GRADUATE COUNCIL REPORT  
30 August 2007

Course Change Requests

C609  EHRD 606 Management of Educational Human Resource Development Programs and Departments (3-0) Credit 3

Title and Description:

FROM:  Management of Educational Human Resource Development --

TO:  Project Management in Human Resource Development --

FROM:  The managing of educational human resource development programs and departments in colleges, universities, government, business and industry.

TO:  The use of established project management theory, tools, practices and technology toward the effective management of organizational processes, projects, and programs in universities, government, business, and industry.

FROM:  MGMT OF EHRD DEPTS

TO:  PROJECT MGMT IN HRD

Course Hours:

C611  OCNG 685 Directed Studies

FROM:  1 to 4 credit hours

TO:  1 to 6 credit hours

Title and Description:

C612  VTMI 664 Strategies for Manipulating the Mouse Genome (3-0) Credit 3

FROM:  Strategies for Manipulating the Mouse Genome

TO:  Mammalian Genome Modification for Biomedical Research

FROM:  This course will provide students with an in-depth knowledge of the strategies used to modify the mouse genome, including transgenes, homologous recombination-based gene targeting, gene trapping, RNA interference, site-specific recombinases, and inducible systems.

TO:  This course reviews the uses of genetic manipulation in biomedical research and provides students with a working knowledge of the various strategies used to modify mammalian genomes including transgenes, homologous recombination, gene-trapping, RNA interference, cloning, and gene therapy.
GRADUATE COUNCIL REPORT
30 August 2007

C613 AGRO 627 Soil Fertility Relationships (3-0) Credit 3
FROM: Soil Fertility Relations
TO: Soil Chemistry and Fertility
FROM: Behavior of nitrogen, phosphorus and potassium in soils; secondary nutrients, micronutrients and soil acidity and liming; interpretation of fertility data from current laboratory, greenhouse and field experiments.
TO: Chemical and biological behavior of nitrogen, phosphorus and potassium in soils; secondary nutrients, micronutrients and soil acidity and liming; interpretation of soil chemical/biochemical research from historical and current literature and relationships with nutrient availability, plant uptake, and environmental quality.
FROM: AGRO 627 Soil Fertility Relations
TO: AGRO 627 Soil Chemistry and Ferti

Title Change:

C618 WFSC 604 Systems Analysis and Simulation in Ecology and Natural Resource Management (3-0) Credit 3
FROM: Systems Analysis and Simulation in Ecology and Natural Resource Management
TO: Ecological Modeling
FROM: SYS ANLY IN ECOL & RNR
TO: ECOLOGICAL MODELING

Prerequisite Change:

C616 NUEN 618 Nuclear Control Systems
FROM: NUEN 602 or registration therein
TO: NUEN 606 or registration therein and Math 609 or equivalent

Course Withdrawals

B601 FLOR 609 Taxonomy of Ornamental Plants (2-2) Credit 3
B600 HORT 616 Asexual Plant Reproduction (2-2) Credit 3
B602 NUEN 602 Nuclear Reactor Analysis (4-0) Credit 4
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and 25 copies

1. This request is submitted by the Department of Education Administration and Human Resource Development

2. Course prefix, number and complete title of course: **EHRD 606 Management of Educational Human Resource Development**

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.

4. 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.

5. Complete current course title and current course description: **Management of Educational Human Resource Development** -- The managing of educational human resource development programs and departments in colleges, universities, government, business, and industry.

6. Complete proposed course title and proposed course description (not to exceed 50 words): **Project Management in Human Resource Development** -- The use of established project management theory, tools, practices and technology toward the effective management of organizational processes, projects, and programs in universities, government, business, and industry.

6. a) As currently in course inventory:

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Approval recommended by: [Signature] 4/17/07

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: [Signature] 5/1/07

Dean of College Date

Director of Academic Support Services Date

Effective Date

* Attach a syllabus according to the guidelines on the Internet site oar-as.tamu.edu. To have this form reviewed, please send to Linda F. Lacey, Director of Academic Support Services, 1265 TAMU or fax to 847-8737.
EHRD 606: Project Management in HRD  
Summer I 2007 Mini-semester

Instructor Information
Dr. Toby Egan  
Assistant Professor  
Human Resource Development Program  
Texas A&M University  
553 Harrington Tower  
College Station, TX 77843-4226  
Phone: 979-458-3585  
Fax: 979862-4347  
E-mail: egan@tamu.edu

Course Description
The course will introduce students to project management by providing an overview of project management activities including technical, administration, and human resource components. The focus of the course is to use established project management theory, tools, practices, and technology toward effective management of organizational processes and programs in government, business, industry and institutions including engineering, construction, business, and education. Additionally, the students will obtain knowledge and skills necessary to manage the challenges of directing projects.

Course Objective
More specifically, the students will:
• Understand the management of human dynamics and politics of groups;
• Explore the unique aspects of projects including strategic alignment with organizational goals;
• Understand the core project management framework and relate it to various environments;
• Understand the key aspects of project planning including the use of project Proposals; (Charters), Gantt Charts, Work Breakdown Structures and Network Diagrams;
• Identify and understand the human resource development aspects of project management;
• Identify and explore the integrative issues related to project management.

Prerequisites
Graduate classification
Required Text


Recommended Text


Case study Resource


Required Readings


Recommended Readings

PMI Standards Committee: Chapter 9: Project Scope Management
PMI Standards Committee: Chapter 10: Project Scope Management

Part One: The Project Context

Monday, May 14, 2007 Chapter 2: Strategic Project Management
Chapter 6: Organizational Structure and Project Management

Tuesday, May 15, 2007 Chapter 3: Managing the Black Boxes of Project Environment
Chapter 4: Stakeholder Management
Chapter 5: Developing Winning Proposals (Charter)

Readings: Andrews; Ghoshal

Part Two: Scope Management and Planning

Wednesday, May 16, 2007 Chapter 15: The Project Manager
Chapter 19: Project Leadership

Reading: Randolph & Posner

Thursday, May 17, 2007 Chapter 16: Power, Politics, and Project Management
Chapter 7: Project Scope Management

Reading: Martin & Green; Thamhain & Gemmill

Friday, May 18, 2007 Chapter 8: Method of Selecting and Evaluation Projects
Chapter 9: Project Risk Management
Chapter 10: Work Breakdown Structures
Chapter 11: Network Planning and Scheduling
Saturday, May 19, 2007  Chapter 12: Schedule Control
                Chapter 13: Project Resource Planning

Monday, May 21, 2007  Chapter 17: Team Building
                In class Project
                Reading: Tichy & Ulrich

Part Three: Human Resource Management

Tuesday, May 22, 2007  Chapter 18: Cross-Functional Cooperation
                Chapter 20: Project Team Motivation
                Chapter 21: Negotiation Skills
                Chapter 22: Conflict Management
                Chapter 14 Closing Out the Project
                Reading: Thamhain & Wilemon

Wednesday, May 23, 2007  Team Project

Part Four: Integrative Issues in Project Management

Thursday, May 24, 2007  Chapter 1: Key Issues in Project Management
                Chapter 23: Critical Success Factors
                Reading: Tesch; Kloppenborg & Stemmer

Friday, May 25, 2007  Chapter 24: Four Failures in Project Management
                Chapter 25: The Future of Project Management
                Reading: Yeo

Saturday, May 26, 2007  Exam

Case Study and Team Projects

The case study and team projects are used as avenues for learning and applying project management information. Specifically, the case study and team projects allow you to apply the knowledge learned in lectures as well as identify issues of the case and make recommendations to resolve those issues. The case study and team projects are related to topics discussed in the lecture and require written documentation to support your findings.

Case Study  Topic: Project Management Organizational Structures

Case Name: Jones and Shephard Accountants, Inc. (pp. 100-103)
Respond to questions at the end of the case
In Class Team Project

Topic: Time Management
Case Name: Time Management Exercise
Complete activity sheets and respond to questions at the end of the case and submit group responses in class on May 21, 2007

Team Project

Topic: Implementation of Project Management including strategic project management, project teams, human resource management
Case Name: Hyten Corporation.
Assignment: Respond to questions at the end of the case and develop a team report that will be graded

Individual Project

Research Paper:
Choose a topic related to project management and write a paper and link that topic to some aspect of human resource development (career development, training and development, organizational development). The paper will allow you to explore an aspect of project management and connect it to your field of study. The paper needs to be a least 10 pages in length and include at least 10 references.

Exam

An exam will be administered at the end of the course to test your knowledge and understanding of the major project management content areas. The areas include communications management, human resources management, integration management, quality management, risk management, scope management, and time management.

Assignments

| In Class Team Project | Due Monday, May 21, 2007 |
| Team Project | Due Wednesday, May 23, 2007 |
| Exam | May 26, 2006 |
| Case Study | Due Friday, June 22, 2007 |
| Individual Project | Due Friday, June 22, 2007 |
Grade Distribution

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ADA Statement

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

Faculty Senate Statement on Plagiarism and Aggie Code of Honor

Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work. The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case. 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.
"An Aggie does not lie, cheat, or steal nor tolerate those who do."

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

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, Part 1, Section 20 which can be found online at http://studentrules.tamu.edu. Any suspected instances of scholastic dishonestly will be investigated and resolved according to the procedures outlined in the new Aggie Honor System (http://www.tamu.edu/aggiehonor/).

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Sexual Harassment

University policy prohibits sexual harassment. Copies of the University’s policy statement on sexual harassment are available at the Office of Human Resources. Complaints about sexual harassment should be reported to this office immediately. Please visit http://rules.tamu.eduurules/300/340199ml.htm for more detail information to file a sexual harassment complaint, or contact the College of Education and Human Development at 979-845-5311.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of [Oceanography]
2. Course prefix, number and complete title of course: OCNG 685 Directed Studies

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) ______________________________________________________________
   c) Cross-list with ________________________________________________________________
      Cross-listed courses require the signature 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:

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

6. a) As currently in course inventory:

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Approval recommended by:

[Signature] 5/6/07
Head of Department  Date

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

[Signature]  Date
Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

Effective Date

11 of 30 C
May 21, 2007

TO: Vatche P. Tchakerian, Associate Dean for Academic Affairs
    College of Geosciences

FROM: Robert R. Stickney, Interim Department Head
      Department of Oceanography

SUBJECT: OCNG 685

Attached is a Departmental Request for a Change in Course for OCNG 685 Directed Studies. This variable credit course is currently listed as being a 1 to 4 hour course. This does not allow our Master of Geosciences students to register full-time during the summer semester using only Directed Studies. To remedy this, we request that the variable credit hours be changed from “1 to 4” to “1 to 6” hours.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments
Veterinary Pathobiology

1. This request is submitted by the Department of ________________

2. Course prefix, number and complete title of course: VTMI 664 Strategies for Manipulating the Mouse Genome

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

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

   Cross-listed courses require the signature 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: VTMI 664 Strategies for Manipulating the Mouse Genome. This course will provide students with an in-depth knowledge of the strategies used to modify the mouse genome, including transgenes, homologous recombination-based gene targeting, gene trapping, RNA interference, site-specific recombinases, and inducible systems.

5. Complete proposed course title and proposed course description (not to exceed 50 words): VTMI 664 Mammalian Genome Modification for Biomedical Research. This course reviews the uses of genetic manipulation in biomedical research and provides students with a working knowledge of the various strategies used to modify mammalian genomes including transgenes, homologous recombination, gene-trapping, RNA interference, cloning, and gene therapy.

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Approval recommended by: ________________

Head of Department Date
Chair, College Review Committee 6-18-07

Head of Department (if cross-listed course) Date
Dean of College 6-20-07

Submitted to Coordinating Board by: ________________

Director of Academic Support Services Date 13 of 30 C
Effective Date
VTMI 664: Change in Course Title/Description

VTMI 664 has been offered on an annual basis to graduate students since 2005. The original course title and description emphasized the development of strategies for genetic modification of the mouse genome. However, course content was expanded to include other mammalian systems because these model systems were being in the student's research projects. The new course title and description more accurately reflect the current course content.
VTMI 664
Mammalian Genome Modification for Biomedical Research
Fall Semester, 2007

Professor: Dr. Danna B. Zimmer
Associate Professor of Veterinary Pathobiology
Office: Veterinary Medical Administration Building (#1026), Room 220
E-mail: dzimmer@cvm.tamu.edu
Voice: 979-845-8040
Office Hours: Students are encouraged to contact the instructor at any time via telephone, e-mail, and/or pre-arranged appointments.
Class Meetings: Tuesday and Thursday, 11:30 am – 12:50 am
Cross Listing: BIMS 452/GENE 452

Course Overview and Objectives:

This course will provide students with a working knowledge of the various strategies used to manipulate the mammalian genome and their use in biomedical research. Topics covered include transgenes, homologous recombination-based gene targeting, gene-trapping, RNA interference, embryonic stem cells, cloning, and gene therapy. Information will be presented in an interactive manner and active/thoughtful student participation will be an integral part of the course. Primary scientific literature from diverse fields including genetics, toxicology, neuroscience, infectious diseases, developmental biology, gene expression, and pharmacology will be used to illustrate the different technologies. Basic concepts are presented via discussion of seminal papers and the current/future directions of the field are conveyed through in-depth discussions of the primary scientific literature. Basic concepts will be acquired through your evaluation/class discussion of this body of literature. A series of Critical Thinking Exercises (CTE's) will be used to assess your comprehension of these basic concepts. An integrative research proposal will allow you to apply fundamental concepts and critical thinking skills to a hypothetical research project.

The course is designed to improve your competencies in the following areas:

1. **Evaluation of genetically modified models for biomedical research.** You will acquire the basic concepts and working vocabulary needed to analyze/evaluate genetically modified models. Class participation, Literature Evaluations, and Critical Thinking Exercises will be indicative of your progress in this area.

2. **De novo generation of genetically modified models for biomedical research.** Using the basic concepts learned throughout the course, you will generate a new model that can be used to test the hypothesis proposed in your thesis/dissertation proposal. The Research Paper will evaluate your progress in this area.
4. **Scientific communication.** You will enhance your ability to write clearly, listen carefully and speak in a professional and effective manner. Class participation, Literature Evaluations, Critical Thinking Exercises, and the Research Paper will measure your performance in this area.

**Textbook and Recommended Materials:**

Because the course will be taught from the primary literature there is no required textbook. The following textbooks are recommended for reference:


**Prerequisite:**

Registrants must be formally enrolled in a graduate program (M.S. or Ph.D.) at Texas A & M University.

**Instructional Activities:**

A diverse compliment of instructional activities will accompany the interactive presentation of the material. Each instructional activity represents an important milestone in your progress towards the overall course objective: evaluation and *de novo* generation of constructs for mouse genome modification. Daily Class Participation and Literature Evaluations emphasize comprehension, analysis, and evaluation of fundamental concepts. The Critical Thinking Exercises and Research Proposal emphasize synthesis and application of basic concepts.

1. **Class Participation (5%)** Class participation is a significant portion of the course grade and should be given the same priority as the other grade components. To excel in this area, you should strive to share high quality comments every class session that extends the discussion in meaningful ways. This requires some knowledge of (i.e. having read) the papers that will be discussed during each class session, even unassigned papers. Low quality comments and participating just to participate will negatively impact your class participation grade. You should note that attendance alone does not help your performance in the class participation area. You will be asked to complete a Class Participation Form during and at the completion of the class. This form will ask you to evaluate all aspects of your class participation and to assign a grade. In completing this form you will need to justify your grade by providing...
illustrations that support your points. To do this, it is suggested that you document the nature and quality of your contributions. I will collect these forms, read them carefully, make comments and return them to you with a participation grade. The average grade on these two forms x 0.05 will be the class participation component of your final grade.

2. **In-Class Quizzes (5%)**: In-class quizzes will provide instant feedback regarding your mastery of basic concepts. The in-class quiz component of your final grade will be the average of all quizzes x 0.05.

3. **Literature Evaluations (30%)**: You will read and evaluate 10 articles from the primary scientific literature. This is not as daunting a task as it may seem because our goal is evaluation of the genetically modified models, not necessarily the entire article. To excel in this area you should strive to not only understand the basic concepts presented in the article but to relate the findings in the article to the course’s learning objectives and your own research proposal. Articles will be assigned by the instructor during the class session prior to their due dates. Acquisition of copies of the articles is your responsibility. Students will be required to bring 2 copies of the completed Literature Evaluation form to class—one copy will be turned into the instructor before class begins and the other copy will be used in class to facilitate discussion. Your average grade on the ten Literature Evaluations X 0.30 will be the Literature Evaluation Component of your final course grade.

2. **Critical Thinking Exercises (30%)**: A series of Critical Thinking Exercises (CTEs) will be used to assess your mastery and utilization of basic concepts. Each CTE will be graded on a 100 point scale and the average grade of the 3CTES x 0.30 will constitute the Critical Thinking Exercise component of your final grade.

3. **Research Paper (30%), Due Session 28**: An integrative research paper will allow you to demonstrate mastery and utilization of basic concepts. The research paper will describe the generation and characterization of genetically modified models that can be used to test the hypothesis(s) proposed in the student’s thesis/dissertation project. To excel at this task you will need to integrate all of the skills developed during the course: generation/use of genetically modified models, construct design, critical thinking, scientific writing, and evaluation of scientific literature. This is a learning to write exercise and your grade will reflect organization, spelling, and grammar as well as content. Proposals will be evaluated on scientific merit (80%), written presentation (10%), and oral presentation (10%). The Research Proposal Score that will be used in calculating your final grade will be this score X 0.30.

**Grading:**

The final course grade will be based on 5 major components:

1. Critical Thinking Exercises (3 total) 30%
2. Research Paper 30%
3. Literature Evaluations (10 total) 30%
4. Class Participation 5%
5. In-Class Quizzes 5%

Page 3
Numerical point totals will be converted to letter grades on a straight ≥90 (A), ≥80 (B), ≥70 (C), ≥60 (D), <60 (F) continuum. The criteria for each component are detailed in the following subsections.

Make-Ups, Late Assignments:

All assignments are to be turned in prior to the start of class on the due date listed in Assignment List (pages 9-10). There will be no make-ups and late assignments will be accepted only in the case of University excused absences. In order to receive credit, all assignments must be submitted to Dr. Zimmer prior to the start of class. If you are unable to attend class, the only fail-safe mechanism for submission of an assignment is delivery of a hardcopy directly to Dr. Zimmer prior to class. A grade of 0 will be assigned for any One-Minute Papers that are missed.

Academic Honesty:

The Aggie Honor Code states:

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

Upon accepting admission to Texas A & M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A & M University community from the requirements or the process of the Honor System. For additional information visit: http://www.tamu.edu/aggiehonor/.

Services for Students with Disabilities:

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

I am an Associate Professor in the Department of Veterinary Pathobiology and serve as Director of the Embryonic Stem Cell Core in the Texas A & M System Genetically Engineered Mouse Facility. I was raised in Houston, Texas and received my B.A. degree from Rice University with a double major in Biochemistry and Biology. I received a Ph.D. degree in Cell Biology from Baylor College of Medicine and did post-doctoral studies at Baylor College of Medicine and Vanderbilt University. As a graduate student and post-doctoral fellow, I studied protein structure-function relationships, protein-protein interactions, and macromolecular assemblies. My first faculty position was in the Department of Pharmacology in the College of Medicine at the University of South Alabama in Mobile, AL where I taught graduate/medical students, served as major advisor for Ph.D. students/post-doctoral fellows, and ran an independent NIH-funded research program. I became interested in S100 proteins when I was a post-doctoral fellow and have continued to study this large family of intra- and intercellular calcium-binding proteins in my own laboratory. We use a multidisciplinary approach to delineate S100-mediated signal transduction cascades in the nervous system and to determine how these pathways contribute to neurological diseases and cancers.

It was during my tenure at Vanderbilt University that I was first introduced to genetically modified mouse models, specifically transgenic mice. I provided the immunohistochemical expertise for a project in which expression of a human growth hormone reporter gene was being used to identify regulatory elements in the promoter of the phosphoenolpyruvate carboxykinase gene, an enzyme implicated in diabetes. As the technology advanced, I became interested in using genetically modified mouse models to study S100 proteins. During a sabbatical in the laboratories of Dr. Robert Schwartz and Francesco DeMayo, I generated what would be the first in a series of mice with genome modifications in S100 encoding loci as well as several NKX transcription factor loci. During my sabbatical I was able to watch and perform all of the tasks associated with the generation of genetically modified mouse models: construct design/generation, embryonic stem cell targeting, mouse colony management, and DNA/embryonic stem cell microinjection. When I returned to the University of South Alabama, I set-up and served as Director of the Transgenic Mouse/Embryonic Stem Cell Core Laboratory in the College of Medicine. As part of the core’s activities, I taught a graduate course in Genetically Modified Mouse Models for Biomedical Research and laboratories in microinjection techniques. This course focuses on the design/generation of the constructs used to modify the mouse genome. As part of the educational component of the Texas A & M System Genetically Engineered Mouse Facility, it is open to all graduate students.
<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
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</table>
| Session 1 | Course Overview.  
Recombinant DNA Technology—Part 1 |
| Session 2 | Recombinant DNA Technology—Part 2 |
| Session 3 | Transgenes Part 1  
Introduction/Pronuclear Injection |
| Session 4 | Transgenes Part 2  
Retroviral Vectors |
| Session 5 | Transgenes Part 3  
Recombinases (CRE/Flp) |
| Session 6 | Regulation of Transgene Expression – Part 1  
Reporter Genes/Cis- and Trans-Acting Factors |
| Session 7 | Regulation of Transgene Expression – Part 2  
Inducible Promoters |
| Session 8 | Regulation of Transgene Expression – Part 4  
Inducible Promoters |
| Session 9 | CTE 1 |
| Session 10 | ES-Cell Technology Part 1  
Introduction |
| Session 11 | ES-Cell Technology Part 2  
Replacement vs Insertion/Targeting Efficiency |
| Session 12 | ES-Cell Technology Part 3  
Point Mutations—Plug and Socket/Tag and Exchange |
| Session 13 | ES-Cell Technology Part 4  
Site-Specific Recombinases/Inducible Systems |
| Session 14 | ES-Cell Technology Part 5  
Chromosome Engineering/Genome Wide Modifications |
<p>| Session 15 | RNA Interference |
| Session 16 | CTE 2 |
| Session 17 | Cloning/Somatic Cell Nuclear Transfer |
| Session 18 | RNA Interference |
| Session 19 | Human Embryonic and Adult Stem Cells |
| Session 20 | Therapeutic Cloning |
| Session 21 | Gene Therapy—Part 1 |
| Session 22 | Gene Therapy—Part 2 |</p>
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<td>Review Session</td>
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<td>Session 25</td>
<td>CTE 3</td>
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<td>Session 26</td>
<td>Research Paper Presentations</td>
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<td>Session 27</td>
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<td>Session 28</td>
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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments
1. This request is submitted by the Department of
   Soil and Crop Sciences
2. Course prefix, number and complete title of course: AGRO 627 Soil Fertility Relationships
3. Change requested
   a) Prerequisite(s): From ______________________ To ______________________
   b) Withdrawal (reason) ______________________
   c) Cross-list with ______________________
   
   *Cross-listed courses require the signature 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: Soil Fertility Relationships
   
   Behavior of nitrogen, phosphorus and potassium in soils;
   
   secondary nutrients, micronutrients and soil acidity and liming;
   
   interpretation of fertility data from current laboratory, greenhouse and field experiments
5. Complete proposed course title and proposed course description (not to exceed 50 words): Soil Chemistry and Fertility
   
   Chemical and biological behavior of nitrogen, phosphorus and potassium in soils; secondary nutrients,
   
   micronutrients and soil acidity and liming; interpretation of soil chemical/biochemical research from
   
   historical and current literature and relationships with nutrient availability, plant uptake, and environmental quality
6. a) As currently in course inventory:

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Approval recommended by:

Head of Department 6-29-07

Chair, College Review Committee 7/10/07

Head of Department (if cross-listed course) 7-12-07

Dean of College

Submitted to Coordinating Board by:

Director of Academic Support Services

Questions regarding this form should be directed to Sandra Williams at 845-8836.
OAR/AS – 04/07

22 of 30 C
Agronomy 627
Soil Fertility Relationships

Instructor: Frank M. Hons
Office: Heep Center 618B
Phone: 845-3814
E-mail: f-hons@tamu.edu

I. Introduction
   a. Historical background, fertilizer usage, etc

II Nitrogen
   a. Nitrogen cycle
   b. Soil nitrogen
      1. Inorganic forms
      2. Organic forms
   c. N₂ fixation- legumes, grasses
   d. Soil nitrogen mineralization
   e. Nitrification
   f. Ammonium fixation
   g. Ammonia volatilization
   h. Denitrification
   i. Leaching
   j. ^1⁵N in agricultural research
   k. Chemical and biochemical considerations for efficient N fertilization
      1. Controlled, or slow, release fertilizers
      2. Nitrogen management in high residue systems, conservation tillage
   l. Soil testing for N
   m. Potential environmental consequences associated with N

III Phosphorus
   a. Phosphorus cycle
   b. Organic phosphates, CAFO’s and manure usage
   c. Inorganic phosphates
   d. Soil factors affecting plant uptake of P
      1. Intensity parameter
      2. Quantity parameter
      3. Diffusion parameter
   e. Reactions of phosphate fertilizers and soil
   f. Solubility isotherms and phase equilibria
   g. Soil phosphorus fractionation
   h. Chemical and biochemical considerations for efficient phosphorus fertilization
   i. Soil testing for P
   j. Potential environmental consequences associated with P
IV  Potassium
   a. Potassium cycle
   b. Soil factors affecting plant uptake of K
   c. Potassium fixation
   d. Quantity-intensity relationships
   e. Soil testing for K

V  Soil Acidity and Liming (calcium, magnesium, sulfur)
   a. Causes and measurement
   b. Effects on availability of plant-essential elements
   c. Sulfur cycle

VI  Micronutrients (iron, zinc, manganese, copper, boron, molybdenum, chloride)
   a. Phase diagrams
   b. Chelates
   c. Micronutrient fertilization
   d. Soil testing for micronutrients

GRADING

First lecture exam  25%
Second lecture exam  25%
Final comprehensive exam  25%
Research paper/presentation  25%
Americans with Disabilities Act (ADA) Policy Statement

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

"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 process of the Honor System.*
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title of course: WFSC 604 - Systems Analysis and Simulation in Ecology and Natural Resource Management

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

4. Complete current course title and current course description: Systems Analysis and Simulation in Ecology and Natural Resource Management - Philosophical basis, theoretical framework, and practical application of systems analysis and simulation within the context of ecology and natural resource management; emphasis placed on development, evaluation and use of simulation models by students.

5. Complete proposed course title and proposed course description (not to exceed 50 words): Ecological Modeling - Philosophical basis, theoretical framework, and practical application of systems analysis and simulation within the context of ecology and natural resource management; emphasis placed on development, evaluation and use of simulation models by students.

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (exclude punctuation)</th>
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</thead>
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<td>WFSC 604</td>
<td>SYS 7</td>
<td>ANLY IN ECOL &amp; RNR</td>
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   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | FICE Code |
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   Level 6

   b) Changed to:

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<tbody>
<tr>
<td>WFSC 604</td>
<td>ECOLOGICAL MODELING</td>
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</tbody>
</table>

   Lect. | Lab | SCH | Subject Matter Content Code | Admin. Unit | Acad. Year | FICE Code |
   | 0 | 3 | 0 | 0 | 3 | 2 | 6 | 0 | 7 | 0 | 9 | 0 | 0 | 0 | 2 | 9 | 5 | 1 | 0 | 8 | 0 | 9 | 0 | 3 | 6 | 3 | 2 |

   Level 6

   Approval recommended by:

   Head of Department: ___________________________ Date: 6/21/07
   Chair, College Review Committee: ___________________________ Date: 7/10/07

   Head of Department (if cross-listed course): ___________________________ Date: 7/12/07
   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
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Nuclear Engineering

2. Course prefix, number and complete title of course: NUEN 618: Nuclear Control Systems

3. Change requested:
   a) Prerequisite(s): From NUEN 602 or registration therein To NUEN 606 or registration therein and Math 609 or equivalent
   b) Withdrawal (reason)
   c) Cross-list with
   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:

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

6. a) As currently in course inventory:

<table>
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<tr>
<th>Prefix</th>
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<th>Title (exclude punctuation)</th>
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<tr>
<td>NUEN</td>
<td>618</td>
<td>NUCLEAR CONTROL SYSTEMS</td>
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<td>003632</td>
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</table>

   Approval recommended by:

   W.B. Runnels 6/22/06
   Chair, College Review Committee

   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 27 of 30 C

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.
OAR/AS- 504
Texas A&M University

Departmental Request for a Change in Course

Undergraduate • Graduate • Professional

Submit original form and attachments.

1. This request is submitted by the Department of Horticultural Sciences

2. Course prefix, number and complete title of course: FLOR 609 Taxonomy of Ornamental Plants

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.

3. Change requested
   a) Prerequisite(s): From ____________________________ To ____________________________
   b) Withdrawal (reason) course has not been taught since spring of 1998
   c) Cross-list with ____________________________

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

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

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

4. Complete current course title and current course description: Taxonomy of Ornamental Plants. Families, genera, species and cultivars of horticultural plants; identification, morphological variation, use and adaptability to climatic conditions in the southwest; specific problems in horticultural taxonomy, geography, biosystematics and genealogy.

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

6. a) As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
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<tr>
<td>FLOR</td>
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<td>TAXONY ORNAMENTAL PLNT</td>
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   Lect.  Lab  SCH  Subject Matter Content Code  Admin. Unit  FICE Code
   020203                                                003632 Level

   b) Change to:

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

   Approval recommended by:

   Head of Department  7-6-07  Chair, College Review Committee  7/14/07
   Head of Department (if cross-listed course)  Date  Dean of College  7-19-07

   Submitted to Coordinating Board by:

   Director of Academic Support Services  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8836.

   CAP/AS 04/07

   Effective Date  28 of 30 C
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

1. This request is submitted by the Department of Horticultural Sciences
2. Course prefix, number and complete title of course: HORT 616 Asexual Plant Reproduction

Attach a brief supporting statement for changes made to items 3a thru 3d, and 5 below.
3. Change requested
   a) Prerequisite(s): From ___________________________________________________________ To ____________________________
   b) Withdrawal (reason) course has not been taught since fall of 1998
   c) Cross-list with _______________________________________________________________
   Cross-listed courses require the signature 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: HORT 616 Asexual Plant Reproduction
   Basic scientific principles underlying highly technical practices involved in reproduction of herbaceous and woody ornamental, fruit and vegetable plants by asexual methods; current developments and techniques in anatomical, morphological, environmental, physiological and chemical factors and their application to commercial asexual plant propagation practices.

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

6. a) As currently in course inventory:

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   Approval recommended by: ____________________________ 7-6-07
   Head of Department Date
   Chair, College Review Committee 7/10/07
   Date
   Dean of College 7-13-07
   Date
   Submitted to Coordinating Board by: ____________________________
   Director of Academic Support Services Date
   Effective Date 29 of 30
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 Nuclear Engineering  

2. Course prefix, number and complete title of course: NUEN 602: Nuclear Reactor Analysis  

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

4. Complete current course title and current course description:  

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

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<th>Level</th>
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</thead>
</table>
   Approval recommended by:  
   Head of Department  
   Chair, College Review Committee  
   Head of College  

Head of Department (if cross-listed course)  

Submitted to Coordinating Board by:  
Director of Academic Support Services  

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

OAR/AS- 504  

30 of 30 C