Report of the University Curriculum Committee
June 8, 2007

The University Curriculum Committee recommends approval of the following:

1. New Courses

   **AGSC 405. Facilitating Complete Secondary Agricultural Science Programs.** (2-3). Credit 3. Theory and practice in facilitating secondary agricultural science programs: includes classroom instruction, supervised experience, and youth leadership development; designed for students preparing to teach agricultural science in Texas public schools. Prerequisites: AGSC 384; concurrent enrollment in AGSC 402.

   **ALED 125. Leadership Learning Community I.** (1-0). Credit 1. Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of developing personal leadership while participating in co-curricular activities; emphasis on the relational model of leadership and global perspective building. Prerequisites: Freshman classification or approval of instructor; on-campus residence.

   **ALED 225. Leadership Learning Community II.** (1-0). Credit 1. Offered to students living in the Freshmen Leadership Living Learning Community; fundamentals of peer mentoring while participating in co-curricular activities; emphasis on building supportive relationships on a college campus. Prerequisites: Freshman classification or approval of instructor; on-campus residence.

   **ECEN 411. Introduction to Magnetic Resonance Imaging and Magnetic Resonance Spectroscopy.** (2-3). Credit 3. Introduction to the basic physics of magnetic resonance, the principles of MR imaging and spectroscopy, the major contrast mechanisms in MRI and MR imaging system hardware; development of pulse sequences for different imaging methods, including flow and spectroscopic imaging; will build RF coils. Prerequisites: Junior or senior classification; MATH 251, PHYS 208.

   **MATH 471. Communications and Cryptography II.** (3-0). Credit 3. Additional topics in coded communications; information and entropy, elliptical curves, error corrections, quantum methods. Prerequisites: MATH 470 or consent of instructor.

   **MUSC 283. University Student Orchestra.** (0-3). Credit 1. The rehearsal and performance of orchestra literature of various historical backgrounds; full ensemble rehearsal, individual practice, an public performances; development of knowledge, understanding, and appreciation for aspects of music ranging from the Renaissance to the Modern Era. May be repeated 10 times for credit. Prerequisite: Previous orchestral experience; successful audition with Conductor.

2. Change in Courses

   **AGSC 436. Student Teaching in Agricultural Education.**

   Course title
   
   From: Student Teaching in Agricultural Education.
   To: Professional Teaching Internship in AGSC.
Course description
  From:  Planning for and teaching vocational agriculture in selected high schools in Texas;
         includes one-half semester student teaching.
  To:    Planning for and teaching secondary agricultural science in selected high schools in
         Texas; includes 12 weeks of professional teaching experience under the guidance of
         a university supervisor and a cooperating teacher in the school.


Lab hours and credit hours
  From:  (3-0). Credit 3.
  To:    (3-3). Credit 4.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Ag Leadership, Education, and Communications

2. Course prefix, number and complete title AGSC 405--Facilitating complete secondary agricultural science programs

3. Course description (not more than 50 words) Theory and practice in facilitating secondary agricultural science programs; includes classroom instruction, supervised experience, and youth leadership development; designed for students preparing to teach agricultural science in Texas public schools.

4. Prerequisite(s) AGSC 384; Concurrent enrollment in AGSC 402

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

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

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

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

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

10. Prefix Course # Title (exclude punctuation) Cross-listed with
    AGSC 405 FAC LTG COM PLT AGSC PRG MS

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 2 0 3 0 3 1 3 1 3 0 0 0 5 0 1 5 0 0 8 - 0 9 0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:
Christine O. Tourned 4/17/07
Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:
Dean of College Date

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS-304

MAY 07 2007
Dept. of Agricultural Leadership, Education, & Communications
Texas A&M University

AGSC 405
Facilitating Complete Secondary Agricultural Science Programs

Instructor: Dr. Grady Roberts
Assistant Professor
104A Scoates Hall, 2116 TAMU
College Station, TX 77843-2116
Phone: 979-862-3707
Email: groberts@tamu.edu

Office Hours: Face-face - by appointment; Email - anytime

Description: Theory and practice in facilitating secondary agricultural science programs that include classroom instruction, supervised experience, and youth leadership development. Designed for students preparing to teach agricultural science in Texas public schools.

Course Goals: Upon completion of this course you should be able to do the following:
1. Plan a complete agricultural science program.
2. Plan, supervise, and evaluate student Supervised Experience programs.
3. Plan, facilitate, and evaluate an FFA chapter.

Prerequisite: Prerequisite: AGSC 384
Co-enrollment in AGSC 402.

Class Meetings:

Required Texts

Official FFA Manual – Order online from National FFA ($1.00)

Web Site
Attendance

Class participation will include class discussions as well as attendance. Attendance will be checked at each session. For further information and policy concerning excused absences, see Student Rules, Part 7, Attendance. Please note that student rules require immediate notification of your instructor of an EXCUSED absence. The opportunity to make up assignments as a result of an UNEXCUSED absence will be at the discretion of your instructor.

Learning Communities

Students will be grouped into “learning communities” of 6 to 8 students at the beginning of the semester. Throughout the semester, the learning communities will discuss material covered in class and the required readings. One assignment (POA/National Chapter Award) will be completed as a learning community.
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<td>Week 2</td>
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<td>The Origins of Agricultural Education</td>
<td>Text - Ch 4</td>
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<td>Week 3</td>
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<td>Selecting Agricultural Science Courses/ Developing Program Plans</td>
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<td>School/Community Profile</td>
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<td>Week 3</td>
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<td>Week 4</td>
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<td>The Future of Agricultural Education</td>
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<td>Week 4</td>
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<td>Test 1 – Program Planning</td>
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<td>Introduction to SAE</td>
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<td>Non-traditional SAE</td>
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<td>Week 6</td>
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<td>Planning and Supervising SAE</td>
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<td>Week 6</td>
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<td>Week 7</td>
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<td>Week 7</td>
<td>Lab</td>
<td>Computer Lab – Record Keeping Systems</td>
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<td>Week 8 Lecture</td>
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<td>Week 8 Lab</td>
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<td>Week 9 Lecture</td>
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<td>Week 9 Lab</td>
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<td>Week 10 Lecture</td>
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<td>Week 10 Lab</td>
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<td>Week 11 Lecture</td>
<td>Reporting Chapter Accomplishments</td>
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<td>Week 11 Lecture</td>
<td>Preparing for CDEs and LDEs</td>
<td>Edwards Article</td>
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<td>Week 11 Lab</td>
<td>Research – FFA CDEs and LDEs</td>
<td>CDE/LDE Practice Report</td>
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<td>Week 12 Lecture</td>
<td>State and National FFA Resources</td>
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<td>Week 12 Lecture</td>
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<td>Week 12 Lab</td>
<td>CDE/LDE Presentations</td>
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<td>Week 13 Lecture</td>
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<td>Week 13 Lab</td>
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<td>Philosophy of FFA/SAE Paper</td>
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<td>Week 14 Lecture</td>
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<td>CDE/LDE Event Report</td>
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<tr>
<td>Week 14 Lab</td>
<td>Putting it all together</td>
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### Course Assignments

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<thead>
<tr>
<th>Assignments</th>
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<tr>
<td>School/Community Profile</td>
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<td>Department Program Plan</td>
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<td>SAE Record Book</td>
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<tr>
<td>CDE/LDE Practice Report</td>
<td>TBD</td>
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<td>Memorize Advisor’s Parts of FFA Opening Ceremonies</td>
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<tr>
<td>CDE/LDE Presentation***</td>
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<tr>
<td>Program of Activities/National Chapter Award***</td>
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<tr>
<td>Philosophy of FFA/SAE Paper</td>
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<tr>
<td>CDE/LDE Event Report</td>
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<tr>
<td>Tests</td>
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<tr>
<td>Attendance/Participation</td>
<td>Throughout</td>
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**Total:** 1000

***These assignments will be completed in groups/teams

Assignments are due at the beginning of class on the date indicated above. Work turned in late will be penalized 10% per day late unless excused as covered by Student Rules Rule 7. When applicable, assignments may be submitted electronically. However, assignments submitted electronically **WILL NOT** be printed and returned. Electronically submitted assignments must be submitted by the **beginning of the class period on the day** they are due.
Grade Assignment

Assignments will be evaluated based on the stated criteria, professionalism, spelling, grammar, and completeness. Unless otherwise stated, all assignments are to be either word processed or typed, double spaced, 12 pt Times New Roman, with 1” margins.

Grading Scale:                         Grade   Points
                                       A        > 900
                                       B        800 to 899
                                       C        700 to 799
                                       D        600 to 699
                                       F        < 599

Academic Integrity

AGGIE HONOR CODE

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

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

Copyright

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.
Plagiarism
As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty. You are also encouraged to discuss specific questions about whether a particular practice is plagiarism or not with your instructor.

Provisions For Students With Disabilities
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B-118 in the Cain Building, or call 845-1637.

References


March 27, 2007

MEMORANDUM

To: Dr. Christine Townsend, Department Head
   Agricultural Science
   Agricultural Science - ALEC (cont)

From: Dr. James Kracht, Associate Dean for Undergraduate Studies

Subject: New Courses and Proposed Course Changes from the Department of AgSc

The University Council on Teacher Education at their meeting on Tuesday, March 27, 2007 approved the following courses from the Department of Agricultural Science:

New Courses
AGSC 383, Teaching Agricultural Mechanics
AGSC 402, Designing Instruction for Secondary Agricultural Science
AGSC 405, Facilitating Complete Secondary Agricultural Science Programs

Proposed Course Changes
AGSC 384, Early Field Experience
AGSC 436, Student Teaching in Agricultural Education

If you have any questions or need additional information, please contact me.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional

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

1. This request is submitted by the Department of  Ag. Leadership, Education, and Communications

2. Course prefix, number and complete title  ALED 125, Leadership Learning Community I

3. Course description (not more than 50 words): Offered to students living in the Freshmen Leadership Living Learning Community, students will learn about the fundamentals of developing personal leadership while participating in co-curricular activities. Emphasis on the relational model of leadership and global perspective building.

4. Prerequisite(s)  Freshmen, Approval of Instructor, on Campus resident

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

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

7. Has this course been taught as a 489/689? □ Yes □ No  If yes, how many times? __________ Indicate the number of students enrolled for each academic period it was taught. 06C, 61 - 06C, 56

8. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      None.

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

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

10. Prefix  Course #  Title (exclude punctuation)
    ALED 125  LEARNING COMM I

Lect.  Lab  SCH  Subject Matter Content Code  Acad. Year  FICE Code
0 1 0 0 0 1 3 1 3 1 0 0 0 5 0 1 5 0 0 8 - 0 9 0 1 0 3 6 6

Do not complete shaded area.

Approval recommended by:

Christine D. Towne  5-2-07
Head of Department  Date

Chair, College Review Committee  5-10-07
Dean of College  Date

Submitted to Coordinating Board by:

Dean of College  Date

Director of Academic Support Services  Date  Effective Date

* Attach a syllabus according to the guidelines on the Internet site www.tamu.edu/admissions/oaras. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
LEADERSHIP LEARNING COMMUNITY I – ALED 125
PRACTICING LEADERSHIP IN A LIVING LEARNING COMMUNITY
Fall 2007, 1 Credit

DEPARTMENTS OF AGRICULTURAL LEADERSHIP, EDUCATION & COMMUNICATIONS AND RESIDENCE LIFE

INSTRUCTOR:
Dr. Craig A. Rotter
Residence Life
1253 TAMU
craigr@housing.tamu.edu
862-3155

MEETING TIME & LOCATION:
Wednesdays 3:00 – 3:50PM
Richardson 101

PREREQUISITE:
Freshmen or Approval of Instructor
On campus residence

TEXTBOOKS:


COURSE PURPOSE AND OBJECTIVES:
The overall purpose of this course is to encourage you to carefully analyze your responsibilities and commitments in the context of leadership for the common good and for purposeful change. The course is more than the study of leadership; it is designed to help you develop your own leadership potential.

This course will encourage a high level of class discussion and active participation. You will have a chance to work through case studies, participate in simulations, interact with experienced leaders, analyze popular films using leadership themes, and discuss the impact of current events and the realities of leadership. Grades will be based on class participation, term papers, and presentations.

You will be encouraged to think critically about leadership issues facing our communities and society, to understand the importance of self-knowledge, to explore how values influence the leadership process, and to understand gender and cultural influences on leadership. From this course, you will realize that leadership issues permeate every aspect of daily living, from events that make the local news to world crises. In this course, you will embrace the belief that you have the potential to transform your world.

You will discover the complexities of leadership and the multidisciplinary nature of leadership studies. Questions such as What is leadership?, Are leaders made or born?, Do gender and culture influence leadership?, and How do power and authority relate to leadership? are central to the investigation of leadership. At the conclusion of this course, you should have a firm understanding of the nature of leadership.
LEARNING: A PHILOSOPHY
As your instructors for the course, we hold the following beliefs:
• Learning is an interactive experience
• We are available to assist you both in the classroom and out of the classroom
• Reflection is a key component in learning from experience
• Classroom lecture is only one way to learn
• We can help you understand both your strengths and weaknesses as a learner
• You should gain confidence and grow throughout the semester
• There are never any dumb, stupid or insignificant questions or contributions to the class

ADDITIONAL COURSE INFORMATION:
Your participation makes the Leadership Learning Community successful. You are expected to be in class for each session. Attendance may be taken at any time during the class. Because of the importance of attendance and participation, poor attendance and/or lack of participation will impact your final grade.

Explanation of assignments (written or verbal) will be made in learning community class. Grammar, spelling, syntax, and readability will be considered in grading. Assignments are due at the BEGINNING of the class on the due date. Late assignments are penalized 10% per day up to three class days. NO ASSIGNMENTS ARE ACCEPTED AFTER THREE WEEK DAYS. Late assignments due to university-excused absences can be made up are per Student Rule 7.

Revisions to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.

The Aggie Honor Code is important to all Aggies (including myself). Aggies do not LIE, CHEAT, or STEAL, nor do they plagiarize anyone else’s work. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. If you have questions regarding plagiarism, please consult the Texas A&M University Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor and the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Please note that all handouts and supplements used in this course are copyrighted (all materials generated for this class, including but not limited to syllabi, in-class materials, and lecture outlines). Materials may be photocopied for personal use only.

The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities Suite 118B, Cain Hall. The telephone number is 845-1637.
## WEEKLY TOPIC OUTLINE:

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<th>Class Date</th>
<th>Topic and Assigned Reading</th>
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<tbody>
<tr>
<td><strong>8/29</strong></td>
<td>Introduction to Course and Review of Syllabus</td>
</tr>
<tr>
<td><strong>9/5</strong></td>
<td>Introduction to Leadership – Preface and Chapter 1 Komives Academic Success and Campus Resources – Chapter 8 &amp; 9 Ender and Newton</td>
</tr>
<tr>
<td><strong>9/12</strong></td>
<td>Relational Model – Chapter 3 Komives</td>
</tr>
<tr>
<td><strong>9/19</strong></td>
<td>Understanding Yourself – Chapter 4 Komives</td>
</tr>
<tr>
<td><strong>9/26</strong></td>
<td>Understanding Others – Chapter 5 Komives Personal Best Leadership Essay Due</td>
</tr>
<tr>
<td><strong>10/3</strong></td>
<td>Intercultural Competence – Chapter 3 Ender &amp; Newton</td>
</tr>
<tr>
<td><strong>10/10</strong></td>
<td>Museum Trip</td>
</tr>
<tr>
<td><strong>10/17</strong></td>
<td>Leading with Integrity and Moral Purpose – Chapter 6 Komives</td>
</tr>
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<td><strong>10/24</strong></td>
<td>Groups and Leadership – Chapter 7 Komives</td>
</tr>
<tr>
<td><strong>10/31</strong></td>
<td>Understanding Group Processes – Chapter 6 Ender &amp; Newton</td>
</tr>
<tr>
<td><strong>11/7</strong></td>
<td>Leading Groups Effectively – Chapter 7 Ender &amp; Newton</td>
</tr>
<tr>
<td><strong>11/14</strong></td>
<td>Understanding Complex Organizations – Chapter 8 Komives</td>
</tr>
<tr>
<td><strong>11/24</strong></td>
<td>Thanksgiving Holiday – Day Off</td>
</tr>
<tr>
<td><strong>11/28</strong></td>
<td>Transition Course – Evaluations and Assessments</td>
</tr>
</tbody>
</table>

## COURSE GRADE BREAKDOWN:

- Weekly Reflections: 12*10 = 120 points
- Co-Curricular Reflections: 3*50 = 150 points
- Personal Best Leadership Essay: 60 points
- Leadership Autobiography: 70 points
- Total Points: 400 points

### FINAL GRADES: *Based on points earned*

- 360-400: A
- 320-359: B
- 280-319: C
- 240-279: D
- 239 and Below: F
ASSIGNMENTS:
Reflections:
Each week after our class discussion, you will be asked to submit a minute paper. The minute paper is a brief way for a student to summarize what they learned from a particular lesson or lecture. Students will be asked to write a minute-paper summarizing the following: a) something new that you have learned (cognitive/knowledge), b) something physical you can do with the information (behavioral), and c) some new opinion or attitude you have about the topic (affective). Each is worth 10 points. (12 x 10 = 120)

Co-curricular Reflections:
There are three scheduled activities, in which you will be responsible for submitting reflections. Each reflection should be 2-3 pages and double-spaced. Each is worth 50 points. (3 x 50 = 150).

An outline of questions to answer for each event is described below:
  a) L3C Retreat:
   a. Affective, what attitude did you have about the retreat prior to the event? How did you feel about your fellow L3Cers prior to? How did the retreat change your feelings and opinions of the L3C program and your peers?
   b. Behavioral, what are some skills you learned that will be helpful this coming year as you work with your peers? How would you describe some of the skills you feel you still need assistance in developing?
   c. Cognitive, what is one thing you learned about your fellow L3Cers - how are you alike, different, etc.? Do you think you will be able to learn from your peers as you participate in the L3C program?

   Due: 9/12

  b) Museum:
   a. Affective, what opinions did you have about the content of the museum? How do you feel your attitude might have changed since the visit to the museum?
   b. Behavioral, what are some behaviors you can practice to assist others in understanding what the museum was about? What kinds of leadership behaviors did you see present in the museum?
   c. Cognitive, what new information/knowledge did you learn from this event? How can you further your knowledge the museum content? What was your favorite exhibit and why?

   Due: 10/17

  c) Cultural Performance:
   a. Affective, what feelings did you have about attending a cultural event on campus? How did you see it fitting with the L3C program? What was your overall opinion of the program?
   b. Behavioral, what leadership behaviors did you see exhibited during the performance? What are the types of leadership behaviors that you would like to develop for yourself? How can you go about practicing these leadership behaviors?
   c. Cognitive, what is one thing you learned about leadership from this performance? What kind of similar situation might exist today, what would this be like?

   Due: one week after event

Attachment E
Personal Best Leadership Essay:
Reflect and write about a personal best leadership incident in which you believe you exercised effective leadership and perhaps made a difference in an organization, project, or community. Additionally, write about a personal leadership incident in which you believe you were not effective or did not reach your goals. In your paper, analyze those two experiences from the perspective of the Relational Leadership Model and explore the lessons you learned. Be prepared to share your experiences with classmates in a small group discussion the day the assignment is due. Your paper should be five to six pages long, typed, and double spaced. (Note: "Personal best" language taken from Kouzes & Posner, 1987, 1995). This paper is worth 60 points.

Due: 9/26

Autobiography:
Write about the first time you realized your own leadership potential. What is your purpose in life, and what is the significance of your purpose? What is your personal philosophy of leadership? Who and what has influenced or shaped your values and philosophy of leadership, both positively and negatively? Think about your experiences as a participant engaged in a leadership process, and describe the dynamics of being a participant. Discuss the role of mentors or role models in your life. Finally, discuss critical incidents that have occurred in your life and how they have transformed you. Your paper should be typed, double-spaced, and six to eight pages in length. This paper is worth 70 points.

Due: 12/5
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional

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

1. This request is submitted by the Department of **Ag. Leadership, Education, and Communications**

2. Course prefix, number and complete title **ALED 225, Leadership Learning Community II**

3. Course description (not more than 50 words)

   Students will learn about the fundamentals of peer mentoring while participating in co-curricular activities. Emphasis on building supportive relationships on a college campus.

4. Prerequisite(s) **Freshmen, Approval of Instructor, On campus resident**

   Cross-listed with **n/a**

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

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

   If yes, from ____ to ____.

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

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

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

   If yes, how many times? ____

   Indicate the number of students enrolled for each academic period it was taught. 06A, 46 - 07A, 46

8. This course will be:

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

      None.

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

      Undergraduate General Academic.

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

10. Prefix | Course # | Title (exclude punctuation)
    ---- | -------- | -----------------------------------------------
    **ALED 225** | **LRD SHP LEARNING COMM** II

    Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code
    ---- | ---- | ---- | ----------------- | ----------- | ---------- | -----------
    0 | 1 | 0 | 0 | 1 | 1 | 3 | 1 | 3 | 0 | 1 | 0 | 0 | 5 | 0 | 1 | 5 | 0 | 0 | 8 | 0 | 9 | 0 | 1 | 0 | 3 | 6 | 6

   Do not complete shaded area.

   Approval recommended by:

   **Christine Townsend** 5/2/07
   Head of Department

   **Chair, College Review Committee** 5/10/07
   Date

   **Dean of College** 6/10/07
   Date

   Submitted to Coordinating Board by:

   **Dean of College**
   Date

   **Director of Academic Support Services**
   Date

   Effective Date

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

   OARAS-10999

18 of 43 E
DEPARTMENTS OF AGRICULTURAL LEADERSHIP, EDUCATION & COMMUNICATIONS AND RESIDENCE LIFE

INSTRUCTOR:
Dr. Craig Rotter,
1253 TAMU
862-1233
craigr@housing.tamu.edu

MEETING TIME
Wednesdays, 3:00PM – 3:50PM

& LOCATION:
Scoates Hall, Room 214

PREREQUISITES:
Freshmen or Approval of Instructor
ALED 125-500, Leadership Learning Community I

TEXTBOOKS:


Optional Textbooks:


COURSE PURPOSE AND OBJECTIVES:
This is the second course in the Leadership Living Learning Community. Eligible students will be on campus residents at Texas A&M University.

This course continues the through the Exploring Leadership Model and the Peer Mentoring Model. In this course, students will be expected to continue their development of theory of planning and creation of peer mentoring methods for leadership education students. Creating and developing relationships with peers in organizations. Students will explore the methodologies of peer mentoring, in order to plan and practice a peer mentoring program. Students will be expected to participate in the Freshmen Leadership Learning Community semester long mentoring project.
LEARNING: A PHILOSOPHY
As your instructors for the course, we hold the following beliefs:
• Learning is an interactive experience
• We are available to assist you both in the classroom and out of the classroom
• Reflection is a key component is learning from experience
• Classroom lecture is only one way to learn
• We can help you understand both your strengths and weaknesses as a learner
• You should gain confidence and grow throughout the semester
• There are never any dumb, stupid or insignificant questions or contributions to the class

ADDITIONAL COURSE INFORMATION:
Your participation makes the Leadership Learning Community successful. You are expected to be in class for each session. Attendance may be taken at any time during the class. Because of the importance of attendance and participation, poor attendance and/or lack of participation will impact your final grade.

Explanation of assignments (written or verbal) will be made in learning community class. Grammar, spelling, syntax, and readability will be considered in grading. Assignments are due at the BEGINNING of the class on the due date. Late assignments are penalized 10% per day up to three class days. NO ASSIGNMENTS ARE ACCEPTED AFTER THREE WEEK DAYS. Late assignments due to university-excused absences can be made up are per Student Rule 7.

Revisions to this syllabus may be made at the discretion of the instructor. Changes in dates and topics will be announced in class and may not be communicated in writing.

The Aggie Honor Code is important to all Aggies (including myself). Aggies do not LIE, CHEAT, or STEAL, nor do they plagiarize anyone else’s work. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues. If you have questions regarding plagiarism, please consult the Texas A&M University Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor and the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

Please note that all handouts and supplements used in this course are copyrighted (all materials generated for this class, including but not limited to syllabi, in-class materials, and lecture outlines). Materials may be photocopied for personal use only.

The University Writing Center (UWC), located in Evans Library 1.214, offers help to writers at any stage of the writing process including brainstorming, researching, drafting, documenting, revising, and more; no writing concern is too large or too small. These consultations are highly recommended but are not required. While the UWC consultants will not proofread or edit your papers, they will help you improve your proofreading and editing skills. If you visit the UWC, take a copy of your writing assignment, a hard copy of your draft or any notes you may have, as well as any material you need help with. To find out more about UWC services or to schedule an appointment, call 458-1455, visit the web page at writingcenter.tamu.edu, or stop by in person.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Office of Support Services for Students with Disabilities, Suite 118B Cain Hall. The telephone number is 845-1637.

WEEKLY TOPIC OUTLINE:
<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic and Assigned Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/16</td>
<td>Introduction to Peer Mentoring Peer Educators on the College Campus – Chapter 1 E &amp; N</td>
</tr>
<tr>
<td>1/23</td>
<td>Ethics and Strategies for Good Practice – Chapter 10 E &amp; N</td>
</tr>
<tr>
<td>1/30</td>
<td>Student Maturation and The Impact of Peers – Chapter 2 E &amp; N</td>
</tr>
<tr>
<td>2/6</td>
<td>Mentoring Project – On Site Time</td>
</tr>
<tr>
<td>2/13</td>
<td>Interpersonal Communication – Chapter 4 E &amp; N</td>
</tr>
<tr>
<td>2/20</td>
<td>Mentoring Project – On Site Time</td>
</tr>
<tr>
<td>2/27</td>
<td>Being in Communities – Chapter 9 Komives*</td>
</tr>
<tr>
<td>3/5</td>
<td>Mentoring Project – On Site Time</td>
</tr>
<tr>
<td>3/12</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/19</td>
<td>Understanding Change and Strategies for Change – Chapters 11 &amp; 12 Komives*</td>
</tr>
<tr>
<td>3/26</td>
<td>Mentoring Project – On Site Time</td>
</tr>
<tr>
<td>4/2</td>
<td>Problem Solving with Individuals – Chapter 5 E &amp; N*</td>
</tr>
<tr>
<td>4/9</td>
<td>Mentoring Project – On Site Time</td>
</tr>
<tr>
<td>4/16</td>
<td>Developing a Leadership Identity – Chapter 13 Komives*</td>
</tr>
<tr>
<td>4/23</td>
<td>Transition Course – Evaluations and Assessments</td>
</tr>
</tbody>
</table>

*Mentoring Reflection Due

**COURSE GRADE BREAKDOWN:**

- Mentoring Reflections:  $4 \times 25 = 100$ points
- International Potluck: 50 points
- Class Participation and Attendance: 50 points
- Mentoring Log: 100 points
- Final L3C Reflection: 100 points
- Total Points: **400 points**

**FINAL GRADES: *Based on points earned**

- 360-400: A
- 320-359: B
- 280-319: C
- 240-279: D
- 239 and Below: F

**ASSIGNMENT DESCRIPTIONS:**
**International Potluck Reflection:**
This should be a 2 page reflective document summarizing your personal perceptions of the international potluck experience. Answer the following guiding questions:

- **Affective:** What attitudes did you have about attending the international potluck? How did this change over the course of the event?
- **Behavioral:** Did you learn how to do something new? What could you teach an international student? How are these relationships beneficial to you?
- **Cognitive:** What new knowledge did you gain about the international student population at Texas A&M University? What did you learn about yourself?

Due: 2/13

**Weekly Reflections:**
After each week of “Mentoring Project – On Site Time” you will be expected to submit a one page reflection. This page should include a summary of what activity you were a part of and a reflective statement including: an affective piece, a behavioral piece and a cognitive piece. There will be a total of 4 mentoring reflections due throughout the semester. These should directly relate to your personal experiences during your semester long service project.

Each reflection should be approximately 1 page (ds) and include responses to the following questions: 4 reflections due, worth 25 points a piece, for 100 pts.

- **Cognitive:** Provide a description of one new item or concept that you have learned. How does this relate to mentoring and leadership development?
- **Affective:** What opinions and attitudes have changed or developed as a result of your experience thus far? How do you see this impacting your remaining experience?
- **Behavioral:** What skills do you see as being important in this mentoring experience? What behaviors do you feel you will be able to develop throughout your mentoring experience?

Every reflection should expand on the previous adding new depth and understanding to your own leadership development and the impact this experience will have on your future. Take time to think about how you want this experience to have a personal effect on you and the depth you are willing to put into the relationships you will develop.

Due Dates: 2/27, 3/19, 4/2, 4/16

**Mentoring Log:**
Attached is a log, in which you are responsible for filling out each time you are on-site during the semester. You are expected to perform 10 hours of service. Class time has been provided bi-weekly to assist with the completion of these hours. However, it is up to you to schedule the most appropriate time for you to complete the expected planned activities as assigned. 100 points.

Due: 4/23
Final Reflection:
This paper should be a culmination of your previous five individual reflections. Using the same questions as a guide, describe how this experience has prepared you for future experiences as a mentor.

- Cognitive: What new knowledge have you gained about yourself and your personal leadership development during this year long experience? What has this told you about the influence individuals have in the lives of others?
- Affective: Describe any changes in your feelings or opinions that have occurred as a result of this year long experience. How do you see these impacting your future role as a leader?
- Behavioral: What skills have proven to be the most valuable during this year long experience? How can you build on these for the future?

Due: 4/23

Class Participation and Attendance:
Because the course only meets bi-weekly, full participation and attendance is mandatory. At the discretion of your instructors there will be 50 points available and collected at various times during class. These points are unannounced and based on activities planned and discussed during class.
1. This course is submitted by the Department of Electrical and Computer Engineering

2. Course prefix, number and complete title of course: ECEN 411 - Introduction to Magnetic Resonance Imaging and Spectroscopy

3. Course description (not more than 50 words): Introduction to the basic physics of magnetic resonance, the principles of MR imaging and spectroscopy, the major contrast mechanisms in MRI and MR imaging system hardware; development of pulse sequences for different imaging methods, including, flow and spectroscopic imaging; will build RF coils

4. Prerequisite(s) MATH 251, PHYS 208; Cross-listed with None

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

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

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

7. Has the course been taught as a 489/689? Yes No If yes, how many times? 4

Indicate the number of students enrolled for each academic period it was taught 2001A – 18, 2003A – 18, 2005C – 12, 2007C-n/a

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history) N/A
   b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) BS, MENG, MS, and PhD in Electrical Engineering and Computer Engineering – ECEN Track

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

10. Prefix Course # Title (exclude punctuation) Admin. Unit Academic Year FICE Code
    ECEN 411 I N T R O M R I A N D M R S

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

Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Head of Department (If cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Dean of College Date

Director of Academic Support Services Date Effective Date

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

Departmental Request for a New Course

Undergraduate  Graduate  Professional

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

1. This course is submitted by the Department of Electrical and Computer Engineering.

2. Course prefix, number and complete title of course: Introduction to Magnetic Resonance Imaging and Magnetic Resonance Spectroscopy

3. Course description (not more than 50 words): The course will introduce students to the basic physics of magnetic resonance, the principles of MR imaging and spectroscopy, the major contrast mechanisms in MRI and MR imaging system hardware. Students will develop pulse sequences for different imaging methods, including, flow and spectroscopic imaging and will build RF coils.

4. Prerequisite(s) Calculus, Physics (electromagnetics) Cross-listed with None

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

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

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

7. Has the course been taught as a 489/689? X Yes □ No If yes, how many times? 4

Indicate the number of students enrolled for each academic period it was taught 2001A – 18, 2003A – 18, 2005C – 12, 2007C-n/a

8. This course will be:
   a. Required for students enrolled in the following degree program(s) (e.g., B.A. in history) N/A
   b. An elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography) BS, MENG, MS, and PhD in Electrical Engineering and Computer Engineering – ECEN Track

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

10.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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<tbody>
<tr>
<td>ECEN</td>
<td>411</td>
<td>INTRO MRI AND MRS</td>
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<th>SCH</th>
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<th>Admin. Unit</th>
<th>Academic Year</th>
<th>FICE Code</th>
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<td>410010010006</td>
<td>0940</td>
<td>02-03</td>
<td>010366</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by:

Head of Department

Chair, College Review Committee

Head of Department (If cross-listed course)

Dean of College

Submitted to Coordinating Board by:

Director of Academic Support Services

*Attach a syllabus according to the guidelines on the web site www.tamu.edu/courseforms. To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
ECEN 411 - Introduction to Magnetic Resonance Imaging and Spectroscopy.

Dr. Steve Wright - Professor
Office Location: Zachry 208E
Office Phone #: 979/845-9413
Email: wright@ece.tamu.edu

Prerequisites: Calculus, Physics (electromagnetics)


Introduction to Magnetic Resonance is a undergraduate/first year graduate course that will provide a laboratory and project based introduction to MRI. The student will learn basic MR physics, explaining the stimulus and response in MRI, as well as the basic physics and engineering leading to MR imaging. Students taking the course for the full three hours will learn to program basic 2DFT pulse sequences. A variety of contrast mechanisms will be discussed, including relaxation times, flow and diffusion, chemical shift and temperature, with examples given from the investigators and others work. The course will include an introduction to MR hardware.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>MRI Lab Tour, Demo, Safety Exam</td>
</tr>
<tr>
<td>2,3</td>
<td>Basic NMR</td>
<td>Lab 1- Free Induction Decays and NMR Spectroscopy</td>
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<tr>
<td></td>
<td>Larmor Frequency, T1, T2, Spin Echo</td>
<td>Lab 2 – Measurement of T1 and T2 and Introduction to the TecMag NMR System</td>
</tr>
<tr>
<td>4</td>
<td>Intro to MR Hardware</td>
<td>Lab 3</td>
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<td></td>
<td>Lab 3</td>
<td>Part 1: Gradient Waveforms and Eddy Currents</td>
</tr>
<tr>
<td></td>
<td>Part 2: Measurement of T2 Using Images</td>
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<tr>
<td>6</td>
<td>Imaging Sequences I</td>
<td>Lab 5. Pulse Sequence Design I: Basic Fourier Imaging</td>
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<td></td>
<td>Midterm Exam</td>
<td></td>
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<tr>
<td>7</td>
<td>Introduction to k-space</td>
<td>Lab 6. Pulse Sequence Design II. T1 and T2 weighting, Inversion Recovery</td>
</tr>
<tr>
<td>8</td>
<td>Spin and Gradient Echoes</td>
<td>Lab 7. Pulse Sequence Design III: Spin Echoes, Gradient Echoes and Echo Trains.</td>
</tr>
<tr>
<td>9,10</td>
<td>Imaging Sequences II</td>
<td>Lab 8. Fat suppression and Chemical Shift</td>
</tr>
<tr>
<td></td>
<td>CSI, Rapid Imaging, Thermal Imaging</td>
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<tr>
<td>11</td>
<td>Flow and Cardiac Imaging</td>
<td>Lab 9. Flow measurement using MRI.</td>
</tr>
<tr>
<td>12</td>
<td>Image Quality</td>
<td>Lab 10. Surface Coils and Signal-to-Noise Ratio</td>
</tr>
<tr>
<td>13</td>
<td>Artifacts</td>
<td>Lab 11. Image Artifacts</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

3 Hours Credit. 2 hours classroom, 3 hours lab per week.
2 class periods will be spent on midterm and review for final exam.
Grading Scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>100-90</td>
<td>A</td>
</tr>
<tr>
<td>89-80</td>
<td>B</td>
</tr>
<tr>
<td>79-70</td>
<td>C</td>
</tr>
<tr>
<td>69-60</td>
<td>D</td>
</tr>
<tr>
<td>59 or below</td>
<td>F</td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA) Policy Statement
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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

Academic Integrity Statement
All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Honor Council Rules and Procedures on the web.

Aggie Honor Code
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"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

1. This request is submitted by the Department of Mathematics

2. Course prefix, number and complete title of course: MATH 471 Communications and Cryptography II

3. Course description (not more than 50 words): Additional topics in coded communications; information and entropy, elliptical curves, error corrections, quantum methods.

4. Prerequisite(s) MATH 470 or consent of instructor Cross-listed with Cross-listed courses require the signature of both department heads.

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

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

7. Has this course been taught as a 289/489/689? ☐ Yes ☑ No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. _______

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

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

   BA Mathematics and BS in Applied Mathematics and Mathematics

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

10. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MATH</th>
<th>471</th>
<th>COMM AND CRYPTOGRAPHY II</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tbody>
<tr>
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<td>032</td>
<td>703011002</td>
<td>1875</td>
<td>08 - 09</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Head of Department Date 6/14/07

Chair of College Review Committee Date 6/14/07

Head of Department (if cross-listed course) Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS - 6/7/97

28 of 43 E
Math 471 COMMUNICATIONS AND CRYPTOGRAPHY II

INSTRUCTOR: Dr. Maurice H. Rahe
Office: Milner 328
Phone: (979)845-4119
e-mail: rahe@math.tamu.edu

PREREQUISITES: Math 470 or consent of instructor.


OBJECTIVES: This course covers additional topics in coded communications, including information and entropy, elliptic curves, error correction codes, and quantum key exchange and factoring methods.

TOPICS:
(i) Information and entropy: Information, entropy, Huffman and other compression codes, perfect secrecy, unicity distance;
(ii) Elliptic curves: elliptic curve addition law, elliptic curves mod p, factoring with elliptic curves, elliptic curves in characteristic 2, elliptic curve cryptosystems, identity based encryption;
(iii) Error correcting codes: error correcting codes, bounds on general codes, linear codes, Hamming codes, Golay codes, cyclic codes, BCH codes, Reed-Solomon codes, the McEliece cryptosystem;
(iv) Quantum Techniques in Cryptography: quantum key distribution, Shor’s algorithm;

POLICIES:

Grading: Grading will be based on the homework assignments (60%), results of two exams (15% each), and a term paper (8-10 pages, 10%) on a topic in coding theory and cryptography mutually agreed upon by the student and instructor. The grade of A will be awarded for 100-90, B for 89-80, C for 79-70, D for 69-60, and F for averages below that.

HOMEWORK PROBLEMS:

Chapter 16: 1-21; CP 1-5.
Chapter 18: 1-20; CP 1-2.
Chapter 19: 1-5.
Americans with Disabilities Act (ADA) Policy Statement

The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life. The policy statement was forwarded to the Faculty Senate for information.

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For tracking...

ts

Timothy P. Scott, Ph.D.
Assoc. Dean for Undergraduate Prgrms.
College of Science - Texas A&M University
517 Blocker Building
3257 TAMU
College Station, Texas 77843-3257
(979) 845-7362
(979) 845-6077 Fax

-----Original Message-----
From: Tom Wehrly [mailto:twehrly@stat.tamu.edu]
Sent: Friday, May 11, 2007 10:41 AM
To: Timothy Scott
Subject: Math 471

Ok by me.

Tom

Are you
read any
other responses?
From: Holly Sterling
Sent: Thursday, May 10, 2007 2:59 PM
To: 'Christine Farris'; 'hogg@mail.chem.tamu.edu'; 'larson@math.tamu.edu'; 'Glenn Agnolet'; 'Sandi Smith'; 'Tom Wehrly'; 'e-straube@tamu.edu'
Subject: MATH 471
Attachments: DOC001.PDF

Please review the attached course request and send comments to Dr. Scott, tim@science.tamu.edu. Thank you, Holly
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Performance Studies.

2. Course prefix, number and complete title MUSC 283 - University Student Orchestra

3. Course description (not more than 50 words) The rehearsal and performance of orchestra literature of various historical backgrounds; full ensemble rehearsal, individual practice, and public performances; development of knowledge, understanding, and appreciation for aspects of music ranging from the Renaissance to the Modern Era.

4. Prerequisite(s) Previous Orchestral Experience • Successful Audition w/ Conductor

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

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

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

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

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

10. Prefix Course # Title (exclude punctuation)

<table>
<thead>
<tr>
<th>MUSC</th>
<th>283</th>
<th>UNIVERSITY STUDENT ORCHESTRA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
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<td>000</td>
<td>304</td>
<td>5001010003</td>
</tr>
</tbody>
</table>

Do not complete shaded area.

Approval recommended by: 

Head of Department ______________________ Date 4/10/07

Chair, College Review Committee ______________________ Date 4/10/07

Head of Department (if cross-listed course) ______________________ Date 5/22/07

Dean of College ______________________ Date

Submitted to Coordinating Board by: 

Dean of College ______________________ Date

Director of Academic Support Services ______________________ Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-504

MAY 24 2007

ACADEMIC SUPPORT SERVICES

33 of 43 E
UNIVERSITY STUDENT ORCHESTRA
Music 283, Section 501
Adams Band Building
Conductor: Paul L. Sikes
Office 845-3529
Credit: 1 hour

Prerequisites: Previous orchestral experience and a successful audition with the conductor. A successful audition is defined as having the necessary skills to contribute at a high musical level to the performance aspect of the ensemble. All auditions will consist of two prepared selections (one slow – one fast, each around two minutes in length) chosen by the student, as well as sight-reading chosen by the conductor.

Class times: Sunday 5:00-8:00 PM

Required Materials:
- Appropriate instrument and care supplies
- Music folio and assigned rehearsal literature

Course repetition: Due to the changing body of literature used in this course, it may be repeated.

COURSE DESCRIPTION AND OBJECTIVES
This course is the performance and rehearsal of orchestral literature of various historical backgrounds. The student will begin to comprehend the scope and variety of works within a historical and musical context. Through full ensemble rehearsal, individual practice, and public performance, students will develop a knowledge, understanding, and appreciation of the following aspects of music ranging from the Renaissance to the Modern eras:
1. unique and universal musical characteristics
2. music symbols
3. terminology
4. styles
5. compositional techniques and form
6. performance practices and techniques
7. body of music literature
8. aesthetic value

EVALUATION/GRADING
Performance Skills/Application: The pursuit of the highest performance standards necessitates all students be successful in the learning of all of the material presented. Quality performance is simply not possible without the development of the skills, knowledge and understanding of the musical aspects listed above by each student. Each student will be evaluated by daily aural assessment of classroom performance and long term aural assessment of concert and recording performance. Students should be prepared on a daily basis to be evaluated both individually and as an ensemble member by the director.

Grade Breakdown
A = 90 – 100% of musical objectives listed above are shown to be mastered through performance.
B = 80 – 89% of musical objectives listed above are shown to be mastered through performance.
C = 70 – 79% of musical objectives listed above are shown to be mastered through performance.
D = 60 – 69% of musical objectives listed above are shown to be mastered through performance.
F = 59% or below of musical objectives listed above are shown to be mastered through performance.

Attendance: All students are expected to be at all rehearsals, and performances. Grades will be lowered one full letter grade for each unexcused absence from rehearsal. Grades will be lowered one full letter grade for each two times a student is tardy to rehearsal. An unexcused absence from a performance or recording session will result in a final grade of “F”. Excused absences will be defined by the university attendance policy which is located at http://student-rules.tamu.edu/rule7.htm - with students providing required written documentation as dictated by these rules.
**Preparedness:** Each student should have all appropriate materials such as mute, music, pencil and instrument in working order at each rehearsal and performance. Failure to do so may result in lowering of grade.

**FALL SEMESTER CALENDAR (Subject to Change)**

*Weekly rehearsals, Sunday, 5:00-8:00 PM*

**Formal Concert, Rudder Theatre**
Late November to early December (depending on availability)

**Literature to be chosen from the following (dependent on group ability):**

**STRING PIECE**
- Tchaikovsky "Serenade"
- String piece of Vivaldi, Handel, Corelli or Bach

**OVERTURE**
- Rossini "Barber of Seville"
- Beethoven "Egmont"

**SYMPHONY**
- Early Symphony of Mozart or Haydn

**SUITE**
- Bizet "Carmen Suite"
- Grieg "Peer Gynt"

**Texas A&M University Band Facility Expectations**

1. Do not bring food or beverages into the band hall.
2. Do not wear caps in the building – males or females.
3. Our rehearsal time is limited, do not waste it. Socialize after rehearsal. Arrive at rehearsal in time to warm up (5 to 10 minutes early if possible). Make certain that you are using this time to warm up on your own. It will save us a great deal of time during the tuning process.
4. If you are absent, make sure that your music folder is at rehearsal.
5. Notes are your responsibility. Deal with your own technique issues outside of full ensemble rehearsals. This will save a great deal of time for both you and others.
6. Rehearsal order will be posted each day on the board. Make certain that you have all necessary equipment and your music in order before we begin the warm-up process.
7. When using the instrument storage room, please use the shelves and latch all cases. The chances of someone stepping on your instrument are excellent.

**ACADEMIC INTEGRITY STATEMENT**

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**AMERICANS WITH DISABILITIES ACT POLICY STATEMENT**
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

2. Course prefix, number and complete title of course: AGSC 436--Student Teaching in Agricultural Education

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

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

4. Complete current course title and current course description: Student Teaching in Agricultural Education—Planning for
   teaching vocational agriculture in selected high schools in Texas; includes on-half semester student teaching.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Professional Teaching
   Internship in AGSC—Planning for and teaching secondary agricultural science in selected high schools in Texas;
   includes 12 weeks of professional teaching experience under the guidance of a university supervisor and a
   cooperating teacher in the school.

6. a) As currently in course inventory:

   Prefix  Course #  Title (exclude punctuation)
   AGSC 436 STUDENT TEACHING AG ED

   Lect. Lab SCH Subject Matter Content Code Admin. Unit FICE Code
   0 2 1 2 0 6 1 3 9 9 9 9 6 0 1 8 0 1 5 0 0 0 3 6 3 2

   Do not complete shaded area.

   b) Changed to:

   Prefix  Course #  Title (exclude punctuation)
   AGSC 436 PROF TEACHING INTERN AGSC

   Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
   0 2 1 2 0 6 1 3 9 9 9 9 6 0 1 8 0 1 5 0 0 8 0 9 0 0 3 6 3 2

   Approval recommended by:
   Christine O. Tournas  4/17/07
   Head of Department  Date
   Chair, College Review Committee  4/23/07
   Date

   Head of Department (if cross-listed course)  5-1-07
   Date
   Dean of College

   Submitted to Coordinating Board by:
   Dean of College  Date

   Director of Academic Support Services  Date
   Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
MEMORANDUM

To: Dr. Christine Townsend, Department Head
   Agricultural Science - ALEC (cof)

From: Dr. James Kracht, Associate Dean for Undergraduate Studies

Subject: New Courses and Proposed Course Changes from the Department of AgSc

The University Council on Teacher Education at their meeting on Tuesday, March 27, 2007 approved the following courses from the Department of Agricultural Science:

New Courses
AGSC 383, Teaching Agricultural Mechanics
AGSC 402, Designing Instruction for Secondary Agricultural Science
AGSC 405, Facilitating Complete Secondary Agricultural Science Programs

Proposed Course Changes
AGSC 384, Early Field Experience
AGSC 436, Student Teaching in Agricultural Education

If you have any questions or need additional information, please contact me.
March 22, 2007

TO: Interim Director of Academic Support Services
FROM: Julie Harlin, Assistant Professor/AGSC Program Leader
RE: Request for AGSC course changes

Attached are three requests for new courses (AGSC 383, 402, 405) and two requests for changes in a course (AGSC 384, 436). These requests come as a result of our attempt to better prepare our students for agricultural teacher certification issues while better organizing our numbering system and credit hours for the Agricultural Science Degree plan.

If further information related to these changes is needed, please contact me at (979) 862-3014 or email j-harlin@tamu.edu.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and 2 copies • 

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

2. Course prefix, number and complete title of course: ECEN 350-Computer Architecture and Design

3. Change requested:
   a) Prerequisite(s): From ___________________________ To ___________________________
   b) Withdrawal (reason) ___________________________
   c) Cross-list with ___________________________.  
      Cross-listed courses require the signatures of both department heads.
   d) Change in course title and description. Enter complete current course title and current course description; complete proposed course title and proposed course description in items 4 and 5.
   e) Change in credit/contact hours. Complete item 6b. Underscore change(s). Attach a course syllabus.

4. Complete current course title and current course description: Computer architecture and design; use of register transfer languages and simulation tools to describe and simulate computer operations; central processing unit organization, microprogramming, input/output and memory system architectures.

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

6. a) As currently in course inventory:
   Prefix  Course #  Title (exclude punctuation)  
   ECEN 350  COMPUTER  ARCH & DESIGN
   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  FICE Code
   0 3 0 0 0 3 1 4 0 9 0 1 0 0 0 6 0 9 3 6 0 0 3 6 3 2
   Level 3
   b) Changed to:
   Prefix  Course #  Title (exclude punctuation)  
   ECEN 350  COMPUTER  ARCH & DESIGN
   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  Acad. Year  FICE Code
   0 3 0 3 0 4 1 4 0 9 0 1 0 0 0 6 0 9 3 6 0 8 - 0 9 0 0 3 6 3 2
   Level 3

Approval recommended by:
Head of Department  Date
Head of Department (if cross-listed course)  Date
Submitted to Coordinating Board by:
Dean of College  Date

Director of Academic Support Services  Date

Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
ECEN 350: Computer Architecture and Design

Description: Computer architecture and design; use of register transfer languages and simulation tools to describe and simulate computer operation; central processing unit organization, microprogramming, input/output and memory system architectures.

Instructor information: Dr. Mi Lu/Alex Sprintson

Prerequisite: ELEN 248

Course topics/calendar:

Introduction
  - Computer organization
  - Moore’s law
  - Performance modeling
  - Impact of advancing technology
  - Operation of the computer hardware

Instruction Set Architectures (ISA)
  - Representing instructions on the computer
  - Arithmetical and logical instructions
  - Memory access instructions
  - Control flow instructions
  - Function calls instructions
  - Input-output instructions
  - SPIM- instruction set simulator

Computer Arithmetic
  - Signed and unsigned numbers
  - Addition and subtraction
  - Multiplication
  - Division
  - Floating point operations

Translating and starting a program
  - Compilers, compiler optimization
  - Object code generation, assemblers
  - Linking
  - Run-time execution environment

Performance evaluation
CPU performance and its factors
Performance metrics
Performance factors
Comparing performance
SPEC benchmarks

Hardware Description Languages (HDL)
   Verilog hardware description language
Design-Simulation Process
Structural Designs in Verilog
Behavioral HDL Description of Systems

Datapath and Control
   ALU design
   Single-cycle implementation
   Multi-cycle implementation
   Microprogramming

Pipelining
   A Pipelined datapath
   Pipelined control
   Pipeline hazards: structural, control, data
   Hazard detection and resolution
   Exception handling

Memory Hierarchy
   Overview of SRAM and DRAM design
   Basic of caches
   Framework for memory hierarchy
   Measuring memory performance

Peripherals
   Disk storage and dependability
   I/O devices and their interface to the processor
   Buses and other connections

**Grading:**

- Assignments, Labs and Quizzes 50%
- Midterm 25%
- Final Exam 25%
Grading scale

A standard grading scale will be utilized. The tentative grading scale for the course is:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
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</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
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<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 59%</td>
<td>F</td>
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</table>

Labs:

<table>
<thead>
<tr>
<th>Week number</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to SPIM, running a simple MIPS program</td>
</tr>
<tr>
<td>2</td>
<td>SPIM: Arithmetic Instructions</td>
</tr>
<tr>
<td>3</td>
<td>SPIM: Load/Store Instructions</td>
</tr>
<tr>
<td>4</td>
<td>SPIM: Function Calls</td>
</tr>
<tr>
<td>5</td>
<td>SPIM: I/O operations</td>
</tr>
<tr>
<td>6</td>
<td>SPIM: Assembler and Linker</td>
</tr>
<tr>
<td>7</td>
<td>Introduction to Verilog</td>
</tr>
<tr>
<td>8</td>
<td>Design of Single-Cycle Processor, part 1</td>
</tr>
<tr>
<td>9</td>
<td>Design of Single-Cycle Processor, part 1 (cont.)</td>
</tr>
<tr>
<td>10</td>
<td>Design of Single-Cycle Processor, part 2</td>
</tr>
<tr>
<td>11</td>
<td>Design of Single-Cycle Processor, part 2 (cont.)</td>
</tr>
<tr>
<td>12</td>
<td>Design of Multi-cycle Processor</td>
</tr>
<tr>
<td>13</td>
<td>Design of Multi-cycle Processor (cont.)</td>
</tr>
<tr>
<td>14</td>
<td>Pipelined implementation</td>
</tr>
</tbody>
</table>

List of assignments:

(1) Translation of High-Level c Constructs into MIPS
(2) Compiler Optimization
(3) CPU performance and its factors
(4) Building a datapath
(5) Pipelining and hazards
**Tests:** Midterm, Final + 4 Quizzes

**Textbook:**

Required:

Computer Organization and Design: The Hardware/Software Interface by Patterson and Hennessy. Morgan Kaufmann publishers, 3rd edition

Reference:


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