting
        | *Assignment 4* – Prepare, submit to the instructor and present to the class the case study assigned to your group
Nov 16  | Recruiting, Training, Evaluation, Compensation Account Analysis, Time & Territory Management
Nov 18  | Case Presentations – Assignment 4
Nov 23  | Case Presentations – Assignment 4
Nov 25  | Thanksgiving Holiday
Nov 30  | Guest Speaker
Dec 2   | Exam 2
Dec 7   | Wrap-up
Dec 10  | Final Exam, Section 502 – 12:30-2:30 p.m.
Dec 13  | Final Exam, Section 501 - 1:00-3:00 p.m.
Company List

The following is a list of companies from which your group may choose the company whose products, services, or systems you sell during the semester.

- Each company can be represented by **only one group in each section**. Once your decision is made, e-mail the instructor [clark@entc.tamu.edu](mailto:clark@entc.tamu.edu) to advise him of your selection. If another group has chosen the company and notified the instructor prior to your group’s notification, you will be advised so that you can select another company.

- If you elect to represent a company that is not on the list, the company must be approved by the instructor.

Rockwell Automation-Allen Bradley  
[www.ab.com](http://www.ab.com)

LUTRON  
[www.lutron.com](http://www.lutron.com)

Wilson  
[www.iwilson.com](http://www.iwilson.com)

Womack Machine Supply Co.  
[www.womack-machine.com](http://www.womack-machine.com)

Hydraquip Corp.  
[www.hydraquip.com](http://www.hydraquip.com)

Gexpro Services  
[www.gexproservices.com/gexproservices/](http://www.gexproservices.com/gexproservices/)

Brenntag  

W.W. Grainger  
[www.grainger.com](http://www.grainger.com)

LifeGas  
[www.lifegas.com](http://www.lifegas.com)

McKesson  
[www.mckesson.com](http://www.mckesson.com)

TTI  
[www.ttiinc.com](http://www.ttiinc.com)

Elliott Electric  
[www.elliottelectric.com](http://www.elliottelectric.com)

Westend Lumber  
[www.westendlbr.com](http://www.westendlbr.com)

Fastenal  
[www.fastenal.com](http://www.fastenal.com)

MAXIM  
[www.maxim.com](http://www.maxim.com)

HISCO  
[www.hiscoinc.com](http://www.hiscoinc.com)

Mustang CAT  
[www.mustangcat.com](http://www.mustangcat.com)

SunSource Air-Dreco  
[www.sun-source.com](http://www.sun-source.com)

AWC  
[www.awc-corp.com](http://www.awc-corp.com)
TO: Faculty Senate Executive Committee
FROM: Valerie Balester, Chair, W & C Course Advisory Committee
CC: Ann Gundy, Dept. of Educational Administration and Human Resource Development
     Fred Nafukho, Head, Dept. of Educational Administration and Human Resource Development
     James B. Kracht, AOC Dean, College of Education and Human Development
DATE: August 17, 2010
SUBJECT: REPORT ON RECERTIFICATION OF W COURSE: EHRD 484

We recommend that EHRD 484 Professional Internship be certified as a writing (W) course for four academic years (1/11 to 1/15). We have reviewed a representative syllabus and have determined that the course meets or exceeds the following criteria:

1. Percentage of final grade based on writing quality: 85%
2. Course content appropriate to the major
3. Total number of words: 16,400
4. Instructor to student ratio for one section: 1:24

Students write daily logs, monthly reports, and a final report to reflect on their internships; in addition, they write a research proposal and a research report. The work on the proposal provides feedback for the research proposal, and the daily logs give students practice and feedback that helps with their other assignments. The monthly progress reports go through an iterative process that helps students grasp the requirements for memo writing. Writing instruction includes readings and sample assignments provided at orientation and resources provided in E-learning, including a tutorial on using the reference tool in Word. Some face-to-face instruction is also provided at orientation.

The only significant changes have been made since original certification was granted is more instruction provided through the mandatory orientation.
TEXAS A&M UNIVERSITY W COURSE ADVISORY COMMITTEE
Request for W or C Course Status
Submitted to the Chair, W Course Advisory Committee
University Writing Center, MS 5000

1. This request is submitted to Valerie Balester, Chair, W Course Advisory Committee, and concerns (enter prefix, number, and complete course title):

   EHRD 484 Professional Internship

2. Have this form signed by both the department head and the college dean. Provide a copy of the syllabus to the college dean.

3. Once signed, please submit this form to the University Writing Center, MS 5000.

   Instructor/Coordinator: Ann Bundy
   Printed name and signature (Date)

   Received: Valerie Balester
   (W Course Coordinator, University Writing Center) (Date)

Approvals:

College Dean: James B. Kracht
   Printed name and signature (Date) 7-6-10

Department Head: Fredric H. Nakamoto
   Printed name and signature (Date)
Course title and number  EHRD 484
Term (e.g., Fall 200X)  Summer 2010
Meeting times and location  Online

Course Description and Prerequisites

- Prerequisites: U4 Student status. Completion of EHRD 481 HR Development Seminar, EHRD 491 Research in HRD, Student in good standing, Pre-Approval by Internship Coordinator, Master Internship Agreement, Individual Internship Agreement.
- Fifteen (15) – week / 400 hour minimum practical work experience Fall / Spring.
- Ten (10) - week / 400 hour minimum practical work experience Summer.
- Credits: 12.
- Directed internship in an organization to provide students with a learning experience supervised by professionals in organizational settings appropriate to the student’s professional objectives. Pre-approval required by Internship Coordinator. Daily Logs, Monthly Reports, Mid Semester Report, Final Report, and Completion Letter required. This is a web-assisted course. No other courses should be taken while enrolled in EHRD 484.
- Use a Neo email address that you confirm is functional.

Learning Outcomes and Course Objectives

Course Objectives

- Become familiar with the company practices and procedures in a practical work environment over a range of duties;
- Translate curriculum content into practical application;
- Effectively communicate with supervisors and co-workers, written and verbal;
- Develop jobsite documentation skills;

Student Objectives

A student successfully completing EHRD 484 should be able to:
- Prepare a daily log, including the major components of work accomplished that day.
- Develop a research proposal, implement a research project, and report research findings for a project suitable to context and timeframe.
Internship for HR

- Develop and coordinate work teams.
- Assist in training, instructional design, and multimedia.
- Assist in developing programs and designing intervention strategies and implementing HR programs.
- Work with organizational development.

Internship for TM

- Provide technical support for staff.
- Assist in developing policy and security for network systems.
- Develop media.
- Assist in the management of technology and network systems.
- Provide recommendation for application of technology.

Expected Competencies

- Demonstrate ability to
  - Work independently
  - Increase responsibilities
  - Take initiative
  - Solve problems
  - Follow directions
  - Pay attention to details
  - Communicate professionally
  - Be prepared mentally
  - Be prepared physically
  - Use good time management skills
  - Use good energy management skills
  - Submit projects/assignments on time
  - Identify new knowledge and skills
  - Stretch abilities to grow in knowledge in skills

Instructor Information

Name: Dr. Ann Gundy
Telephone: 979-862-8027
Email address: agundy@tamu.edu
Office hours: 9am-4pm, Tuesday - Friday
Office location: 549 Harrington

I will monitor eLearning/Blackboard/Vista daily. I expect to see your participation. If I do not, I will contact you and/or your intern supervisor.
Textbook and/or Resource Material

Required Text: None.

Resources Provided via eLearning:

Excerpts from:


**Grading Policies**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attend Mandatory Orientation Meeting</td>
<td>5% of student’s grade</td>
</tr>
<tr>
<td>Contract processed prior to beginning of semester</td>
<td>5% of student’s grade</td>
</tr>
<tr>
<td>Daily Logs</td>
<td>20% of student’s grade</td>
</tr>
<tr>
<td>Monthly Progress Reports</td>
<td>20% of student’s grade</td>
</tr>
<tr>
<td>Research Project Report</td>
<td>20% of student’s grade</td>
</tr>
<tr>
<td>Final Internship Report</td>
<td>25% of student’s grade</td>
</tr>
<tr>
<td>Timely submission of all reports</td>
<td>5% of student’s grade</td>
</tr>
<tr>
<td>Internship Completion Letter</td>
<td>Required for credit</td>
</tr>
</tbody>
</table>

25% of each graded component is based on writing, 75% is based on content, development, and timely submission. All graded components must be submitted to receive credit for the course.

**Grading Policies**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt;60</td>
</tr>
</tbody>
</table>

* A student must achieve a "C" or higher in order to meet degree requirements.
Late Work

This course will be structured in such a way that you will be placed in an environment similar to the one you will be working in with your company. You will be expected to carry out assignments with incomplete information and within short time durations. You will be expected to perform and meet deadlines even though you may have received incomplete information. This can be easily accomplished through proper time management skills, creative thinking and problem solving.

- Logs are to be submitted daily; a "grace period" is offered each week; no penalty for logs submitted by 11:59 pm each Saturday. After this suspense date, credit will be deducted.
- Monthly reports are due at the end of the month but will be accepted until the 5th of the following month.

Course Topics, Calendar of Activities, Major Assignment Dates

General Information
- Your internship course will use eLearning and your Neo/TAMU email account only.
- You will receive logon instructions and links to tutorials.
- Be certain that you have Internet access.
- Keep a hard copy and electronic copy of all documents.

1. **Daily Log.** The log should be prepared at the end of each workday, since it will provide the basis for the monthly and final internship report. As a minimum, the daily log must include the date, your work activities, your observations, and lessons learned. The daily log will be kept in a MS Word table, then cut and paste and submit electronically via the course web site. Daily logs must be kept through the date on completion letter.

   - Logs will be date/time stamped.
   - If you start working before the Vista course is online, keep your logs in a MS Word document so you can cut and paste into the online documents.
   - Start keeping your log as soon as you begin working.
   - Date each log.
   - Keep a hard copy of your log.
   - At the end of the internship period, attach the completed log table to the Daily Log Assignment box.
   - **Due August 6, 2010**

2. **Monthly Progress Reports.** The report should be in memo format to the Faculty Internship Coordinator. Discuss work experiences for the period and planned activities for the future. Progress report cutoff dates will be the last day of the month and are due to the Faculty Internship Coordinator no later than the 5th of each month. The report will be prepared and submitted electronically via the internship course web site. In addition, a hard copy of the report will be printed and the signature or initials of the company internship supervisor will be obtained. The hard copy of the report is to be retained by each intern.
   - Use your daily logs to summarize your experiences for the month.
   - Report should include the number of hours that you have worked for that report and the cumulative hours.
• Due dates:
  • June 30, 2010 (deadline July 5)
  • July 31, 2010 and projection for August (Aug 5)

3. Research Report. The research experience shall have two parts: the proposal and the final research report.
   The proposal will be submitted early in the internship experience and approved by the Internship Coordinator. The proposal shall follow the template and outline provided. The research project should require the student to do research on some aspect of his/her internship experience and to document findings.
   The research report shall be typewritten, double-spaced, fully justified and include appropriate graphics. The report is to follow the format of a technical paper, using the template and outline provided. The report shall be due at a date determined by the Internship Coordinator for the semester during which the internship is conducted.
   The report will be submitted electronically via the course web site. The student may select his/her own topic with the approval of the EHRD internship coordinator and the COMPANY internship coordinator.
   The research must include reporting of appropriate bibliographic resources and cited in APA format.
   • Research Proposal due June 04, 2010
   • Research Project Reports due July 25, 2010

4. Final Internship Report. The student must post his/her final internship report on the course web at a date determined by the Internship Coordinator for the semester during which the internship is conducted. Assignment dates shall be provided via Neo email. The report is to follow the format of a technical paper. It is not to be submitted in memo format. The report shall be double-spaced, fully justified. The report will be submitted electronically via the course web site. The report shall include at least two sections:
   • Activities and Experiences: Discuss work activities and how these activities contributed to the employer’s objectives; and
   • Personal Benefits Gained from Internship: Summarize your work activities, show how your experience provided you with practical applications. Discuss unique and unusual experiences. Include lessons learned. This report is 25% of the internship experience and should reflect that in scope.
   • Final Report due August 5, 2010

5. Internship Completion Letter. Before closing internship the student:
   • must complete at least 15 weeks of work (Fall, Spring) 10 weeks, (Summer) and
   • must complete at least 400 hours of work.
   The Internship Completion letter must state that the above has been completed. The date of completion of the requirements must also be stated. This letter must be addressed to the Faculty Internship Coordinator and certify the completion of the internship and all requirements. The completion letter is written by the Intern and signed by the supervisor and the intern. Comments by the supervisor are welcome. The letter will be in hard copy and must be received by the EHRD Internship Coordinator at a date specified each semester. It is preferred that the completion letter be on company letterhead, but not required.
   • Completion Letter is due no later than August 9, 2010
Calendar

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily Log</td>
<td>Daily</td>
</tr>
<tr>
<td>Daily Log Cumulative</td>
<td>August 6, 2010</td>
</tr>
<tr>
<td>Monthly Progress Reports – June</td>
<td>June 30, 2010 (deadline July 5)</td>
</tr>
<tr>
<td>Monthly Progress Reports – July/Aug projection</td>
<td>July 31, 2010 and projection for August (Aug 5)</td>
</tr>
<tr>
<td>Research Proposal</td>
<td>June 04, 2010</td>
</tr>
<tr>
<td>Research Project Reports</td>
<td>July 25, 2010</td>
</tr>
<tr>
<td>Final Report</td>
<td>August 5, 2010</td>
</tr>
<tr>
<td>Completion Letter</td>
<td>no later than August 9, 2010</td>
</tr>
</tbody>
</table>

Standard Letter Grading Scale:

A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = <60

Americans with Disabilities Act (ADA)

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

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

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

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.
Scholastic dishonesty includes (but is not necessarily limited to) cheating on assignments or examinations; plagiarizing (which means misrepresenting as your own work any part of work done by another); submitting the same paper, or substantially similar papers, to meet the requirements of more than one course without the approval and consent of all instructors concerned; depriving another student of necessary course materials; or interfering with another student's work. Students who participate in any of these activities will receive a "no pass" grade in this class and will be subject to University disciplinary action.

Expect to see the following statement on assignments and/or examinations:

"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

__________________________
Signature of Student

Faculty Senate Statement on Plagiarism
The handouts used in this course are copyrighted. All materials generated for this class are considered "handouts," including, but 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 expressly granted permission to do so by the instructor. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., that 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 violations, for the plagiarist destroys trust among colleagues without whom the research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Student Rule 2.15: Plagiarism is the intentional use of ideas, words or data of another person without giving appropriate credit.
Student Rule 20.1: Commission of the following acts shall constitute scholastic dishonesty.
20.1.3: Plagiarism: Failing to credit sources used in a work product in an attempt to pass off the work as one's own. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.
20.1.4: Conspiracy: Agreeing with one or more persons to commit any act of scholastic dishonesty.

From [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/)

SEXUAL HARASSMENT

Texas A & M University policy prohibits sexual harassment. Copies of this policy statement on sexual harassment are available at [http://www.coe.tamu.edu/COEguidelines/I_Administration/I62-64/I62-64.pdf](http://www.coe.tamu.edu/COEguidelines/I_Administration/I62-64/I62-64.pdf)
Complaints about sexual harassment should be reported to the EAHR Department or University Human Resources.
INCLUSIVE LANGUAGE

It is imperative in this class, as well as important in an education/work setting, that inclusive language be used in both oral and written communication. Inclusiveness refers to the use of language that assumes equality of the sexes and the equal importance of members of all cultural groups.

Gender inclusiveness means that usage such as "he" and "man" as generic references to humanity or people in general are not appropriate. While avoiding such use is sometimes awkward of one's habits to the contrary are deeply ingrained, it is essential and possible to do so. Therefore, I suggest that you use plurals (e.g. "workers...they," rather than "worker...he"), some combination of pronouns (e.g., (s)he, he/she or alternative words (e.g., "people" rather than "mankind").

Cultural inclusiveness means that classroom discussion (and written materials) will not assume that class members or all members of organizations are white U. S. citizens. Respect for the diversity of the class and the multicultural world in which organizations operate will be expected.

EAHR DEPARTMENT SOCIAL JUSTICE STATEMENT

We, the faculty of the Department of Educational Administration and Human Resource Development in the College of Education and Human Development, abhor any incidence of prejudice, bias, or discrimination based on race, ethnicity, gender, religion, sexual orientation, culture, age, socioeconomic class, veteran status, nationality, disabilities, or any other social marker of group difference. In addition, we deeply value the richness of diversity and difference in all contexts.

Attendance Policy

"The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://studentrules.tamu.edu/rule07." Since this is an online course, absences from work should be documented in the Daily Logs.

COMMUNICATION and CONTACT INFORMATION

Dr. Ann L. Gundy
Assistant Clinical Professor
549 Harrington
Texas A&M University
College Station, TX 77843-4226
979.862.8027 (Voice)
979.862.4347 (Fax)
agundy@tamu.edu

Please use email within eLearning/Vista for communication pertaining to this class.

I reserve the right to make changes in this syllabus as I determine it to be necessary.
Dr. Gundy
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Daily Logs Instructions

Most students will begin their internship before eLearning is up for the semester and available to students.

I will send you an email when it is ready to be accessed by students in the section.

Beginning the first day of your work, post your reflection of each day’s work. Describe your work activities and learning experiences. Use the Moraine Park article “Writing Reflective Statements” in the Writing Resources Folder on the eLearning Home Page as a guide. Retell – Reflect – Relate.

You will be keeping your logs in the MS Word table that was provided for you. Spell and Grammar check in the table. Cut and paste each day’s logs into a separate posting in the Discussion Tool in Vista. Put the date of the log in the subject line. eLearning will count the postings.

At the end of your internship, you will attach the MS Word table to the Daily Log Assignment Box.

Your logs will be in TWO places.

Daily means DAILY.

Your logs will be monitored for detail, professional communication, and prompt submission.
### EHRD 484 Professional Internship

**Name:** __ __

*Keep a continuous record of your logs in this table; add rows as you need them to complete a log for each day that you work during your internship. Run spell and grammar check. Cut and paste date and reflection into Vista Discussion Tool. The date of each log should go into the subject line. Each day’s log should be in a separate posting.*

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<th>Date</th>
<th>Number of Hours</th>
<th>Reflection</th>
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<td>1/4</td>
<td>7</td>
<td>Today was my first day as corporate HR intern at Omni Hotels. I was given a brief run down on what my duties would entail. Rachel Mitcham is also interning with me here at Omni. We had a quick meeting with Liesl our supervisor to learn how to do HRSMART, a computer system that receives all resumes pertaining to job openings that are available to various Omni properties. We each have our own desk that has our own computer, phone, and email account. In the afternoon we helped Stephanie from payroll file benefit applications and she went over the process of the paperwork with us. Next, we split up the job descriptions, each taking four and researched them and their requirements. We then began looking through resumes that had been sent ion that day and selected ones we thought would be a good fit and emailing Liesl potential prospects.</td>
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<tr>
<td>1/5</td>
<td>9</td>
<td>Today was a very busy day, we had 5 phone interviews lined up and in the morning we began by going over each resume that we would be discussing and the job description for the position they were applying for. We began the morning interviews at 10AM. In the afternoon we began a small project for Liesl dealing with the Area HR directors. The project was for each hotel properties' Hotel Trend line. We ended the day with an orientation.</td>
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| 1/6  | 9              | We began this morning by finishing the Hotel Trend line for the area HR Directors that will be coming in next week. There were Five Categories for the project: AES, Internal Promotional Averages, Total Turnover Averages, Management Turnover Averages, and LID/MID. Mid-morning Stephanie took us on a tour of the corporate office and introduced us to numerous executives; afterwards Rachel and I took on a larger project dealing with LID/MID reports. I also helped Emily Ottinger, Joy Rothschild’s (SR VP HR Director) executive administrator by answering the phone for her while she took over the front desk for about an hour. *I signed up for
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<td>1/7</td>
<td>8.5</td>
<td>We began the day by setting up our Citrix/Ultipro accounts so that we could get employee information for the next part of our project. Ultipro shows when an employee is hired, promoted, transferred, etc. and to which hotel property along with their salary (Highly Confidential). After we completed looking over internally promoted employees for which hotel developed them, we put the data in excel and made graphs. We also did the AES's for each Area HR's properties. The AES is taken from an annual survey and it measures employee job satisfaction at each individual property. Later, we got on HRsmart and looked over at more resumes that had come in and I sent Liesl a batch of potential interviewees. I took over Emily's position for an hour as the EA. While doing this we edited our project and checked each other's work before showing Liesl out third draft.</td>
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<tr>
<td>1/8</td>
<td>7.5</td>
<td>I began the morning by getting organized, checking my email. Rachel and I began our final draft of the project editing, printing and putting packets together. We then went into Liesl's office and listened to two interviews. After the interviews we talked to Liesl and she answered some of our questions about abbreviated terms such as: JR1, H2B, HB1. We had a lunch break but took turns filling in for Emily since Joy was away from her desk and Emily was in a meeting. We then finished preparing our final draft of our project to show Joy. Things learned today about an HR Director: Always know more than you need to, look at websites, press releases, and gage experience level, need to know your business, understand business by resources and research, get to know senior EC. Also, I finally found the Starbucks coffee machine they have in our department and fell in love 😊</td>
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<td>1/11</td>
<td>8.5</td>
<td>Our project that began this morning was to go over AES comments from 2009 and pull out comments concerning 401K, Benefits, and Wages. There were over 500 pages total and we split it in half between me and Rachel. I also updated graphs dealing with turnover reports to include year end turnover totals and management turnover totals. After this I updated EC graph. Liesl called us in to learn how to schedule interviews for her. We began scheduling phone interviews for her for next week, there were a lot that she needed to put on her calendar. To schedule I use the outlook calendar.</td>
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| 1/12   | 8.5    | I began the morning by checking my messages and calling candidates for phone interviews for next week. We finished looking through the AES comments and pulling out the specific categories that we needed. Once we did that we
made a master spreadsheet of each property broken down into categories: 401k, Wages, Benefits, Other, Combined, and then %'s of each of those categories. All of this was done in excel. The last thing was to compile the data to include the master total of each property.

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<td>1/13</td>
<td>8.5</td>
<td>Today was quite a chaotic day. Both Liesl and Joy were out of the office for the Area HR Director meetings they had scheduled for the day. Also, we are getting a new Director of benefits who will start next Wednesday so we had to rearrange some of the office. I moved my desk to the front part next to where Emily Ottenger the Executive Assistant sits. Anna from benefits took my spot, Rachel stayed where she was and Stephanie moved into another small office. Moving took most of the morning to do. After lunch I updated their orientation slide show and added the new design that they wanted. I went online and updated it there as well. Also, HRD in Berkshire called me to close one of the positions that they just filled on the HRsmart. I scheduled several more interviews for Liesl for next week. At the end of the day, Rachel and I made a template to send every HRD at each property to fill out for their nominee who is going to attend an Intro to Management Convention that will be held in February. We will be doing a lot to prepare for this convention in the next couple of weeks.</td>
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<td>1/14</td>
<td>8.5</td>
<td>Today I began by updating the intro to management nominee’s spreadsheet by adding more columns of things we are going to need to keep track of. Next, I went into Ultipro and updated the General Management Severance of 2009. The next project I worked on took the rest of the day....3 different hotels sent over their OFCC Audit plans which contained hundreds of separate documents and I had to print everything out and organize it. Although this may seem like an easy task, it was far from it. Since many of the documents were large graphs they needed to be printed on legal paper which meant I had to reformat each and every single document and then organize them by hotel.</td>
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<td>1/15</td>
<td>8.5</td>
<td>Today I began by scheduling more interviews for Liesl for next week. I then wrote an announcement for Kash, someone in the corporate office who was just recently promoted. After that, I updated the master hotel directory list for the new year 2010. This included all Omni hotel properties, corporate, and TRT Holdings. I also assisted Rachel in one of the projects she was working on.</td>
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<td>1/18</td>
<td>7</td>
<td>I began the day by pulling files for TRT Holdings and making copies of employee acceptance letters, I then put them all in a binder and made a table of contents and cover letter. Next,</td>
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Emily took me through the process of putting together a new hire binder and making sure it had all elements required and that all of the information is correct in their Ultipro database. We learned the process to FedEx boxes here. We then went through I-9s of employees at TRT Holdings and Tana and took out the employee’s file that had been terminated and then placed those documents in the termination binders. Also, we received a company wide email stating that The Rowling Foundation is donating $100,000 to the Haiti Relief Efforts (Bob Rowling is the owner of all Omni Hotels and TRT Holdings, Tana Oil and Gas, etc).

1/19 8.5  I started this morning by

1/20 8.5  I began the morning by returning phone calls and scheduling phone interviews for Liesl, next I helped Emily finish a big Management Report for 2009. Our new Director of benefits started today so we helped her get settled in. I also helped another woman Mel, in the benefits department create a Benefits 2010 binder with all new updated information that she needed to be shown in the board meeting that will be held next week. Liesl needed me to update the Area HRD graphs and to send one particular area to one of the execs. Right before lunch I sat in on a corporate connections conference call which happens once a month to go over major topics of discussion. This is for the HRs at every hotel property. After lunch I sat in on three phone interviews with Liesl. I then finished updating all of the graphs and helped Emily review and edit the final presentation for the

1/21 8.5  I began the morning by filling Rachel in on what she missed. Next we had to hurry and finish graphs for the board meeting that will be held next week, but the binder was due at noon today. Also, I emailed Liesl all of the updated area HRD graphs and data. Then I made another Benefits Binder but this time it was for Joy Rothschild. Next we reviewed and edited the board meeting presentation, printed, and assembled 25 copies.

1/22 8.5  Today was a very busy day. I started by doing lid/mid files and updating the new hires on our database where we can track them and their progress. I scheduled a few interviews for next week and went through a few resumes to look for potential candidates. We then finished our lid/mid graph and finished our management graph. I then made a football tournament announcement for the annual corporate event they have here for the paper football tournament, I played football against my first round component which was really fun because I was able to meet people around the office. Afterward some of the girls in the office took me to lunch for
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<th>Activity</th>
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<td>1/25</td>
<td>9</td>
<td>Today I started by retyping Joy’s notes from her LA visit dealing with the Union. I wrote up another announcement for a new GM that just started at their Hilton Head Property. I revised the PowerPoint for the announcements that went out in the afternoon. I also went through the staff accountant position on HRSmart and pulled out resumes and potential employees I thought would be good candidates and called them to set up interviews. I helped Liesl throughout the day schedule interviews for this week and I got to sit in on an interview for an administrative assistant position. Throughout the day I also kept updating the LID/MID files and database.</td>
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<td>1/26</td>
<td>8.5</td>
<td>This morning began by scheduling interviews and tying things up that I needed to finish today. I scheduled a few more interviews that had been pending and I sat in on an accounts payable interview. After that Emily showed us how to put together a new hire file and how to input it into UltiPro. Next Rachel and I audited the LID/MID to see which ones have not turned in their monthly reports and we had to contact the hotel properties so we could get them in ASAP. We then revised our LID Retention Graphs and Management Graphs. I also helped Emily revise the GM Orientation PowerPoint which contained over 180 slides.</td>
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<td>1/27</td>
<td>8</td>
<td>I started this morning by doing LID/MID Retention Rates of the colleges they had graduated from. I had to pull the files and then update the LID/MID spreadsheet on the O:Drive. I then had to email the properties that had not sent in</td>
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<td>1/28</td>
<td>8</td>
<td>Today was pretty much booked from 8am till 5pm with interviews. Rachel and I switched off listening in on phone interviews with Liesl. I also scheduled more interviews for next week. One of our big projects was to finish finding the schools where the LIDs graduated from. For files that did not have the information we were looking for, we had to contact the properties. Also, I worked on Monday Ops for Joy which and made a binder for her with all of the data. We also posted a new job on HR Smart- Corporate Paymaster. Another project Liesl wanted us to do was to update and use a more technical approach to the Internal Promotions Graph and the AES Graph I did last week for all the properties. We contacted an employee Kash who was very intelligent with the software and very helpful. Emily was in and out of the office today so when she was gone I took all of Joy’s calls and messages. The last thing we worked on was making a PowerPoint slide for the Chili Cook-Off that’s going to be held next Friday along with the Paper Football Tournament.</td>
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Memorandum

To: Dr. Ann Gundy
EHRD 484 Internship Advisor
Department of Educational Administration and Human Resource Development
College of Education and Human Development
Texas A&M University
College Station, TX 77843-4226

From: Your Name
Internship site: Your Company

CC: Your Supervisor

Date: Date

Re: June Monthly Report

Hours Completed during the Month of June: Cumulative Hours:

Using this format, complete the report using these guidelines:

1. Monthly Progress Reports. The report should be in memo format (no more than two pages), to the Faculty Internship Coordinator. Discuss work experiences for the period and planned activities for the future. Progress report cutoff dates will be the last day of the month and are due to the Faculty Internship Coordinator no later than the 5th of the following month. The report will be prepared and submitted electronically via the internship course web site. In addition, a hard copy of the report will be printed and the signature or initials of the company internship supervisor will be obtained. The hard copy of the report is to be retained by each intern.
   - Use your daily logs to summarize your activities and learning experiences for the month. What did you do? What did you learn?
   - Report should include the number of hours that you have worked for that report and the cumulative hours toward your requirement of 400 hours.
   - Due dates:
     - June 30 (Deadline July 5)

2. Naming Files: Please use this format for naming all files that you submit/upload.
   <Last name> < Initial First Name> <Item> Smith J June Monthly Report

Student

Supervisor
Memorandum

To: Dr. Ann Gundy  
EHRD 484 Internship Advisor  
Department of Educational Administration and Human Resource Development  
College of Education and Human Development  
Texas A&M University  
College Station, TX  77843-4226

From: Internship site:

CC:

Date: February 1, 2010

Re: January Monthly Report

Hours Completed during the Month of January: 24  Cumulative Hours: 24

1. This month comprised of 3 days and 24 hours. This is not my usual work schedule. Nevertheless, I learned a lot in my three days of attendance.

2. On my first day, I attended the first day of orientation, which is mandatory for all Texas Health employees. The orientation began with an ice breaker. Our first speaker was the president of the hospital, He talked about the leadership at I learned about mission, vision, and values. I also learned about the strategic planning of the hospital. Furthermore, I learned about confidentiality, patient safety and safe choices, and business ethics and compliance. I noticed the Executive Team ate lunch with the new employees. It was really impressive that they play an active role in their hospital’s success. Overall, the orientation was very informational, but necessary. It was pertinent for me because I was going to be working with HR in regards to employee satisfaction. It was good to learn about the basics of the hospital before getting into the details.

3. On my second day, I attended the second day of orientation, which is mandatory for all employees. Today was mostly a review of the information I learned yesterday. The repetition was

Student  Supervisor

1
really helpful and made me realize that in the real world, you really are responsible for all the policies and procedures. Ignorance is really not an excuse. Towards the end of the day, we watched Fish. It was a motivational video about having a positive attitude at work. I really enjoyed it and was inspired to maintain a positive attitude at all times, especially at work.

4. On the third day, I officially began my internship. I attended a Chair/Co-Chair Retreat hosted by Nursing Administration. It was a chance for me to see how organized staff development. It was important for me to attend this retreat because I will be helping May, in Nursing Administration, with staff development. Also, from this department, will supervise my research project. Afterwards, I attended 1st Wednesday. 1st Wednesday occurs the first Wednesday of every month during which the employees, etc of have a chance to discuss the hospital’s stance with the exec team. I was surprised to see so many people there. It made me realize that in the real world, classrooms still exist. Learning is an ongoing process. Then, I had a meeting with the HR Director, regarding the project I will be doing for in employee satisfaction. I will take the analysis of the low scores that resulted from a 10-question survey the employees took in 2009 and help organize a meeting between the different departments to see where the problem exists. I will be helping HR resolve this problem so that can score high on the “big” survey in May. Lastly, I attended a meeting with the executive team to analyze and discuss the 1st Wednesday meeting that took place earlier in the day. We took the meeting apart and created a whole new plan on construct the meeting in the upcoming days.

5. Soon afterwards, I was suspended for not having a signed Affiliation Agreement. Once again, this emphasized the importance of policies and procedures in the real world.

6. I hope to return to soon.
Memo

To: Dr. Ann Gundy
EHRD 484 Internship Advisor
Department of Educational Administration and Human Resource Development
College of Education and Human Development
Texas A&M University
College Station, TX 77843-4226

From: [Signature]

CC: [Signature]

Date: 4/8/2010

Re: March Monthly Report
The month of March at 
I have learned a lot of experience in interpersonal relations, organizational skills, and communication skills thus far at the 7 Center. For the month of March I worked at total of 126 hours. I work everyday at the Center except for Thursday and Friday. I took the week of March 13th through March 18th for spring break. For the layout of the report for March I am going to break it down into sections of weeks, followed by what I have learned during the month, and ending by what I will be doing in the upcoming month.

For the Week of March 1- March 7:
Throughout the first week of March I have done a great deal to help out the rink but for the most part I have been working on my semester long project, Wing Bowl. It has been an exceptional learning experience since I have begun working at the Center. During the following week I ran the game clock, score sheet and played music for fans during the novice and Gold’s Gym games. For the remainder of the month I was setting up Wing Bowl. Wing Bowl is a wing eating contest that between participants that will be held at the Center and sponsored by Buffalo Wild Wings. To plan for Wing Bowl I had to set a date for the Wing Offs and the Wing Bowl that would be the best time for both the Center and Buffalo Wild Wings to gain the most profit for the desired time(s). Once we set the times for both the Wing Offs and the Wing Bowl I then began to make flyers for the student body and the community to see. These flyers took some time to develop because we were waiting to hear back from potential sponsors that would be included on the flyer. For the rest of the week, the hockey department staff, the general manager of the rink, representatives from the sponsors for Wing Bowl, and few interns all meet to discuss the progress and to throw out ideas on how to make this a successful Wing Bowl. The meeting went quite well and I learned a lot from this week on how to schedule and manage an event of this magnitude.

For the week of March 8 – March 12:
This week was a relatively short week. To start off the week it was my duty to play music for the crowd, log the score sheet, and run the game clock during the Gold’s Gym and novice hockey games. During the week, I also went to Monogram’s and More to see if they would sponsor the Wing Bowl. During the meeting with Monogram’s and More we discussed different designs and patterns for the layout of the tee-shirt. These tee-shirts will be sold during the actual Wing Bowl. All of the sales from the tee-shirts will be profit for the Center. Along with talking to Monogram’s and More about sponsoring tee-shirts for Wing Bowl, we also meet with a few student organizations. During the meetings with student organizations, we went to the meeting to present the material about Wing Bowl and the broomball tournament that we were going to have. We passed out signup sheets for students to sign up. During the presentation we also passed out flyers describing the event as well as 2 for 1 skate passes. Overall the presentations were a success. To finish up the week I just sent out emails and made phone calls to the student organizations to see how the status was going on participants signing up for Wing Bowl.
For the week of March 19 – March 25:

To start the week off, it was my duty to play music for the audience, log the score sheet, and run the clock for the novice tournament that was being held at Center. There were a total of eight teams from the Brazos Valley, Houston, Dallas, and Austin that participated in the tournament. I also gave five different presentations to student organizations about the Wing Bowl event. The students in the organizations really seemed to like the idea and were extremely excited to see their friend stuff their faces with wings. Along with presenting to student organizations, I also called numerous jewelry stores to see if they would donate jewelry for the winner of the event. After calling around for two days, I finally got a lead. Montellago’s jewelry store in College Station generously donated three hundred dollars worth of jewelry for the winner of the event. To finish off the week, I went around the community and Texas A&M campus to post and pass out flyers. I got a few people to sign up for the Wing Offs and as soon as I got back to the office I went ahead and emailed the participants about the event.

For the week of March 26 – March 31

I began the week off by playing music for the fans, running the game clock, and logging the score sheet for the high school tournament that took place over the weekend. I also went and spoke to four more student organizations about the Wing Bowl event. During the presentation we brought “Frostbite”, Center’s mascot, which all of the students adored. We got quite a few participants and teams to sign up for the event which was a huge achievement for the event. During the week I also went around campus to see if anyone would be of interested in participating in the first of three Wing Offs, which will be held at Buffalo Wild Wings. The students that I talked to were all very fond and excited about the event. Once I got back to the office I began to email the participants that signed up for the first Wing Off about the details and venue of the event. To finish off the week I went and picked up the jewelry that was donated for the winner of Wing Bowl.

What I have learned and what I am working on.

During the month of March I have learned a great deal of experience on how to manage and develop an event at this magnitude. The process of establishing and managing Wing Bowl I have began to gain a greater understanding of how to relate personally when dealing with a professional and business meeting. I have learned an exceptional amount of knowledge on organizational and communicational skills throughout planning the Wing Bowl event for Center. For the upcoming month I will continue to give presentations and spread the word around the community and the student campus about Wing Bowl. I will also go around campus to find participants willing to compete in the Wing Offs. To finish off the month the Center staff will celebrate the success of the second annual Wing Bowl event.
Memorandum

To: Dr. Ann Gundy  
EHFRD 484 Internship Advisor  
Department of Educational Administration and Human Resource  
Development  
College of Education and Human Development  
Texas A&M University  
College Station, TX 77843-4226

From: <Your Name>  
Internship site: <Your Company>

CC: <Your Supervisor>

Date: June 4, 2010

Re: Research Proposal

Abstract

1. Research Proposal Report. The project will require the student to do research on some aspect of his/her internship experience and to document findings. The student may select his/her own topic with the approval of the EHRD internship coordinator and the COMPANY internship coordinator.

   Selection of the research topic shall occur early in the internship and be approved by the site supervisor and the internship coordinator.

   o Identify your research project and submit your proposal no later than June 4, 2010
   o Research Project Reports due July 25, 2010

2. The Research Proposal shall be typed, double-spaced and written in third person according to the following format:

   I. Abstract
      a. Brief description of the project
      b. 100 – 150 words that describes what you will do in your study
      c. The term “Abstract” should be typed and centered under the heading of your document memo.
      d. The abstract should fit on Page 1
II. Introduction
   a. The term "Introduction" should be typed and centered at the top of Page 2. This is the first heading after the abstract.
   b. This heading should start on a new page and the remainder of the text should run continuously until you start the references.
   c. The content of the Introduction will answer the following questions:
      i. Why did you choose this project? Need?
      ii. 5-7 paragraphs that give some background information (i.e. from the literature) to the reader.
      iii. All Resources should be cited in APA format.

III. Procedure
   a. The term "Procedure" should be typed and centered.
   b. Give a step by step process of what you will be doing to complete your research.
   c. If your study is Quantitative, describe
      i. Participants – 3-5 sentences that describe the subjects for your study.
         1. The term “Participants” should be left justified
         2. How will you get the subjects?
         3. How many will you have?
         4. What are the criteria that you used to select the subjects?
      ii. Instrument – 5 or more sentences that describe how you will collect data
         1. The term “Instrument” should be left justified
         2. Name if the instrument
         3. Author
         4. Number of Questions
         5. What does it measure
         6. How will it be scored and interpreted
   d. If your study is Qualitative, describe You must use 2 of the 3 qualitative methods:
      i. Observation
         1. The term “Observation” should be left justified.
         2. Who, what, when, how much
      ii. Interview
         1. The term “Interview” should be left justified
         2. Who, what, when, where, why, and how much
         3. List questions that will be asked if using structured interviews
      iii. Document Analysis
         1. The term “Document Analysis” should be left justified.
         2. What, when, where, why, and how much
   e. If your research uses mixed methods (both qualitative and quantitative), describe the process of each.

IV. Timeline
   a. The term “Timeline” should be typed and centered.
b. Identify key tasks to complete the research and assign a date to each task.

V. References
   a. The term “References” should be typed and centered at the top of the page
   b. Identify sources for your information that will be included in your references.
   c. Where will you get your information?
   d. Must have at least 4 resources; for every interview resource, you must have at least 2 published resources.
   e. References must be cited in APA format.
   f. Wikipedia is not an acceptable academic resource.

VI. If your research involves a product (creating a training manual, an employee handbook, etc.) your research is about the process to create that product. The final report will include the process report and the product.

VII. Editorial Guidelines
   a. 12 point font; Arial preferred, Times New Roman accepted
   b. Page numbers on lower right corner of your paper.
   c. Double space text.
   d. Remove instructions in this template from the report

VIII. Naming Files: Please use this format for naming all files that you submit/upload.

   <Last name> < Initial First Name> <Item>
   Example: SmithJ Research Proposal.doc
Memorandum

To: Dr. Ann Gundy
EH RD 484 Internship Advisor
Department of Educational Administration and Human Resource Development
College of Education and Human Development
Texas A&M University
College Station, TX 77843-4226

From: Internship site: Texas A&M University

CC:

Date: February 15, 2010

Re: Research Proposal

Abstract

The purpose of this study is to determine a relationship between students who utilize the Texas A&M University Career Center services and students who receive job offers. This study will consist of 20 participants who are students at Texas A&M University who utilize the Career Center services. The researcher will observe Career Center training workshops as well as analyze documents from the Career Center databases to determine the relationship between students who use the Career Center services and students who receive job offers.
Introduction

Career Counseling began in the United States in the late 19th Century. In the early 1920's and 1930's career counseling began to develop in high schools. By the 1940's the focus shifted from career counseling in secondary schools to career counseling in colleges and universities (Pope, 2000). Since then, career counseling has evolved, and most colleges and universities have career centers for students and alumni to utilize.

Career centers have two primary purposes for students. One purpose is to help students make good decisions about their area of study and their future career path. Another purpose of career centers is to facilitate different activities and services to help move students toward their career goals (Hammond, 2001).

With the downturn in the economy today, college graduates are having a harder time finding jobs. According to a poll done by the National Association of Colleges and Employers, more than half of the colleges reported that there are more students utilizing the career centers and less companies recruiting than in previous years (Kolowich, 2009). The labor conditions are not only affecting college graduates, but alumni as well, who are also coming back to utilize the career center services at universities (Kolowich, 2009).

With a larger supply of labor and less demand for it, there is more competition between students looking for jobs. One benefit of the unfavorable job market is that it is forcing students to think harder about their career path (Kolowich, 2009). Students can receive help by utilizing career center services through career counseling and training in an effort to have a competitive advantage amongst other students also looking for jobs.
Two issues that career centers need to address are the underutilization of services and inadequate service (Tang, 2003). The career center staff needs to know whether their services are being sufficiently utilized by the students and if the services are beneficial to the students. Adequate service is especially important for students in today's tough job market.

This study will focus on students who use the Career Center services at Texas A&M University. According to the 2008-2009 records for the Texas A&M Career Center, there were more than 12,000 student advising contacts, 11,200 student registrations for online services, 300 workshops and requested presentations, 17,000 interviews conducted for internships, co-ops, and full-time jobs, 4,400 jobs posted in the HireAggies.com online system, including on-campus interviews and resume referrals, 1,600 companies participating in campus recruiting, and 127,000 resume submissions processed (Texas A&M University Career Center, 2009).

The services at the Texas A&M University Career Center include career counseling, career preparation workshops, Perfect Interview, mock interviews, and online services (Texas A&M University Career Center, 2009). The research question for this study is: Is there a relationship between students who utilize the Texas A&M University Career Center services and students who receive job offers?

Procedure

Observation

The researcher will attend the "Researching Majors and Careers" workshop on March 2nd, 2010 and the "Onsite Company Interviewing" workshop on March 9th, 2010. The researcher will take field notes, which will include the
date, place, and time of the training workshop, a description of where the training
was held, observations of the students who attend the workshop, and direct
quotes from the training presentation. After the researcher has completed the
observations, the researcher will write a summary including the key themes from
the observation. The purpose of the observation is to observe the information
being given to the students and to observe the students during the training
session.

Document Analysis

The researcher will look up information on 50 students who have been
hired by the employers using the Career Center databases. The specific
information the researcher will look at is which Career Center Services were
used by the students who received job offers. This information can be found at
the Career Center. The researcher will have the document analysis finished by
March 26th, 2010. The researcher will then interpret the findings to conclude
whether or not there is a relationship between students who use the Career
Center services and students who receive job offers.

Timeline

March 2nd: Attend Researching Majors and Careers Training Workshop
March 9th: Attend Onsite Company Interviewing Workshop
March 12th: Have Observation section written
March 22nd: Start Document Analysis
March 26th: Have Document Analysis written.
March 29th: Start writing rough draft
April 2nd: Have rough draft of Research Report written
April 9th: Have final draft of Research Report written
References


EHRD 484
Professional Internship Project Report

Name:
Company:
Title of Project:

1. **Research Report.** The report should require the student to do research on some aspect of his/her internship experience and to document findings. The report shall be typewritten, double-spaced, fully justified and include appropriate graphics. The body of the report is to follow the format of a technical paper. The report will be submitted electronically via the course web site. The student may select his/her own topic with the approval of the EHRD internship coordinator and the COMPANY internship coordinator.

All existing resources, documents, journals, electronic resources (web pages), etc. used in the research require proper citations in APA format.

Selection of the research topic shall occur early in the internship and be approved by the site supervisor and the internship coordinator.

Sections of the report should include, but not limited to:

- Cover Sheet / Title Page
  - Should include Student Name, Name of Company, Title of Research Project; text centered on page

- Abstract/Description (second page)
  - Brief description of the project
  - 100 – 150 words that describes what you did in your study
  - The term “Abstract” should be typed and centered on page 2
  - This is already been developed for the proposal; add to and refine; write in past tense

- Introduction and Need for the Project
  - The terms “Introduction and Needs Assessment” should be centered
  - This was also developed in the proposal
  - Refine and write in past tense

- Methodology and Procedure
  - The term “Methodology and Procedure” should be centered
  - This was developed in the proposal
  - In this section describe exactly what you did and how you did it.
  - If the actually project varies from the proposal, explain why.
- Write in past tense
  - Timeline of Implementation
    - The terms “Timeline of Implementation” should be centered
    - Report exact dates that each step of the project was completed
  - Outcomes
    - The term “Outcomes” should be centered
    - Based on your study, what did you learn?
    - If you collected data, summarize the findings from your data
    - Results
  - Barriers/Challenges
    - The terms “Barriers, Challenges, and Solutions” should be centered
    - What were the challenges, barriers, problems that you encountered in your study?
    - How did you address those challenges? How did you solve the problems?
  - Recommendations
    - The term “Recommendations” should be centered
    - If you were to repeat this project in another setting or take it to the next level, based on your experiences, what would you recommend? What would you do differently?
  - References
    - The term “References” should be centered at the top of the last page of your report.
    - List all resources used in your study in APA format.
    - Where did you get your information?
    - Must have at least 4 resources; for every interview resource, you must have at least 2 published resources.
    - Wikipedia is not an acceptable academic resource.

If you create a product: training manual, business plan, etc. attach a copy of the product.

I. Editorial Guidelines
   a. 12 point font; Arial preferred, Times New Roman accepted
   b. Page numbers on lower right corner of your paper.
   c. Double space text.
   d. Remove instructions in this template from the report

   - Identify your research project and submit your proposal no later than June 4, 2010
   - Research Project Reports due July 25, 2010
2. Naming Files: Please use this format for naming all files that you submit/upload.
   <Last name> < Initial First Name> <Item>
Texas Health Arlington Memorial Hospital

Using Emotional Intelligence to Increase Organizational Commitment in healthcare to become an Employer of Choice
Abstract

The aim of this study was to organize effective and efficient meetings for various departments and staff regarding the concerns from the previous surveys. Three meetings were conducted by the Human Resources Department using the upcoming Press Ganey 2010 Employee Partnership Survey themes. The meetings' feedback was evaluated to generate several action plans in order to influence the opportunities that were identified in the meeting. Because management played a vital role in the meeting, this study utilized emotional intelligence to increase employees' satisfaction and their commitment to Texas Health Arlington Memorial Hospital (THAM). The relationship between emotional intelligence and organizational commitment was positively correlated. Originally, there was relatively very little known about the relationship between organizational commitment and being an employer of choice. This two month study, however, was used to discover factors that could influence THAM being an employer of choice.
Introduction and Needs Assessment

The perception of emotional intelligence is a fundamental concept in healthcare that had been relatively overlooked. Emotional intelligence (EI) is defined as a set of interpersonal and intrapersonal skills that contribute to perceiving, reasoning, analyzing and regulating emotions (Meyer, Fletcher, & Parker, 2004). EI consists of five components—self-awareness, self-regulation, motivation, social awareness, and social skill (Freshman & Rubino, 2002). Self-awareness, self-regulation, and motivation refer to individualistic emotions, while social awareness and social skill refer to the ability to influence others' emotions (Freshman & Rubino, 2002). Freshman and Rubino state that social awareness is regarding employees' emotions when acting and social skills is motivating employees' toward excellence (2002). A study conducted by Humphreys, Brunson, & Davis indicates that there is a positively significant relationship between EI and organizational commitment (2005).

The degree to which an employee can identify and bond with an organization is called organizational commitment (Humphreys, Brunson, & Davis, 2005). Organizational commitment is effected by emotional intelligence because the relationship that is formed amongst subordinates and supervisors is a major determinant of whether the employees are satisfied or dissatisfied. This relationship is often disregarded in healthcare because of the perception that a healthcare organization has an innate climate to empathize (Reeves, 2005).

Freshman and Rubino also state that expanding EI is vital in healthcare because it allows for leadership to gain support and improve cost-effectiveness (2002). The leadership's emotional intelligence, their concern for their employees' emotions,
satisfies their employee's socio-psychological need to feel involved within the organization. Shared governance, involving employees in the decision making process, allows the organizational climate to increase work satisfaction, self-accomplishment, and patient care (Reif, 1995). Furthermore, Lucas, Laschinger, and Wong exclaim that when leadership enhances EI and accessed nurses to empower work structures, they feel greater job satisfaction and engagement in their work (2008).

Texas Health Arlington Memorial Hospital has an employee satisfaction survey in May 2010. To prepare for this survey, THAM utilized management's emotional intelligence to analyze the concerns that were detected in the previous surveys.

Three meetings were organized in which feedback was used to propose a progressive action plan in order to increase the organizational commitment between Texas Health Arlington Memorial Hospital and its employees. Specifically, this study focused on THAM (1) becoming an employer of choice, (2) implementing shared governance, (3) recognizing employees' outstanding achievements, (4) encouraging peer communication and coordination, and (5) promoting service leadership.

Methodology and Procedure

The utilization of EI to increase organizational commitment at THAM was developed by conducting three meetings with 24 various departments at the hospital. The departments were strategically selected on the basis of their departmental size and their scores on the Press Ganey 2008 Employee Engagement Survey and the PULSE Check 2009 Survey. The participants represented an even distribution of both high percentile and low percentile scores from the previously stated surveys. The meeting lasted one hour and adhered to the following outline:
I. Objectives:
   a. Create a positive employee engagement relations environment
   b. Increase employees’ engagement as THAM being an employer of choice

II. Process:
   a. Conduct meetings with different departments to gather information regarding THAM becoming an employer of choice
   b. Evaluate information that is gathered
   c. Design an action plan as an entity to increase Press Ganey score on recommending THAM as an employer of choice

III. Details:
   a. General Info
      i. Meetings were held the week of March 5th
      ii. Three different days (T, W, Th)
      iii. Eight departments per meeting; two participants per department
         1. Depts were strategically chosen based on size, scores (low, high, med) in order to have a fair representation
         2. Consisted of direct patient care and support
         3. Input/Support from respective Managers/Directors regarding who they selected to attend
      iv. Total participants ~40

IV. Room arrangement
   a. Circular seating (16 seats per meeting)
   b. Twelve posters stating the seven themes of potential discussion
i. Topics resourced from Press Ganey 2010 Employee Partnership Survey that correlated to THAM being an employer of choice

ii. Topics: Systems and Leadership, Resources, Teamwork, Direct Management, My Work, Our Work, Our Organization

iii. See Appendix A

V. Meeting

a. Participants were provided with post-it notes of two different colors

   i. Blue colored post-its = strength
   
   ii. Red colored post-its = opportunities

b. Using SWOT analysis, the participants rated the seven topics as a strength or an opportunity within their department or THAM as a whole by placing the respective colored post-it on the poster

c. From the exercise, participants identified two opportunities for discussion based on how they rated the categories

VI. Execution of Process 1

a. Facilitators discussed by critically assessing the selected themes

   i. For example, for the theme Our Organization, the questions asked were:

      1. In what ways are we highly regarded in the community?
      
      2. In what way can we further enhance our being highly regarded in the community?

   ii. These critical thinking questions were asked to start the discussion, to fill gaps, and to continue the progression of the discussion. This
type of interaction led to an enhanced in-depth connection between the staff and the facilitators.

b. Participants carried out the discussion among themselves
   i. Discussion was geared towards identifying specific solutions per each topic
   ii. Facilitators kept the discussion themes on focus and made sure each topic lasted approximately 15 minutes

c. Facilitators captured the feedback during the discussion

VII. Wrap-Up

a. Evaluation of Meeting Part I
   i. Facilitators' notes were evaluated for participants’ ideas/concerns/solutions
   ii. Participants’ ideas/concerns/solutions were analyzed utilizing the diagram below

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<td>High Impact</td>
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b. Evaluation of Meeting Part II
   
i. A questionnaire was prepared for the participants to answer
   
ii. Questionnaire inquired strengths/ weaknesses of the meeting
   
iii. See Appendix B

VIII. Execution of Process 2

a. The facilitators notes and the information from the questionnaires were analyzed to categorize the follow through phase

IX. Execution of Process 3

a. From the analysis, an action plan was constructed to influence the opportunities that were identified in the meeting

b. Implementation of the action plan was approved by the Executive Team and by the department Directors/Managers

Timeline of Implementation

Meeting 1 occurred on Tuesday, March 9th, meeting 2 occurred March 10th, and meeting 3 occurred March 11th. Respectively, the participants were:

| Ortho  | Onc            | 43 |
| Stn 41 | CVICU          | 53 |
| Resp   | Tele           | Lab|
| ED     | ER Registration| NICU|
| Social | Plant Ops      | Pharm|
| HIM    | Nutrition      | Rad |
| PT9    | Surgery        | Admissions |
| L/D    | Ultra          | Sub Acute |

Participants’ evaluation forms and facilitators’ notes were analyzed on March 15th and action plans were devised. These action plans were presented to the Executive Team on March 19th. They did not have any objections, so the planning process was officially
started. Lastly, the action plans were presented to department Directors/Managers at
the Human Resources Roundtable Meeting on April 15th. The Press Ganey 2010
Employee Partnership Survey will be coming out on May 3rd and will last until May 17th.
Hence, the approved action plans are going to be executed and implemented prior to
May 17th.

Outcomes

The meeting identified the strengths and opportunities at THAM in regards to
employee satisfaction. The strength themes were Teamwork, Direct Management, and
My Work. Employees felt that there was good coordination and collaboration in their
work group. They felt that they were respected and appreciated by their co-workers, as
well as by their managers. At the end of the day, they felt a sense of accomplishment.
The opportunity themes were Systems and Leadership, Resources, Our Work, and Our
organization. Employees felt that THAM is not the same as it used to be. The work
environment is not as close-knit and involved as it used to be. Also, employees felt left
out from the on-goings of other departments.

Below are the discussion themes' concerns and solutions as voted by the
participants at the three meetings:

a. Theme: Resources

1. Concern: General anxiety, unpreparedness, & lack of information about
   CareConnect (a new method of charting for Nurses)
   Solution: CareConnect information session with Subject Matter Experts
   and employees at other entities with real life CareConnect experience
   about the advantages and disadvantages of CareConnect.
2. **Concern:** Malfunctioning equipment i.e computer crashing, freezing of handheld EMAR/BMV scanner, time-consuming rebooting of systems, lack of lifting equipment throughout hospital, misuse of fall alarms on beds, broken dish machines, etc.

   **Solution:** Keep departments updated on where the money is going (what is being fixed, when will it be their turn)

**b. Theme: Our Work**

1. **Concern:** Interdepartmental communication

   **Solution:** Department open houses during their celebration weeks where divisions can share their department processes and best practices; Better feedback from leadership and division meetings; Reorganization of Synergy Council and its ability to impact staff communication throughout hospital.

2. **Concern:** Insufficient ED reporting when transferring patients to units

   **Solution:** Increase face-to-face communication to allow more detailed verbal/written communication

3. **Concern:** Communication at department meetings

   **Solution:** Training class on basic communication skills to ensure proper and clear communication among staff; training class on how to conduct effective meetings

4. **Concern:** Relationships with fellow employees at THAM

   **Solution:** "Buddy Departments" - partnering for holidays or quarters to support each other and build relationships
From the stated discussion, the biggest trend was lack of interdepartmental communication. Hence, the action plans were focused on enhancing interdepartmental communication to increase overall collaboration of work efforts, and thereby, increase organizational commitment.

Below are the approved action plans to be implemented from the meetings:

a. First Wednesday Town Hall
   1. April 14th 02:00PM – 03:30PM & 10:30PM – 12:00AM
   2. Open to All Staff
   3. In regards to the Resources Opportunity
      i. Concern: General anxiety, unpreparedness, & lack of information about CareConnect
      ii. Solution: CareConnect information session with Subject Matter Experts.

b. HR Roundtable
   1. April 15th 01:00PM – 02:00PM
   2. Open to Management
   3. In regards to the Our Work Opportunity
      i. Concern: Communication at department meetings
      ii. Solution: Focus on how to conduct effective meetings (checklist, importance of feedback, info to provide at meetings, communication, engagement strategies)

c. Interdepartmental Communication
   1. In regards to the Our Work Opportunity
i. Concern: Interdepartmental communication

ii. Solution:

1. Tour Videos of various departments' activities for all employees to view

2. Open House for the respective Department Week

3. Use current committees to enhance departmental communication such as UPCs, Synergy, RR&R, others

4. First Wednesday department focus; Monthly Newsletter

Title: “The Patient Care Puzzle”

d. Great Place to Work Advertising

1. Main focus: THAM being an employer of choice

2. From Week of March 22\textsuperscript{nd} to May 3\textsuperscript{rd}

3. Flyers (English & Spanish) of Top Performers and their response of what makes THAM a great place to work

Barriers, Challenges, and Solutions

The biggest barrier was to get Directors/Managers to send staff members to attend the meetings. An email was sent out to Directors/Managers asking for two staff members from their departments to attend a meeting. Most of the time, Directors/Managers could not find someone to come because of the work environment. At a hospital, everything goes on cue. If there was an emergency patient in the Emergency Department, it was going to be impossible to spare someone from the situation. Every member is vital to their process. This was a big challenge because the department's participation was crucial to the success of the action planning process. A
solution to this challenge was very simple. Those departments who could not send two people were asked to send one. This way, at least, their department would be represented.

Implementing the action plans was a challenge at the beginning stages. Once the information went out, however, interdepartmental communication increased dramatically. For example, it was difficult to explain to employees the Great Place to Work flyer interviewing process. After the first flyers were posted, however, employees voluntarily asked to be interviewed.

Recommendations

This project was very successful in regards to involving management’s EI to increase organizational commitment in a healthcare setting. Also, the target of making THAM an employer of choice was well recognized. A change that would be strongly recommended for this project would be to start it earlier. Two months before the Press Ganey 2010 Employee Partnership Survey was not long enough to plan, execute, analyze, and implement. Furthermore, time management should be highly utilized since timing of certain events/activities was vital to how employees perceived it.
References


## Research Report

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**Total** 15 / 15

*Good Work!*
Memorandum

To: Dr. Ann Gundy  
EHRD 484 Internship Advisor  
Department of Educational Administration and Human Resource Development  
College of Education and Human Development  
Texas A&M University  
College Station, TX 77843-1588

CC: <Company Supervisor>

From: Name  
Internship site: Company

Date: August 5, 2010

Re: Final Summary Report

Total Hours Completed:

Using this format, complete the report using these guidelines:

1. **Final Internship Report.** The student must post his/her final internship report on the course web site. The body of the paper is to follow the format of a technical paper. The report shall be double-spaced, fully justified. The report will be submitted electronically via the course web site.

2. You may write this report in first person.

3. You should use your Monthly Reports as references to create this report.

4. The report shall include at least two sections:
   - **Activities and Experiences:** Discuss work activities and how these activities contributed to the employer’s objectives; and
   - **Personal Benefits Gained from Internship:** Summarize your work activities, show how your experience provided you with practical applications. Discuss unique and unusual experiences. Include lessons learned. How did this experience impact you academically, professionally, and personally?
   - **Final Report due August 5, 2010**

5. This report represents 25% of the course grade; should be comprehensive and detailed.

6. **Naming Files:** Please use this format for naming all files that you submit/upload. <Last name> < Initial First Name> <Item>
Memorandum

To: Dr. Ann Gundy
EHRE 484 Internship Advisor
Department of Educational Administration and Human Resource Development
College of Education and Human Development
Texas A&M University
College Station, TX 77843-1588

CC:

From: Internship site:

Date: 5/2/2010
Re: Final Summary Report

Total Hours Completed: 486

While I was working at as an intern the company was trying to turn its focus on customer service and was going through a major culture change that was focused on trying to get the entire clinic to center its focus on customer satisfaction. As a result the projects that I was given to focus on had a lot to do with programs that were being put into place that had to do with customer service.

A large majority of my time and experience came from training staff in customer service. Before I signed on as an intern the clinic made customer service training mandatory for all incoming staff as well as staff that had been with prior to the mandatory training rule. My supervisor Kelly and I would travel to different sites throughout the clinic and train staff on three training modules that had to do with customer service. This activity greatly contributed to the customer centered viewpoint of running the clinic because we were actually

Student

Supervisor
training the people that came in contact with our patients on the appropriate methods of working in a service oriented environment.

In addition to training I conducted research on various locations for two different types of leadership training. One type was executive education programs, I was asked to look for programs that the top leaders at could be sent to in order to learn how to lead their team members to be more productive within the clinic's scope. This research entailed thoroughly investigating top executive education programs and schools, speaking with well known companies about their executive education programs and creating a cost analysis of how much it would cost to send a leader to the program. Once I had gathered all of the information it was my job to narrow the programs down to a few that fit what was looking for in both price and content. I then submitted this information to my supervisor who brought it to the board to have it approved for next years budget. There was another project I completed that went along the same lines as the executive education project. I was to research hotels and other offsite locations in order to find a venue to hold a new training module entitled Great Leaders Great Places. I was looking for a venue that fit the price range I was given and still had a feel of getting out of and being somewhere different for the day. Both of these projects contributed to the clinic's goal of customer centered service because they focused on leadership and how that leadership needs to manage their employees to make sure they are meeting both the clinic's expectations as well as customer service goals.

______________________________  ________________________________
Student  Supervisor

85 of 88 K
Along with helping to find the correct training for the clinic's leadership I also participated in Press Ganey meetings with the board members for each department. Press Ganey has a lot to do with customer service because it is a satisfaction survey that is sent to patients after their visit to the clinic. The patients are asked to fill out the survey and send it back. They are then evaluated and each department gets a score that rates how satisfied the patient was with their overall visit. If the score is low the department needs to figure out what it is that needs to be changed so the patients can have a higher level of satisfaction next time they are seen at a clinic, if the scores are good and the majority of patients are satisfied the departments need to see what they can do to raise the bar even more. Participating in the Press Ganey meetings allowed me to see what the clinic was doing with each of the departments in order to meet its goal of changing the culture of the clinic to be more customer service centered.

A month into the internship I was given the opportunity to help select candidates for a Patient Affairs Position that had opened at the clinic. My supervisor gave me a stack of resumes and asked me to go through them and sort them by who I thought would be qualified for the position. After I sorted the resumes I brought them to her and we went through the stack together, this gave me the opportunity to explain why I had sorted them the way I did and why I thought the individuals I had picked would be appropriate for the job. She did not agree with me on a few of the candidates I had set aside but instead of just saying she did not agree she explained to me why and taught me what it was I

___________________________  ____________________________
Student  Supervisor

86 of 88 K
needed to look for. After going through the stack we came to a conclusion together on which ones should be called in for interviews and I went back to my office and began calling the candidates to set up interviews. While all of the projects I completed gave me practical knowledge that could be used in my future career I believe that helping find the correct candidate gave me the most practical knowledge that I will be able to apply to my future positions. I learned what I need to look for in a candidate that was applying for a particular position and how to weed out the ones that would not work for the position. This will carry me through because I am certain there will be times that I will need to help find someone to work on my team and they will have to meet certain requirements.

While interning at I had the unique opportunity of seeing leadership change hands. During the month of April the clinic had a new COO come in to try and get 's budget on track and to make sure the clinic was meeting its goals. When the new leadership came in lots of changes were made; old leaders were let go, new budgets were made, and new goals were set. As an intern that did not have to worry about job security I was able to do my work and at the same time watch how the new leadership handled making the changes without causing large amounts of wide spread uncertainty. While lots of the tasks given to them, such as letting go some leaders, must have been difficult they were things that needed to be done and I was able to see and learn the appropriate ways of handling those types of changes.

I believe my experience with impacted me academically, professionally, and personally. The experience benefited me

_________________________  ________________________
Student  Supervisor
academically because in the months that I was with . . . I was able to see lots of what I learned in the classroom come to life. The lessons that I learned were made concrete due to the fact that I could see them played out in a real world setting and I actually worked through many of the lessons that were learned. This hands-on experience really sealed the knowledge that I picked up and since I was able to see it and work with it in a work setting I believe I will be able to always remember what I learned since I have now worked with it. It has impacted me professionally because I have experience on my resume that is not just a part-time job. I am now able to show that I have experience working with a professional company that was going through lots of changes and because of that I gained lots of experience that I would not otherwise have had if I just graduated and was looking for a job with limited experience. Finally I believe that this internship experience impacted me personally because I was given the chance to grow, away from a college setting, as a professional individual. While I would have continued to grow and learn on the TAMU campus there is a lot to be said for what you can accomplish when you break away from your comfort zone and go out to learn on your own. I believe this internship gave me that opportunity, I left the campus that I had grown so comfortable on and ventured out into the working world and gained lots of knowledge and experience in doing so.