First Professional Programs
Informational Items
June 2014

Baylor College of Dentistry
New Courses

DDDS 8610. Periodontics. (4-2). Credit .5. Intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare for first clinical experiences; a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Cavitron ultrasonic instrument; includes the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry. Prerequisites: DDDS 7270 and DDDS 7274.

DDDS 9230. Advanced Endodontics Concepts. (6-0). Credit .5. Advanced course for senior dental students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, inter-relationship of endodontics with restorative and periodontal principles, resorption, and National Board review. Prerequisites: ENDO 7020, ENDO 7024, ENDO 8060.

DDDS 9240. National Board Dental Exam Part II Review. (15-0). Credit 1. Formal establishment of a mandatory NBDE II review course in the fall semester of the D4 curriculum; intended outcome of this review is to increase the first-time pass rate on the NBDE II. Prerequisite: DDDS 7410.

DDDS 9250. Managing Cultural Issues in Patience Care. (2-0). Credit .5. Allows student reflection on care provided to patients who identify with cultures that differ from their own to assess strengths and weaknesses in their ability to provide culturally sensitive care and recognize strategies that can be used to effectively manage similar encounters in the future.

School of Law
New Courses

CLSL 7600. Law School Study Abroad. Credit 0 to 4. For law students in approved study abroad program. May be taken three times. Prerequisites: Professional law classification; approval of dean.

LAW 7204. Advanced Issues in Criminal Justice. Credit 2 to 3. Critically analyzes processes, other than trials, used in the U.S. criminal justice system to resolve criminal cases including plea bargaining, therapeutic justice, restorative justice and juvenile justice; examines the policy goals supporting continuing, starting or expanding the use of these processes to resolve criminal cases. Prerequisite: All lockstep courses except Constitutional Law; Criminal Procedure.

LAW 7552. Business Fundamentals for Lawyers. Credit 1 to 2. Introduction to business concepts and processes important to law practice; covers areas critical to business lawyers, such as financial statements, business strategy, supply chains, HR management, finance, marketing operations; includes business problem simulations; preparation for upper division business-related courses such as Business Associations and Securities Regulation. Prerequisites: One year in law school in the full-time or part-time program.
**LAW 7789. LARW III: Business Collections. (2-0). Credit 2.** Writing and analysis skills for business collection lawsuits; drafting a demand letter, petition, answer, interrogatories, judgment order, application for writ of garnishment and motions for substituted service, default judgment and summary judgment; introduction to negotiation, settlement and trial advocacy skills. Prerequisite: One year in law school in the full-time or part-time program, including Contracts, LARWI and LARW II.

**LAW 7790. LAWR III: How the Deals Get Done. Credit 2 to 3.** Designed for those planning on practicing transactional law; uses a hypothetical start-up business to help deal with the transactional issues in this context; combines theory and practice to prepare for typical matters confronted in a transactional law practice. Prerequisites: One year in law school in the full-time or part-time program including LARW I and LARW II; Business Associations I or Business Associations (four credit-hour course offered prior to Fall 2013).

**LAW 7867. Entrepreneurship Law Clinic. Credit 2 to 3.** Offers the ability to work with entrepreneurs on transactional matters in connection with the founding and/or development of a small business; focus on legal issues involved in starting a business including choice of entity, entity formation and founding agreements. May be taken three times for credit. Prerequisites: One year in law school in the full-time or part-time program; Business Associations I.

*School of Law*
Change in Courses

**LAW 7369. Public International Law.**

Course description

From: An introduction to the key concepts and doctrines of international law, including topics such as the sources and evidence of the international law, the bases of international jurisdiction, the law governing the use of force and the protection of human rights, the law of treaties and state succession.

To: Introduction to key doctrines of international law; focuses on fundamental principles and doctrines related to the sources of and bases for international law and international jurisdiction and the law governing treaties and state succession; may cover contemporary topics including the use of force, protection of human rights and international criminal issues.
INFORMATIONAL ITEM

Baylor College of Dentistry
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  
   - Undergraduate □
   - Graduate □
   - First Professional (e.g., DWM, JD, MD), etc. ○

2. Request submitted by (Department or Program Name): Periodontics (DDS program)

3. Course prefix, number and complete title of course: DDS 8610 - Periodontics

4. Catalog course description (not to exceed 50 words): This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Caviltron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiotherapy in dentistry.

5. Prerequisite(s): D7270 and D7274C

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

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

8. Will this course be submitted to the Core Curriculum Council?  
   - Yes □
   - No ○

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

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

11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix □ Course # □ Title (excluding punctuation)

   DDS 8610 PERIODONTICS

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   4 2 50 51 04 1 14 - 15 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or UCC Date

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

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
May 7, 2014

To: Dr. Charles Berry, Associate Dean for Academic Affairs

From: Dr. Robert Spears, Director of Curriculum

Re: Approval of new courses to the DDS curriculum

Dr. Berry:

On April 23, 2014 the Curriculum Committee at Texas A&M University met to discuss the inclusion of three new courses to the DDS curriculum. The courses included a D3 course Periodontics 8610, a D4 course 9230 entitled Advanced Endodontic Concepts, and an additional D4 course 9240 National Board Dental Exam Part II Review. A quorum of the committee was present, and discussion of each course was followed by a vote for approval. Each course was unanimously approved by the Curriculum Committee and forwarded to the Administrative Council for their approval. If you need any additional information or if I can be of further help do not hesitate to contact me.

Sincerely,

Robert Spears, PhD
Professor, Director of Curriculum
Texas A&M University Baylor College of Dentistry
CURRICULUM ACTION FORM

(Save to your computer before completing online.)  Date Submitted: 4/23/14

COURSE NUMBER: 8610  COURSE NAME: Periodontics

× New Course  □ Existing Course  □ Rotation  Other: Clinic Rotation

Schedule Type:  × Lecture  □ Lab  □ Seminar  Grade:  × Letter  □ Pass/Fail

Final Grade Semester:  □ Fall  □ Spring  × Summer

Course Director: Dr. M. Miles Beach
Chairman Signature:  

Rationale and Summary:  This is a new D3 periodontics lecture and clinic rotation course that will address fundamental periodontal concepts to facilitate the initial clinical experiences of D3 students. It will also allow for some more advanced periodontal concepts to be added to the D3 spring course 8360. The new course is also intended to serve as a bridge between the pre-clinical D2 periodontal courses (7270 and 7274) and 8360.

______________________________

Director of Curriculum Reviewed:

Signature  4/23/2014

Action of Curriculum Committee Date: 4/23/14  Approved:  □  Not approved:  □

Action of Administrative Council Date:  

Approved:  □  Not approved:  □

Office of Academic Records  Date sent:

Records changed:  

Signature  Date

cc:  Course Director  Date:  

Director of Curriculum  Date:  

CAF Revised:  12/98
CAF Approved:  10/98  PAGE 1
Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.
Currently Periodontics is taught in the D2 year in the spring and fall. There is a lecture course 7270 and a pre-clinical rotation 7274. In the D3 year there is a spring lecture course 8360. There currently is no summer D3 course.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.
The new course would be inserted into the D3 summer. No periodontal courses would have to be taught twice. Some of the material taught in 8360 will be moved to this course to allow for more advanced periodontal concepts to be taught in the 8360 spring course.

c. When do you request these changes take place?
Summer 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
Lecture hall and 3rd floor clinic which are available. No additional textbooks will be required the course will use the same text as the 7270 and 8360 courses.

e. Identify all faculty who will be involved if this change takes place.
Drs. Miles Beach, Celeste Abraham, J.Y. Cho, Garth Griffiths and Francisco Rivera-Hidalgo

f. What impact does this change have on other courses/other sequencing?
Allows for the expansion of 8360

g. Have you discussed this impact with the course directors/chairmen involved?
Yes
h. Summarize as appropriate:

Changes in clock hours/credit hours
Add 6 hours lecture/clinic rotation
0.5 semester hours

Changes in course description
N/A

Changes in titles
N/A

II. Attach new Course Outlines for course changes requested. Include the following:

a. Course descriptions suitable for the College catalog.

This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Cavitron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry.

b. Course objectives

1. Have better understanding of the use of periodontal hand instruments.
2. Have better understanding of infection control in the clinic setting.
3. Be able to set-up and use a Cavitron.
4. Understand the relationship between restorative therapy and periodontal health.
5. Understand how radiosurgery works and the proper use of the radiosurgery unit in dental therapy.

c. Method of student evaluation

Attendance/ Exam

d. How this content relates to published ADEA Guideline and ADA Accreditation Standards

This course content relates directly to the following sections of CODA Accreditation Standards (25 January 2007): 2-25.a., b., c., h., k., and n.
e. How the outcomes of this change will be measured

Student feedback, performance of NDBE II

*(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)*
Course Syllabus

Course Number and Name: 8610 Periodontics

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2014-2015 Fall Spring Semester Summer Session

Course Director (include degrees): M. Miles Beach, BS, DMD, MS, MBA
Other Participating Faculty: Drs.: Celeste Abraham, J.Y. Cho, Garth Griffiths and Francisco Rivera-Hidalgo

Course Description: This course is intended to reinforce the principles of non-surgical management of periodontal disease and to better prepare the students for their first clinical experiences. There will be a review of periodontal hand instrumentation, infection control in the clinic and hands-on set-up and use of the Cavitron ultrasonic instrument. The lectures will include the relationship of periodontics and restorative dentistry and the proper usage of radiosurgery in dentistry.

Course Objectives:

1. Have better understanding of the use of periodontal hand instruments.
2. Have better understanding of infection control in the clinic setting.
3. Be able to set-up and use a Cavitron.
4. Understand the relationship between restorative therapy and periodontal health.
5. Understand how radiosurgery works and the proper use of the radiosurgery unit in dental therapy.

Related Competencies:

2.1 Use oral, written and technological resources in contemporary practice to support lifelong learning and safeguard the quality of patient care and privacy.
2.2 Assess and integrate into practice new techniques, materials, emerging trends and evidence that are applicable to the practice of dentistry.
2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.
7.5 Evaluate, and manage conditions requiring surgical and non-surgical procedures involving the hard and soft tissues.
7.7 Evaluate, treat and non-surgically manage periodontal diseases.
7.10 Provide restorations that are correct in form, function and esthetics to restore and/or replace teeth, including implant supported prosthodontics.
8.3 Implement procedures for sterilization, disinfection and universal, precautions for the prevention of infectious disease transmission

Evaluation Criteria/Methods: There will be one examination in this course.

Attendance Policy: Attendance is mandatory

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials:

HSC-Baylor College of Dentistry Clinic Manual – Rules and procedures
D3 Comprehensive Care Manual – Periodontics Section
**Remediation Policy:**

Students who fail the course will be evaluated individually according to the specific problem, and a specific assignment will be required of the student.

**Special Accommodation for Persons 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 Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

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**COURSE OUTLINE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tbody>
<tr>
<td></td>
<td>Periodontal Hand Instrumentation</td>
<td>Dr. Beach</td>
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<tr>
<td></td>
<td>Infection control and Cavitrone Set-up</td>
<td>Dr. Rivera</td>
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<tr>
<td></td>
<td>Cavitrone Set-up in Clinic</td>
<td>All Faculty</td>
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<tr>
<td></td>
<td>Periodontal - Restorative interrelationship</td>
<td>Dr. Beach</td>
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<tr>
<td></td>
<td>Radiosurgery In Dentistry</td>
<td>Dr. Griffiths</td>
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<tr>
<td></td>
<td>Exam</td>
<td>Dr. Beach</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate ● Graduate ● Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DDS, MD, M.D., etc.)
2. Request submitted by (Department or Program Name): Department of Endodontics (DDS program)
3. Course prefix, number and complete title of course: DDS9230 - Advanced Endodontic Concepts
4. Catalog course description (not to exceed 50 words): Advanced course for senior dental students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, inter-relationship of endodontics with restorative and periodontal principles, resorption, and National Board review.

5. Prerequisite(s): Endo 7020, 7024, 8060
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.
   If yes, from _____ to _____
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
6. Is this a variable credit course? □ Yes □ No
7. Is this a repeatable course? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      DDS program
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

12. Prefix: Course # & Title (excluding punctuation)

<table>
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<tr>
<th>Text.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP Code and Fund Code</th>
<th>Admin. Unit</th>
<th>Dept. Year</th>
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<td>50</td>
<td>510401</td>
<td></td>
<td>14-15</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Gerald N. Glieken
Department Head or Program Chair (Type Name & Sign)
Date: 5/13/14

Chair, College Review Committee
Date: 5/13-14

Dean of College
Date: 5/13-14

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date: Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
May 7, 2014

To:    Dr. Charles Berry, Associate Dean for Academic Affairs
From: Dr. Robert Spears, Director of Curriculum
Re:    Approval of new courses to the DDS curriculum

Dr. Berry:

On April 23, 2014 the Curriculum Committee at Texas A&M University met to discuss the inclusion of three new courses to the DDS curriculum. The courses included a D3 course Periodontics 8810, a D4 course 9230 entitled Advanced Endodontic Concepts, and an additional D4 course 9240 National Board Dental Exam Part II Review. A quorum of the committee was present, and discussion of each course was followed by a vote for approval. Each course was unanimously approved by the Curriculum Committee and forwarded to the Administrative Council for their approval. If you need any additional information or if I can be of further help do not hesitate to contact me.

Sincerely,

[Signature]

Robert Spears, PhD
Professor, Director of Curriculum
Texas A&M University Baylor College of Dentistry
CURRICULUM ACTION FORM

Date Submitted: April 14, 2014

COURSE NUMBER: 9230  COURSE NAME: Advanced Endodontic Concepts

XXX New Course  □ Existing Course  □ Rotation  Other: .........................................................

Schedule Type: XX Lecture  □ Lab  □ Seminar  Grade: XX Letter  □ Pass/Fail

Final Grade Semester: □ Fall  □ Spring  XX Summer

Course Director: Gerald Glickman DDS .................................................................

Chairman Signature: [Signature]

Rationale and Summary: To broaden students' understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, and inter-relationship of endodontics with restorative and periodontal principles.

Director of Curriculum Reviewed:

[Signature]  4/23/2014

Action of Curriculum Committee Date: 4/23/14  Approved: ☑ Not approved: □

Action of Administrative Council Date: __________________ Approvals: □ Not approved: □

Office of Academic Records Date sent: _________________

Records changed: ____________________________ Signature: ____________________________ Date: __________________

cc: Course Director Date: _________________ Director of Curriculum Date: _________________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

CAF Revised: 12/08
CAF Approved: 10/98  PAGE 1
Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

i. Describe the request.

a. Describe the current course activity.

We currently have ENDO 7020 and 8060 as the only required didactic courses in endodontics. With the Monday holidays in Spring, we lose lecture hours in 7020 that offer areas of endodontics students need to know. In addition, this course will offer expanded principles more in temporal sequence to the National Boards and after experience in the clinic.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed. Advanced topics would be covered after the D3 students have had clinical experience in endodontics. Complex areas such as resorption, retreatment, outcomes assessment, procedural errors, and endodontic protocols other that what is taught here at Baylor would be highlighted.

c. When do you request these changes take place?
Summer of 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
Need classroom and 2-4 endo faculty to present; need handouts printed; students will use current textbook

e. Identify all faculty who will be involved if this change takes place.
Drs. Rhodes, Woodmansey, Glickman, Schwitzer

f. What impact does this change have on other courses/other sequencing?
Rearranging topics taught in 8060 with more emphasis on diagnosis and treatment planning in 8060

g. Have you discussed this impact with the course directors/chairmen involved?
Yes

h. Summarize as appropriate:
- Changes in clock hours/credit hours
  .5 credit hour (need 3.5 hours of lecture)
- Changes in course description
  N/A
- Changes in titles
  N/A

CAP Revised: 12/08
CAP Approved: 10/98          PAGE 2
II. Attach new Course Outlines for course changes requested. Include the following:

a. Course descriptions suitable for the College catalog.
   Advanced course for senior students to broaden their understanding of clinical endodontic
   concepts including cleaning and shaping techniques, complex diagnoses, obturation systems,
   irrigation protocols, and inter-relationship of endodontics with restorative and periodontal
   principles.

b. Course objectives
   To enhance the students' understanding of complex issues in endodontics
   To reinforce critical principles in endodontic diagnosis and treatment planning
   To help prepare students for National Board examinations in the D4 year

c. Method of student evaluation
   Written examination

d. How this content relates to published ADEA Guideline and ADA Accreditation Standards
   7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

e. How the outcomes of this change will be measured
   Written examination; performance on National Boards; alumni survey about endodontics

(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)
Course Syllabus

Course Number and Name: 9230  Advanced Endodontic Concepts

Course Type (underline one): Lecture  Laboratory  Clinical  Seminar  Selective

Academic Year/Semester Offered: 2014-2015 ___Fall ___Spring Semester  ___XX___ Summer Session

Course Director (include degrees): Gerald Glickman DDS, MS

Other Participating Faculty: Dr. Karl Woodmansey, Dr. Jordan Schweitzer, Dr. Steven Rhodes

Course Description:

Advanced course for senior students to broaden their understanding of clinical endodontic concepts including cleaning and shaping techniques, complex diagnoses, obturation systems, irrigation protocols, and inter-relationship of endodontics with restorative and periodontal principles

Course Objectives:

• To enhance the students’ understanding of complex issues in endodontics
• To reinforce critical principles in endodontic diagnosis and treatment planning
• To help prepare students for National Board Examinations in the D4 year

Related Competencies:

7.6 Evaluate, treat and non-surgically manage diseases of the pulp and periradicular tissues.

Evaluation Criteria/Methods: Written examination

Attendance Policy: Required

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials: Lecture handouts/textbook used for ENDO 7020, ENDO 8060

Remediation Policy: Failure of final examination will require another examination; if 2nd examination results in failure, student will receive F; if student passes 2nd exam, student will receive a grade of C.

Special Accommodation for Persons 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 Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
## COURSE OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture 1</td>
<td>Advances in cleaning and shaping</td>
<td>Dr. Rhodes</td>
</tr>
<tr>
<td>Lecture 2</td>
<td>Obturation systems</td>
<td>Dr. Glickman</td>
</tr>
<tr>
<td>Lecture 3</td>
<td>Nonsurgical retreatment and clinical decision-making</td>
<td>Dr. Glickman</td>
</tr>
<tr>
<td>Lecture 4</td>
<td>Interrelationships with restorative and periodontics; resorption</td>
<td>Dr. Woodmansey</td>
</tr>
<tr>
<td>Lecture 5</td>
<td>National Board overview with emphasis on pulpal biology; outcomes</td>
<td>Dr. Schweitzer</td>
</tr>
<tr>
<td>Lecture 6</td>
<td>Examination</td>
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</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (ex. DMD, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   [ ] DDS program

3. Course prefix, number and complete title of course: DDDS 9240 - National Board Dental Exam Part II Review

4. Catalog course description (not to exceed 50 words): The purpose of this course is to formally establish a mandatory NBDE II review course in the fall semester of the D4 curriculum. The intended outcome of this review is to increase the first-time pass rate on the NBDE II.

5. Prerequisite(s):
   Passage of the National Board Dental Exam Part I - DDDS 7410
   Cross-listed with:
   Stacked with:

6. Is this a variable credit course?
   - [x] Yes
   - [ ] No
   If yes, from _______ to _______

7. Is this a repeatable course?
   - [x] Yes
   - [ ] No
   If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester?
   - [x] Yes
   - [ ] No

8. Will this course be submitted to the Core Curriculum Council?
   - [x] Yes
   - [ ] No

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

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

11. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

12. Prefix | Course # | Title (excluding punctuation)
   ------ | -------- | -----------------------------
   DDDS   | 9240     | NATIONAL BOARD DENTAL EXAM PAR
   
   Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | ICN Code
   150001500401 | 14-150003632

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Dean of College
   Chair, GC or UCC

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 04/14
May 7, 2014

To: Dr. Charles Berry, Associate Dean for Academic Affairs

From: Dr. Robert Spears, Director of Curriculum

Re: Approval of new courses to the DDS curriculum

Dr. Berry:

On April 23, 2014 the Curriculum Committee at Texas A&M University met to discuss the inclusion of three new courses to the DDS curriculum. The courses included a D3 course Periodontics 8610, a D4 course 9230 entitled Advanced Endodontic Concepts, and an additional D4 course 9240 National Board Dental Exam Part II Review. A quorum of the committee was present, and discussion of each course was followed by a vote for approval. Each course was unanimously approved by the Curriculum Committee and forwarded to the Administrative Council for their approval. If you need any additional information or if I can be of further help do not hesitate to contact me.

Sincerely,

Robert Spears, PhD
Professor, Director of Curriculum
Texas A&M University Baylor College of Dentistry
CURRICULUM ACTION FORM

(Save to your computer before completing online.)

Date Submitted: __________

COURSE NUMBER: 9240  COURSE NAME: National Board Dental Exam Part II Review

☑ New Course  ☐ Existing Course  ☐ Rotation  ☐ Other: D4 course

Schedule Type: ☐ Lecture  ☐ Lab  ☐ Seminar  Grade: ☐ Letter  ☐ Pass/Fail

Final Grade Semester: ☑ Fall  ☐ Spring  ☐ Summer

Course Director: Dr. Charles Berry  Dr. AMP Miller

Chairman Signature: ____________________________

Rationale and Summary: The purpose of this course is to formally establish a mandatory NBDE II review course in the fall semester of the D4 curriculum. The intended outcome of this review is to increase the first-time pass rate on the NBDE II.

Director of Curriculum Reviewed:

__________________________  4/23/2014

Signature  Date

Action of Curriculum Committee Date: 4/23/14

Approved: ☑  Not approved: ☐

Other: ____________________________

Action of Administrative Council Date: ____________

Approved: ☐  Not approved: ☐

Other: ____________________________

Office of Academic Records Date sent: ____________

Records changed: ____________________________

Signature  Date

cc: Course Director  Date: ____________  Director of Curriculum  Date: ____________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

Please fill out (in as much detail as possible) all of the following information so that a

CAF Revised: 12/88
CAF Approved: 10/98  PAGE 1
reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.
A formal review course for NBDE II has not existed. In the fall of 2013, a series of twelve Ad Hoc review lectures was scheduled into available lecture times in the D4 curriculum. These lectures and existing review lectures in several D4 fall semester courses were made mandatory attendance and Dr. Berry monitored student attendance, requiring students who missed any of the NBDE II review lectures to summarize and submit a written report of the Camtasia recording of the missed review lectures.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.
There are 8 time periods available at 9:00 am on Fridays (8/22 through 10/10) and 7 sessions available at 8:00 am on Mondays (10/20 through 12/8) when 9050 OMS ends. Room 211 will be available for these 15 sessions. No other changes are required to initiate this course.

c. When do you request these changes take place?
Fall 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)
See b. above.

e. Identify all faculty who will be involved if this change takes place.
Dr. Charles Berry, Dr. Amp Miller, Dr. Elias Kontogorgos, Dr. Miles Beach, Dr. Emet Schneiderman, Dr. Dan Jones, Dr. Reginald Taylor, Dr. Alton McWhorter, Dr. George Cramer, Dr. Jordan Schweitzer, Dr. Harvey Kessler, Dr. John Wright, Dr. David Grogan (or their designees) will generate and present the review materials.

f. What impact does this change have on other courses/other sequencing?
The fall D4 semester includes reviews in 9110 (Pharmacology), 9050 (OMS/Anes), 9190 (Principles of Pt. Evaluation), 8070 (Orthodontics), which address NBDE II preparation. These courses will be coordinated as part of NBDE II preparations. The utilization of room 211 and the Monday and Friday lecture times as described in b. above do not affect existing courses or selective courses.

g. Have you discussed this impact with the course directors/chairmen involved?
Yes
h. Summarize as appropriate:
   - Changes in clock hours/credit hours – This course will include 15 clock
     lecture hours. (1 semester hour credit)
   - Changes in course description – See course description in II a. below.
   - Changes in titles – N/A

II. Attach new Course Outlines for course changes requested. Include the
     following:

a. Course descriptions suitable for the College catalog.
   This course is designed to facilitate structured and mandatory reviews of the
   content in the NBDE II. Content experts will design power point reviews that will
   be delivered in the D4 fall semester. Attendance is required. Any lecture which
   is missed will necessitate a review of the Camtasia recorded lecture and
   submission of a written report to the course director.

b. Course objectives
   - Facilitate NBDE II review protocols
   - Place emphasis on NBDE II preparation
   - Increase the first-time pass rates and scores

c. Method of student evaluation
   Initially, this course will be evaluated on attendance. Each review lecture must be
   attended. Any lecture that is missed requires review of the “recorded” power point and
   submission of a summary to the course director.

c. How this content relates to published ADEA Guideline and ADA
   Accreditation Standards
   Passage of NBDE II is a critically important part of licensure protocols and
   indicative of acquisition of knowledge base consistent with ADA accreditation
   standards.

e. How the outcomes of this change will be measured
   - Monitoring passage rates on NBDE II
   - Assess the course and NBDE II utilizing student feedback.

(Please obtain department chair’s signature before submitting to the Office of
Academic Affairs.)
Course Syllabus

Course Number and Name: 9240 National Board Dental Exam Part II Review

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2014-2015 XFall Spring Semester Summer Session

Course Director (include degrees): Dr. Charles Berry/Dr. Amp Miller

Other Participating Faculty: Dr. Elias Kontogiorgos, Dr. Miles Beach, Dr. Emet Schneiderman, Dr. Dan Jones, Dr. Reginald Taylor, Dr. Alton McWhorter, Dr. George Cramer, Dr. Jordan Schweitzer, Dr. Harvey Kessler, Dr. John Wright, Dr. David Grogan

Course Description: This course is designed to facilitate structured and mandatory reviews of the content in the NBDE II. Content experts will design power point reviews that will be delivered in the D4 fall semester.

Course Objectives:
- Facilitate NBDE II review protocols
- Place emphasis on NBDE II preparation
- Increase the pass rates and scores

Related Competencies:
Applicable competencies (1-8) will be addressed in the process of NBDE II content review.

Evaluation Criteria/Methods: Pass/Fail based on attendance.

Attendance Policy: Attendance is required. Any lecture which is missed will necessitate a review of the "camtasiaed" lecture and submission of written report to the course director.

Laboratory/Clinic Policies and Procedures: N/A

Learning Materials: Power point lectures with print outs provided by lecturers and camtasia recordings posted in blackboard.

Remediation Policy: All lectures must be attended. Any lecture that is missed must be reviewed on camtasia and a summary report submitted to the course director.

Special Accommodation for Persons 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 Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.
<table>
<thead>
<tr>
<th>Date</th>
<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tr>
<td>Lecture 1</td>
<td>Fixed Prosthodontics</td>
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<td>Removable Partial Prosthodontics</td>
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<td>Implant Prosthodontics</td>
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<td>Complete Denture Prosthodontics</td>
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<td>Periodontics</td>
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<td>Periodontics</td>
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<td>Lecture 7</td>
<td>Periodontics</td>
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<td>Lecture 8</td>
<td>Operative/Materials</td>
<td>Dr. Cramer</td>
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<td>Lecture 9</td>
<td>Pt. Management/Communication/PHS topics</td>
<td>Dr. Jones</td>
</tr>
<tr>
<td>Lecture 10</td>
<td>Evidence-Based-Review/Literature studies</td>
<td>Dr. Schneiderman</td>
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<td>Lecture 11</td>
<td>Endodontics</td>
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<td>Lecture 12</td>
<td>Endodontics</td>
<td>Dr. Schweitzer</td>
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<td>Lecture 13</td>
<td>Pediatric Dentistry</td>
<td>Dr. McWhorter</td>
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<tr>
<td>Lecture 14</td>
<td>Oral diagnosis topics/syndromes</td>
<td>Dr. Kessler</td>
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<tr>
<td>Lecture 15</td>
<td>General health/blood values/lab tests</td>
<td>Dr. Grogan</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate ✕ Graduate ✕ Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ✕ Undergraduate ☐ Graduate ☑ First Professional (e.g., DPM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Office of Academic Affairs
3. Course prefix, number and complete title of course: 9250 Managing Cultural Issues in Patient Care
4. Catalog course description (not to exceed 50 words): This course will allow students to reflect on care that they provided for patients who identify with cultures that differ from their own to assess strengths and weaknesses in their ability to provide culturally sensitive care and recognize strategies that can be used to effectively manage similar encounters in the future.

5. Prerequisite(s):
Cross-listed with: Stacked with:

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

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from ________ to ________
7. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken ________ times.
     Will this course be repeated within the same semester? ☐ Yes ☑ No

8. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No

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

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments. Attach approval letters.
11. ☑ I verify that I have reviewed the PAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

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<thead>
<tr>
<th>Prefix</th>
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<tr>
<td>DDS</td>
<td>9250</td>
<td>Managing Cultural Issues in Patient Care</td>
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</table>

Approval recommended by:

Chair, Department or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
CURRICULUM ACTION FORM

(Course number: 51250  Course name: Managing Cultural Issues in Patient Care)

New Course □ Existing Course □ Rotation □ Other: _______________________

Schedule Type: □ Lecture □ Lab □ Seminar □ Online  Grade: □ Letter □ Pass/Fail

Final Grade Semester: □ Fall □ Spring □ Summer

Course Director: Lavern J. Holyfield, DDS
Chairman Signature: ____________________________

Rationale and Summary: The current CODA Standards reference the importance of culturally competent patient care and interactions in numerous aspects of the dental education environment. Students are expected to be trained to tailor the delivery of care to meet patients' social, cultural, and linguistic needs. The D4 Cultural Competence Seminar is proposed to allow student self-assessment of their ability to provide culturally competent care.

______________________________
Director of Curriculum Reviewed:
Signature Date 5/15/2014

Action of Curriculum Committee Date: 5/14/14
Approved: □ Not approved: □
Other: ____________________________

Action of Administrative Council
Date: __________________
Approved: □ Not approved: □
Other: ____________________________

Office of Academic Records
Date sent: __________
Records changed: _____________________________________________________
Signature ____________________________ Date __________________

cc: Course Director Date: ____________ Director of Curriculum Date: ____________

Please complete the top section and submit entire original document with syllabus to the Office of Academic Affairs.

CAF Revised: 12/08
CAF Approved: 10/98  PAGE 1
Please fill out (in as much detail as possible) all of the following information so that a reasonable decision can be made regarding this request. The chair or course director may be requested to meet with the Curriculum Committee to discuss this request.

I. Describe the request.

a. Describe the current course activity.

Cultural competence training has been provided for dental students since the first year. D1 Lessons presented basic concepts, definitions and data about how cultural competency affects the quality of healthcare received by the patient. D2 lessons focused on effective communication, cultural profiles and patient interviewing techniques with practical application through role playing in a small group setting. D3 students are engaged in an exercise to reflect on their clinical experiences in caring for diverse patients. Then, as part of D-3 CompCare Seminar, a two-hour session is held to review those assessments in a broad sense and make corrections through discussion of best practices in patient communication and interaction.

b. What changes, additions, deletions, sequencing, etc. are you requesting? Indicate any course materials that would have to be taught twice if sequencing is changed.

Managing Cultural Issues in Patient Care will be an online course in which students will reflect on culturally relevant interactions and challenges to assess improvement in their ability to manage patients with different cultural backgrounds using strategies learned in the D3 seminar. Each student will be evaluated and receive direct feedback from faculty reviewers through the use of rubrics. If it is determined that an individual student need further clarification and reinforcement of strategies, a face to face meeting will be arranged.

c. When do you request these changes take place?

Fall 2014

d. What requirements are necessary to implement these changes? (Classroom, lab, or clinic space, faculty, staff, materials, textbooks, etc. and any other budget impact?)

The students will submit their reflective responses in blackboard for review. There should be no additional impact upon the budget.

e. Identify all faculty who will be involved if this change takes place.

Faculty who are involved in the D2 Small Groups will be involved, including Drs. Lavern Holyfield, Barbara Miller, Mark Gannaway, Ernie Lacy, Reginald Taylor, Susan Roshan, Amal Noureldin, and Shirley Miranda.
f. What impact does this change have on other courses/other sequencing?
   There should be no change.

g. Have you discussed this impact with the course directors/chairmen involved?
   Yes

h. Summarize as appropriate:
   Changes in clock hours/credit hours
   0.5

   Changes in course description
   n/a

   Changes in titles
   n/a

II. Attach new Course Outlines for course changes requested. Include the following:

a. Course descriptions suitable for the College catalog.
   Cultural Competence Skills Assessment for D4 students will provide an opportunity for
   students to reflect upon the challenges of serving diverse populations and to implement
   strategies to address those challenges to promote positive oral health outcomes.

b. Course objectives
   1. Address challenges in serving diverse populations.
   2. Recognize the role of culture, cultural beliefs and social determinants in the
      delivery of and perceptions about health care.
   3. Elicit cultural, social and medical history information using cross-cultural
      communication models
   4. Recommend treatment options that take into consideration the health/healing
      traditions, beliefs and practices of the patient in order to enhance patient
      acceptance and compliance.

c. Method of student evaluation
   Evaluation will include student self-assessment and formative assessment by faculty
   using a scoring rubric.
d. How this content relates to published ADEA Guideline and ADA Accreditation Standards

This content responds directly to guidelines and standards that indicate that new doctors should be able to tailor the delivery of care to meet patients' social, cultural, and linguistic needs.

e. How the outcomes of this change will be measured

In addition to self-assessment by the students, faculty will evaluate the student responses. Further, student perception of the effectiveness of cultural competence training at the college is assessed in the annual dental student graduation survey which is administered by the director of planning assessment.

(Please obtain department chair's signature before submitting to the Office of Academic Affairs.)
Course Syllabus

Course Number and Name: Cultural Competence Skills Assessment

Course Type (underline one): Lecture Laboratory Clinical Seminar Selective

Academic Year/Semester Offered: 2013-2014 Fall ___Spring Semester ___ Summer Session

Course Director (include degrees): Lavern J. Holyfield, DDS

Other Participating Faculty: Drs. Barbara Miller, Mark Gannaway, Ernie Lacy, Reginald Taylor and Susan Roshan.

Course Description: Cultural Competence Skills Assessment for D4 students will provide an opportunity for students to reflect upon the challenges of serving diverse populations and to implement strategies to address those challenges to promote positive oral health outcomes.

Course Objectives: Students will:
- Address challenges in serving diverse communities.
- Recognize the role of cultural differences, cultural beliefs and social health determinants in the delivery of and perceptions regarding health care.
- Address patients' health/healing traditions, beliefs and practices.
- Elicit cultural, social and medical history information using cross-cultural communication models.
- Negotiate treatment and enhance compliance.

Related Competencies: BCD Competencies

1.2 Provide humane and compassionate patient care for a diverse multicultural patient population.

2.3 Communicate relevant professional knowledge to other healthcare professionals and patients.

4.1 Obtain a diagnostic database including the patient's chief complaint, and the dental, medical and psychosocial histories.

6.3 Obtain an informed consent for dental treatment from the patient or responsible person.

Evaluation Criteria/Methods:
1. Evaluation will include student self-assessment.
2. Faculty will provide formative assessment by direct response and summative assessment using a scoring rubric.
3. Students must also complete the Cultural Competence Post-Training Survey.

Attendance Policy: There is no face-to-face meeting; however students must submit assigned material in time to meet the deadline to successfully pass the course.

Laboratory/Clinic Policies and Procedures: n/a

Learning Materials: n/a

Remediation Policy: Students will be required to complete the assignment which will include reflection on at least one additional patient encounter.

Special Accommodation for Persons 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 Dr. Charles Berry, Associate Dean for Academic Affairs, Room 514, or call 214 828 8208 for additional information.

<table>
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<th>Session Title/Topic</th>
<th>Instructor(s) L. Name</th>
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<tbody>
<tr>
<td>Jan. 15, 2014</td>
<td>Deadline for submission of Case #1 via electronic portfolio.</td>
<td>Drs. Holyfield, B. Miller, Gannaway, Lacy, Taylor, Roshan, Prats and Tapias</td>
</tr>
<tr>
<td>Feb. 15, 2014</td>
<td>Deadline for submission of Case #2 via electronic portfolio.</td>
<td>Drs. Holyfield, Miller, Gannaway, Lacy, Taylor, Roshan, Prats and Tapias</td>
</tr>
<tr>
<td>March 1, 2013</td>
<td>Cultural Competence Post-Training Survey.</td>
<td>Drs. Holyfield, B. Miller and McCann</td>
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</table>
INFORMATIONAL ITEM

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

Form Instructions
1. Course request type:  [ ] Undergraduate  [ ] Graduate  [ ] First Professional (e.g., DVM, JD, MDiv, etc.)
2. Request submitted by (Department or Program Name): School of Law
3. Course prefix, number and complete title of course: CLLW 7600 - Law School Study Abroad
4. Catalog course description (not to exceed 30 words):
For law students, in approved study abroad program.

5. Prerequisite(s):  Professional law classification: approval of dean
Cross-listed with: N/A  Stacked with: N/A

6. Is this a variable credit course?  [ ] Yes  [ ] No  If yes, from ___ to ___
7. Is this a repeatable course?  [ ] Yes  [ ] No  If yes, this course may be taken ___ times.
Will this course be repeated within the same semester?  [ ] Yes  [ ] No
8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [ ] No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      J.D. School of Law
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pr.tamu.edu/resources/export-control-basics-for-distance-education).

12. [ ] Approval recommended by:
Maxine Harrington  
Department Head or Program Chair (Type Name & Sign)  Date

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

James McGrath  Chair, College Review Committee  Date

Ariz Short  Dean of College  Date

Submitted to Coordinating Board by:
Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-5201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): School of Law

2. Course prefix, number and complete title of course: Law 7204. Advanced Issues in Criminal Justice

3. Catalog course description (not to exceed 50 words):
Critically analyzes processes, other than trials, used in the US criminal justice system to resolve criminal cases, including plea bargaining, therapeutic justice, restorative justice, and juvenile justice; examines the policy goals supporting continuing, starting, or expanding the use of these processes to resolve criminal cases.

4. Prerequisite(s): All lower-division courses except Constitutional Law, Criminal Procedure

Cross-listed with: 
Stacked with: 

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

5. Is this a variable credit course? Yes ☐ No ☐ If yes, from 2 to 3

6. Is this a repeatable course? Yes ☐ No ☐ If yes, this course may be taken 1 times.
Will this course be repeated within the same semester? Yes ☐ No ☑

7. This course will be:

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

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

J.D. Law This course is restricted to students at the law school.

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

9. Prefix Course # Title (excluding punctuation)

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<th>Law</th>
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</tbody>
</table>

Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date

James McGrath
Chair, College Review Committee Date

W. Short
Dean of College Date

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

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
Advanced Issues in Criminal Justice
Syllabus
Spring 201
Texas A&M University School of Law

Professor Cynthia Alkon
Office: 173
Office telephone: 817-212-3956
E-mail: calclo@law.tamu.edu or cynthiaalkon@gmail.com

Office Hours: Tuesday & Thursday 3-5 pm.

Classroom: 206

Course Description:
This course critically analyzes processes, other than trials, used in the US criminal justice system to resolve criminal cases, including plea bargaining, therapeutic justice, restorative justice, and juvenile justice. This course examines the policy goals supporting continuing, starting, or expanding the use of these processes to resolve criminal cases.

Prerequisites: All lockstep courses except Constitutional Law; Criminal Procedure

Course Overview:
Between 94-97% of all criminal convictions in the United States are due to plea bargaining, not trials. However, plea bargaining is often not the end of the process but rather the entry point to other newer processes that collectively have changed the way criminal cases are handled. Every state, including Texas, now has a variety of problem solving courts including drug courts, mental health courts, and veterans courts. Many states are using restorative justice processes, particularly in the juvenile justice system. In this course we will critically analyze the variety of processes, other than trials, that the US criminal justice system uses to resolve criminal cases. We will also critically examine the policy goals supporting continuing, starting, or expanding the use of these various alternative processes to resolve criminal cases. In addition to critical analysis of these processes, students will also have an opportunity to do plea bargaining negotiation exercises and to consider dispute system design problems involved in introducing these processes.

Office Hours and Conferences:
I have an open door policy. If my office door is open, please feel free to come in and talk with me. If my office hours do not work with your schedule and/or if you would like to set up a specific time to meet, please let me know.
Learning Objectives:

By the end of the semester you should

1. Understand the basic rules governing how plea bargaining operates.
2. Understand the variety of alternative processes in the U.S. criminal justice system including plea bargaining, problem solving courts, restorative justice, and juvenile justice.
3. Understand the basic policies and principles surrounding the use of these alternative processes.
4. Be able to do basic dispute system design for introducing a problem solving court or restorative justice process into the court system.
5. Be able to negotiate a basic plea bargain either as a prosecutor or a defense attorney.
6. Be able to advise a client about the advantages or disadvantages of these alternative processes.
7. Understand the advantages and disadvantages of these alternative processes from the perspective of a prosecutor, defense lawyer, judge, and policy-maker.

Disability Policy:

Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Academic Integrity and Policy:

I expect all students to follow the Aggie Honor Code at all times in this class and in any assignments for this class. Under the Aggie Honor Code “An Aggie does not lie, cheat or steal, or tolerate those who do.”

You can see the full statement of the honor code and rules and procedures if it is violated on the Texas A & M Law School Website: Law School Honor Policy

I will treat any violation of the policy seriously and in a manner that complies with the stated policy.
Course Web Site:

This course will extensively use a course web page created through the LexisNexis Web Course (hereinafter the Web Course). You will find it listed as “Advanced Issues in Criminal Justice.” The syllabus, required reading, and other class materials will be posted to the site.

I will also regularly send e-mail messages to the e-mail account that you designate when you register with the LexisNexis Web Course. It is your responsibility to check this account regularly (at least once a week) and to make sure that the account remains functional and to ensure that you have read any messages that I may send to you on that account.

Required Reading:

All of the reading for this course will be electronic and posted on the Web Course. It is your choice whether you print out hard copies of the reading material. The reading will be listed on the Web Course by the class number (e.g., Class 1, Class 2).

Please be aware that I will be changing/editing/improving the reading during the semester, so this one class where I would caution against getting too far ahead. I will explain more about this in class during our first meeting, but, for now, I suggest that you not read more than two weeks in advance.

Attendance and Class Participation:

You are required to attend all classes. The Law School has a mandatory attendance policy. Pursuant to that policy, any student who misses more than 25% of classes will be withdrawn from the class. Tardy arrivals or early departures may be considered absences.

As a significant part of your final course grade (see below) is due to class participation and therefore, class attendance, beyond the minimum required by the Law School, will factor into your final grade. If you miss class on the dates we have guest speakers scheduled, without a valid excuse, you will have points deducted from your final grade.

Occasionally, I may need to schedule a make-up class during one of the official make-up times. I will announce the make-up class at least one week in advance. Attendance will be taken at make-up classes.

Laptop Computers, Cell Phones & Other Electronic Devices:

You will find that this course depends on active participation from everyone. As such, it is important to keep the distractions of electronic devices to a minimum. I allow the use of laptops in this course for the exclusive purpose of having the reading for the day available without requiring you to spend the money to print it out. However, the use of laptops is limited to the reading for the day and taking notes. I will deduct class participation points if you use the laptop to surf the web, do instant messaging, check
your Facebook page, or do anything that is unrelated to the two allowed tasks: consulting the reading for the day or taking notes. I reserve the right to revoke the privilege of using laptops in this class for any individual student who violates this policy. And, if it seems to be a widespread problem, I will revoke it for the class as a whole.

Any electronic device that allows for audio or visual or any other type of recording is prohibited. Electronic recording of this class, in any way, is prohibited. In addition, you are not allowed to use cell phones in this class unless you have asked me before class and I have given permission for you to use your cell phone on that particular day. I will grant permission only for specific and legitimate reasons. I reserve the right to deduct up to 5 points from your grade each time I see you use a cell phone. I will not give you a warning.

The only exception to these policies will be for those with prior permission from the Assistant Dean of Student Affairs. Otherwise your cell phones should be turned off or in silent mode during the class and no recording devices of any kind are allowed.

**Grading:** Your grade in this class will be calculated from a combination of class participation, one oral presentation, and written assignments. You can earn a total of 240 points towards your grade in this class (not including extra credit):

<table>
<thead>
<tr>
<th>Component</th>
<th>Points Possible</th>
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</thead>
<tbody>
<tr>
<td>Classroom participation</td>
<td>75 points</td>
</tr>
<tr>
<td>Written Exercise Summaries</td>
<td>60 points</td>
</tr>
<tr>
<td>Court Observation Writing Assignment</td>
<td>35 points</td>
</tr>
<tr>
<td>Court Observation Oral Presentation</td>
<td>20 points</td>
</tr>
<tr>
<td>Other Assignments</td>
<td>50 points</td>
</tr>
</tbody>
</table>

1. **Classroom participation:**

You can earn a total of 75 points for class participation. Grading is based on whether you contribute to classroom discussions; whether that contribution indicates that you have read the assigned material; your active participation during all exercises; and your overall attendance. You will not be graded on the “outcome” of individual negotiations or exercises, but rather by the process you use including whether you suggest creative solutions to the legal and other problems the exercises ask you to solve. You will be graded on how prepared you are (both in terms of doing the readings and preparation for individual exercises). You will also be graded on your improvement over the semester.

Throughout the semester you will participate in exercises. Many of these require partnering up in advance of the exercise. Therefore, if you will be absent on any particular day it is your responsibility to notify me as far in advance as possible so alternative assignments can be made. Attendance matters in this class because so much of the learning is experiential, which means you need to be both present and actively participating for a good classroom participation score.
2. Exercise Summaries: You can earn a total of 60 points for three written Exercise Summaries. The summaries are due on the days noted below in the syllabus. Each summary must be a minimum of three pages or a maximum of seven pages (in 12 Point Times New Roman, double spaced). Each summary is worth up to twenty points. One point will be deducted for each day the summary is late (beginning at 8:00 pm on the day it is due). The summary must be given in hard copy in class and not sent via email.

If you are absent on a day when an exercise is conducted you are required to interview at least three of your classmates about the exercise and write a summary of their experiences and conclusions following the standard exercise summary format. This means you should discuss what they did, what parts of the reading would have been helpful to you (or not) if you had been present for the negotiation, what your classmates learned from the experience and you should also discuss what you have learned from them about what they would do differently and what this means to you regarding how you would approach a similar negotiation in the future. This should also be three to seven pages long. Only one interview summary in lieu of an exercise summary will be accepted during the semester.

The required format for the exercise summaries is at the end of this syllabus.

3. Observation of Specialty/Problem Solving Court: You can earn up to 35 points for the Court Observation Summary. The Court Observation Summary is due on March 18, 2014, in hard copy form. One point will be deducted for each day the summary is late (beginning at 8:00 pm on March 18, 2014). As we will discuss in class, both Tarrant County and Dallas County have a full array of problem solving/specialty courts including drug courts, veterans courts, and mental health courts. You will be required to pick one court in any county (you are not limited to Dallas or Tarrant County) and observe one specialty court session. You will need to complete a written Court Observation Summary and turn it in. The required format for the Court Observation is at the end of this syllabus. If your schedule does not allow you to complete a court observation please see me during the first week of class and I will give you an alternate assignment. Please note, I do not consider it to be a scheduling conflict if you do try to do the observation at the last possible moment and then something prevents you from being able to go. One example of a legitimate scheduling conflict is if your job will not allow you to take time off during any of the times the specialty courts meet.

Please note: you will need to call in advance to be sure you know when the court meets and to let the judge know that you will be observing. Please try to coordinate with your classmates so whichever court you are interested in is not inundated with calls from this class. We will discuss in class how to coordinate the initial contacts. Some problem solving courts (such as the Prostitution Court in Dallas) are not open courts. If
you are told you are not welcome to attend a particular court session, just find out what other court sessions you may be able to attend. Please be sure you plan enough time in advance so that you do not find yourself trying to pull this together at the last minute.

In all of your communications with these courts I expect you to be professional and remember that you are representing Texas A&M University School of Law when you contact these courts and attend the court sessions. I will deduct up to 30 points from your final class grade if there are any problems with professionalism in connection with the court observations. If you have any questions about what would, or would not be professional behavior, please ask. A minimum standard of professionalism will include dressing professionally for the court session, not eating or chewing gum in court, being respectful in all communications with anyone connected to the court, and following any instructions you are given in connection with the court observation by the court personnel, the judge, the prosecutor or defense lawyers. You should not have your cell phone on, or any electronics, while in court observing. In many courts doing so will be considered a violation of the rules. In courts that do not have such rules, keeping your electronic devices off is professional and courteous. It is also difficult to observe what is going on in court if you are busy checking your facebook or email.

4. **Oral Presentation of Problem Solving Court Observation:** You can earn up to a total of **20 points** for this oral presentation. The presentations are scheduled for the classes that meet on February 27 and March 4, 2014. Please let me know if you will have a scheduling conflict on either of those days as soon as possible so I can take that into consideration when I assign the presentation dates. I will divide students up for presentation based on the type of court you are observing so that we have, for example, all students observing a drug court present on the same day. The presentations will be done as a panel for each type of court and I will give you a list of questions, in advance, that you should be prepared to answer during the presentation. If you are not prepared to present on the date assigned you will have 10 points deducted from your final score. You are required to dress professionally on the day you are presenting your paper. Failure to dress professionally will result in a 10 point deduction from your final score.

5. **Other Assignments:**

   A. **Film Review:** you can earn up to **30 points** for a film review of the Movie *Face to Face* that you are required to complete and turn in on April 8, 2014. One point will be deducted for each day the summary is late (beginning at 8:00 pm on the day it is due). The film will be available, in DVD, on reserve at the library. You could also rent the film from Amazon “on demand” or
from other sources (such as Netflix). See the required format for the review at the end of this Syllabus.

Please Note: The film is from Australia and is a dramatized account of one restorative justice process in a criminal assault case, based on actual cases. As a drama, the film includes profanity and some moderate violence. As a foreign film, it is not rated, but is probably the equivalent of an "R" rated film. If you would rather not watch this film due to its content, please let me know during the first week of classes so that I can give you an alternative assignment.

B. Juvenile Justice Exercise Analysis: You can earn up to 20 points for your analysis of this exercise. This assignment is the only written assignment that should be turned in via email, and is on April 29. One point will be deducted for each day the summary is late (beginning at 8:00 pm on the day it is due). You will receive more information about this assignment later in the semester.

Class Calendar:

Please be aware that I have scheduled guest speakers for this class. Our guest speakers are all busy professionals and as such some class topics may need to be rearranged to accommodate their schedules and/or we may have last minute changes if the guest speaker/s scheduled for a particular day needs to cancel. Please be flexible and understanding about these circumstances that will be out of all of our control. I will notify you either in class or via the Web Course of any changes as soon as possible.

Please Note: On days that we have guest speakers scheduled, please be sure that you have read the materials for the next class just in case we have a last minute cancellation and will instead cover the material scheduled for the next class.

Class 1: January 14: Introduction

Required Reading: On the Web Course.

Class 2: January 17: Plea Bargaining: The Rules

Required Reading: On the Web Course.

Required viewing:


Class 3: January 21: Plea Bargaining: Background

Required Reading: On the Web Course.

In today's class you will receive your roles for the first plea bargain exercise of the class. If you are absent today you will need to arrange to pick up your role from me personally. Please be aware: students cannot pick up roles for each other. In addition, I will not have office hours or be available on January 23 or 24 as I will be out of town at a conference, so, please be sure you have planned ahead.

Class 4: January 23: Plea Bargaining: Negotiation

Please Note: There will be no class today. In lieu of class you will be required to complete an out-of-class plea bargain.

Class 5: January 28: Plea Bargaining: Negotiation Debrief

Required Reading: On the Web Course.

Class 6: January 30: Plea Bargaining: Underlying policy goals

Required Reading: On the Web Course.

Class 7: February 4: Plea Bargaining: Concerns

Required Reading: On the Web Course.

Note: Plea Bargain Exercise Summary due today.

Class 8: February 6: Plea Bargaining: Negotiation

Required Reading: On the Web Course.

You will receive your roles for the second plea bargain exercise of the class. If you are absent today you will need to arrange to pick up your role from me personally. Please be aware: students cannot pick up roles for each other.

Class 9: February 11: Plea Bargaining: Negotiation & Debrief

The plea bargain negotiation will be an in-class exercise today.

Class 10: February 13: Plea Bargaining: Reform

Required Reading: On the Web Course.
Please Note: By today you need to advise me which problem-solving court you intend to observe. I will pass out a sign-up sheet in class. This is so I can assign the dates for your oral presentations as we will have two class periods set aside for those presentations and I want to divide up the presentations by subject matter (for example, having all those who observe a veterans court present on the same day).

Class 11: February 18: Problem Solving Courts: Background & Neuroscience

Required Reading: On the Web Course.

Note: Plea Bargain Exercise Summary due today.

Class 12: February 20: Problem Solving Courts: Continued

Required Reading on the Web course: Please note, there is no class today, but there is reading that will be useful for both the exercise and your court observations.

Please Note: There will be no class today. In lieu of class you will be required to do an out of class observation of a problem solving court. You must have your observation completed, and be prepared to do your oral presentation on it by March 4th. The written observation is due on March 18, 2014.

Class 13: February 25: Problem Solving Courts: Problem Solving Courts: Concerns

Required Reading: On the Web Course.

Class 14: February 27: Problem Solving Courts: Exercise & Debrief

Class 15: March 4: Problem Solving Courts: Report on Court Observations

Class 16: March 6: Problem Solving Courts: Report on Court Observations

Class 17: March 18: Guest Speakers:

Tentatively schedule: Tarrant County Judge Panel

Note: The written Court Observation Summary is due today.

Class 18: March 20: Restorative Justice: History & Approaches

Required Reading: On the Web Course.
Class 19: March 25: Restorative Justice: Concerns

Required Reading: On the Web Course.
Note: Your Exercise Summary for the Problem Solving Courts Exercise is due today.

Class 20: March 27: Guest Speaker:

Tentatively scheduled: Representatives of the Dallas County Public Defender and Tarrant County District Attorney

Class 21: April 1: Guest Speaker:

Tentatively scheduled: Tarrant County private criminal defense lawyers

Class 22: April 3: Restorative Justice: Exercise

Please Note: There will be no class today. In lieu of class, and any required reading, you are required to watch the Film Face to Face and write a film review (using the required format at the end of the syllabus). DVD copies of the film will be available to check out from the library (from the reserve section). You could also rent the film from Amazon “on demand” or from other sources (such as Netflix).

The film is 1 hour and 27 minutes long, so it is longer than our regularly scheduled class time, but if students want to arrange to start the film early and see it on during our regular class time on April 3rd, please let me know so I can be sure our classroom is reserved starting at 6pm.

Class 23: April 8: Juvenile Justice: History & Cases

Required Reading: On the Web Course.

Note: Film Review due today

Class 24: April 10: Juvenile Justice: Plea Bargaining

Required Reading: On the Web Course.

Class 25: April 15: Juvenile Justice: Restorative Justice

Required Reading: On the Web Course.
Class 26: April 17: Juvenile Justice: Problem Solving Courts

Required Reading: On the Web Course.

Class 27: April 22: Juvenile Justice Exercise

Class 28: April 24: Juvenile Justice Exercise Debrief

Required Reading: On the Web Course.

April 29: Your final written analysis for this course, on the Juvenile Justice Exercise, is due today.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): School of Law

2. Course prefix, number and complete title of course: Law 7552 Business Fundamentals for Lawyers

3. Catalog course description (not to exceed 50 words):
Introduction to business concepts and processes important to law practice; covers areas critical to business lawyers, such as financial statements, business strategy, supply chains, HR management, finance, marketing operations. Includes business problem simulations; prepares students for upper division business-related courses such as Business Associations and Securities Regulation.

4. Prerequisite(s): One year in law school in the full-time or part-time program

Cross-listed with: Stacked with:

5. Is this a variable credit course? Yes ☑ No ☐ If yes, from 1 to 2

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

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

   J.D. Law This course is restricted to students at the law school.

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Law</th>
<th>7552</th>
<th>Business Fundamentals for Lawyers</th>
</tr>
</thead>
</table>

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Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date 5/24/14
James McGrath
Chair, College Review Committee Date 5/8/14

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

Submitted to Coordinating Board by:
Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 02/14
TEXAS A&M UNIVERSITY
SCHOOL OF LAW

BUSINESS FUNDAMENTALS FOR LAWYERS

SYLLABUS
Summer 20XX

Professor Franklin G. Snyder
Office: Room 142
fsnyder@law.tamu.edu

TEXT: Kelly & McGowen, BUSN4 (South-Western 2012) (used copies are inexpensive)
The Business Strategy Game (McGraw-Hill)
https://www.bsg-online.com (online registration, $42.95)

TIME: Thursdays, 9:00 a.m.-10:50 a.m.
ROOM: 106
FINAL: 9:00 a.m., Tuesday, July 15

OFFICE HRS: Tuesday-Wednesday-Friday, 8:45 a.m.-10:30 a.m.
Other hours by appointment

Course Description. Introduction to business concepts and processes important to law practice. Covers areas critical to business lawyers, such as financial statements, business strategy, supply chains, HR management, finance, marketing operations. Includes business problem simulations. Prepares students for upper division business-related courses such as Business Associations and Securities Regulation.

Prerequisite. One year of law school, either part-time or full-time.

Course Goals and Objectives. The key goal is to get students to learn to think not like lawyers, but like the clients they will be representing when they are lawyers. The most common complaint about attorneys from business people is that the attorneys “just don’t understand our business.” This course is designed to help student to begin the process of understanding. As a result of this course, students should have:

• A basic concept of the principles of microeconomics as they apply to business firms: how money is raised, why people invest, the time value of money; the concept of leverage; the basic concepts of debt and equity.

• An understanding of functions of, and the basic relationships among, various business operations, including finance, management, production, marketing, distribution, and human resources.
• Familiarity with basic forms of accounting and with key financial documents (such as the balance sheet and the profit-loss statement), the ability to answer basic questions by relying on them.

• Most importantly, a better understanding of the issues faced in modern business and the way these businesses (your future clients) think about things.

Blackboard. This class will use the Blackboard system. Make sure you are registered for the class and be sure to check it regularly. During the semester assignments may be changed and there will be certain important notices. Also make sure your email is set up to get messages sent over both the Blackboard and Texas A&M systems. It is your responsibility to make sure that you get all information sent out through the Blackboard system.

Preparation. We will be covering a great deal of material. You are responsible for all the material in the book. In class we will focus on some aspects of what is covered in the readings, and we will be doing some problem-solving, but it is important that you read the material in advance. The slides that I use in class will be posted on Blackboard, but please remember that you are responsible for the material whether it is covered in class or not.

Class Time. Each class period is two 50-minute segments. I will not be cold-calling in this class. We will be using the class period to work through business problems and situations related to the readings. We will also be running a business simulation game, known as the Business Strategy Game through the course of the semester. Some portion of each class period will be devoted to the game, in which teams of students compete against other students to dominate their industry. The simulation game analyzes each decision made by each team (build a new factory, downsize office operations, hire a celebrity endorser, cut costs on materials, outsource production, provide better employee benefits, etc.) and calculates how well the business is doing compared to its rivals. It is designed to give you an inside view of the interconnected nature of business decisions.

Grading. Your final grade will be based one-third on your team’s performance in the Business Strategy Game, one-third on weekly multiple choice quizzes you will take online, and one-third on the final exam, which will be multiple choice.

Office Hours. I will always try to be in my office for the posted hours above, but you are free to come by at any time if I’m in the office. If I’m too busy to talk at that moment, we can set up a time. Or email me with a suggested time and I’ll try to be available.

Law School Disability Policy. Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.
### Academic Integrity Statement and Policy
An Aggie does not lie, cheat or steal, or tolerate those who do. Students should review and abide by the Law School Honor System Rules.

### ASSIGNMENTS

<table>
<thead>
<tr>
<th>Wk</th>
<th>Date</th>
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<th>Pages</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>5/29</td>
<td>2</td>
<td>16-31</td>
<td>Economics: The Framework For Business</td>
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<td>88-99</td>
<td>Small Business &amp; Entrepreneurship</td>
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<td>Simulation: Practice Round</td>
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<td>Accounting: Decision-Making by the Numbers</td>
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<td>Simulation: Round 1 (by 12:00 a.m. 6/3)</td>
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<td>3</td>
<td>6/12</td>
<td>9</td>
<td>116-131</td>
<td>Finance: Acquiring and Using Funds to Maximize Value</td>
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<td>Simulation: Round 2 (by 12:00 a.m. 6/10)</td>
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<td>6/19</td>
<td>11</td>
<td>150-165</td>
<td>Marketing: Building Profitable Customer Connections</td>
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<td>Simulation: Round 3 (by 12:00 a.m. 6/17)</td>
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<td>6/26</td>
<td>12</td>
<td>166-190</td>
<td>Marketing: Product and Promotion</td>
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<td>192-205</td>
<td>Marketing: Distribution &amp; Pricing</td>
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<td>Simulation: Round 4 (by 12:00 a.m. 6/24)</td>
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<td>206-220</td>
<td>Management, Motivation &amp; Leadership</td>
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<td>7</td>
<td>7/10</td>
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<td>252-267</td>
<td>Operations Management: Putting it All Together</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name):

2. Course prefix, number and complete title of course:
   Law 7789  LARW III: Business Collections

3. Catalog course description (not to exceed 50 words):
   Course teaches writing and analysis skills for business collection lawsuits; students learn to draft a demand letter, petition, answer, interrogatories, judgment order, application for writ of garnishment, and motions for substituted service, default judgment, and summary judgment; also introduces negotiation, settlement, and trial advocacy skills.

4. Prerequisite(s):
   One year in law school in the full-time or part-time program, including Contracts, LARW I and LARW II

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

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

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

   J.D. Law  This course is restricted to students at the law school.

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

9. Prefix  Course #  Title (excluding punctuation)

   Law  7789  LARW III Bus Collections

   Lect.  Lab  SCL  CIP and Fund Code  Admin. Unit  Acad. Year  HICE Code
   02  0  2  2  2  0  1  0  0  0  8  1  7  1  0  1  4  1  5  0  0  3  6  3  2

   Approval recommended by:
   Maxine M. Harrington  Chair, College Review Committee  Date

   Department Head or Program Chair (Type Name & Sign)  Date

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

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date

   Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
LARW III: Business Collections
Course Information and Syllabus—Summer 20XX

Adjunct Professor: James S. Johnson
Office: 1231 Greenway Drive, Suite 385, Irving, Texas 75038
Mobile Phone: 940-435-9806
Office Fax: 469-324-0100
Email: jim@capitalistplace.com
Office Hours: After class and by appointment.
Class Meetings: Mondays / Wednesdays from May 28 through July 9, plus Friday on June 13, from 4:00 p.m. to 5:50 p.m. All sessions meet in the Trial Courtroom.

Textbook: Texas Collections Manual (4th Edition—2013 supplement) published by Texas Bar Books. Retail Cost is $385.00 but, by special arrangement, students in this course can obtain the full digital product for FREE. You will receive a link by email to enable your purchase. After you graduate, this Manual will promote personal time efficiency in your law practice. It updates every couple of years and is well worth the full retail price if you practice collections law.

COURSE DISCRIPTION AND OBJECTIVES

This course teaches writing and analysis skills for business collection lawsuits. Students will learn to draft a demand letter, petition, answer, interrogatories, judgment order, application for writ of garnishment, and motions for substituted service, default judgment, and summary judgment. The course also will introduce negotiation, settlement, and trial advocacy skills.

COURSE PREREQUISITE

Prerequisite for enrollment in this course is the completion of one year in law school (in the full-time or part-time program), including Contracts, LARW I, and LARW II.

COURSE REQUIREMENTS

There is no assignment for the first day of class. For class meetings two through fourteen, students must prepare by reading assigned sections of the Texas Collections Manual and by drafting documents as will have been assigned during the preceding class meeting. Be prepared to support your approach to the documents prepared for your client’s case and to talk through alternative solutions where applicable.

GRADING

Your grade in this course will be based 90% on quality of your writings submitted in response to class assignments and 10% on your in-class discussions. There will be no examination.

INSTRUCTIONAL METHODS AND ASSIGNMENTS
This class is taught by a combination of lecture, guided discussion (Socratic method), and document drafting assignments. Each class will focus on the assigned textbook chapter(s). Please read the chapter(s) and draft the assigned documents prior to each class session. Your preparation will enable a more meaningful class discussion. Document drafts are due at the beginning of the class that the material will be discussed. After grading, you will have a chance to re-draft and resubmit each document to improve in response to the class discussion and in response to written comments on your papers.

POLICY STATEMENTS

ATTENDANCE: Attendance is required in accordance with the policy of the TAMU School of Law. Your signature on the attendance roster verifies that you were present during the entire class session. I reserve the right to mark you absent if you arrive significantly late for class or if you leave early from class.

DISABILITY: Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

ACADEMIC INTEGRITY: “An Aggie does not lie, cheat or steal, or tolerate those who do.” Student actions are governed by the law school’s Code of Conduct and Honor Code (available at http://law.tamu.edu/Portals/0/docs/cnoriega/TAMU%20Law%20School%20Honor%20System%20%28AS%29.pdf)

PROFESSIONALISM: “What does it mean to be a professional? The term refers to a group...pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose. Dean Roscoe Pound. “...In the Spirit of Public Service: A Blueprint for the Rekindling of Lawyer Professionalism” at 10 (ABA 1986) (citation omitted), available at http://www.abanet.org/cpr/professionalism/Stanley_Commission_Report.pdf.

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’” Commission on Professionalism, State Bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html.

COURSE SYLLABUS: Course syllabi are intended to provide students with basic information concerning the course. The syllabi can be viewed as a “blueprint” for the course; changes in the syllabus can be made and students will be informed of any substantive changes concerning examinations, the grading or attendance policies and changes in project assignments.

Class 1
Introduction and Client Acceptance.
Reading: None.
Document: None.

Class 2
Demand Letter.
Reading: Chapter 3, 4, 6
Document (Graded): Demand Letter.

Class 3
Jurisdiction and Venue.
Reading: Chapter 15, Chapter 19.11 through 19.19
Document: None.

Class 4
Original Petition.
Reading: Chapter 14
Document (Graded): Original Petition.

Class 5
Service of Process.
Reading: Chapter 16
Document (Graded): Motion for Substituted Service.

Class 6
Motion for Default Judgment.
Reading: Chapter 2.78:9. Chapter 20.21 through 20.26
Document (Graded): Motion for Default Judgment.

Class 7
Defenses and the Answer.
Reading: Chapter 17
Document (Graded): Original Answer.

Class 8
Discovery.
Reading: Chapter 18
Document (Graded): Request for Admissions and Interrogatories.

Class 9
Motion for Summary Judgment.
Reading: Chapter 19
Document (Graded): Motion for Summary Judgment.

Class 10
Trial Procedure.
Reading: None.
Document: None.

Class 11
Judgment and Attorney Fees.
Reading: Chapter 20
Document (Graded): Judgment Order.

Class 12
Abstract of Judgment and Writ of Execution.
Reading: Chapter 27.1 through 27.42
Document: None.

Class 13
Post-Judgment Discovery.
Reading: Chapter 26
Document: None.

Class 14
Garnishment and Settlement.
Reading: Chapter 27.51 through 27.72
Document (Graded): Motion for Writ of Garnishment.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): School of Law

2. Course prefix, number and complete title of course: Law 7790 LARW III: How the Deals Get Done

3. Catalog course description (not to exceed 50 words):
Course is for students who plan to practice transactional law; uses a hypothetical start-up business to help students deal with the transactional issues in this context; combines theory and practice to prepare students for typical matters they will confront in a transactional law practice.

4. Prerequisite(s):
   (1) One year in law school in the full-time or part-time program, including LARW I and II; (2) Business Associations I or Business Associations (four credit-hour course offered prior to fall 2013)

Cross-listed with: 

Stacked 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? No ☑ Yes ☐ If yes, this course may be taken ___ times.
   Will this course be repeated within the same semester? Yes ☑ No ☐

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      J.D. Law This course is restricted to students at the law school.

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

9. Prefix Course # Title (excluding punctuation)
   Law 7790 LARW III: How the Deals Get Done

   Lect. Lab Sci. CH and Emph Code Admin. Unit Acad. Year H.E. Code
   0 3 0 3 2 2 0 1 0 1 0 0 8 1 7 1 0 1 4 1 5 0 0 3 6 3 2

   Approval recommended by:
   Maxine M. Harrington, Department Head or Program Chair (Type Name & Sign) Date 5/23/14
   James McGrath, Chair, College Review Committee Date 5/22/14
   Ade Shot, Dean of College Date

   Department Head or Program Chair (Type Name & Sign)
   (if cross-listed course)
   Submitted to Coordinating Board by:
   Chair, GC or UCC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
Meeting Times & Location:
Tuesdays & Thursdays 9:00am – 10:15 am
Room ___

Instructor Information:
Professor Neal Newman
(817) 212-4138
Room 143
nnewman@law.tamu.edu
Office Hours: Tuesdays & Thursdays 10:15am – 11:30am

Course Description:
If you plan on practicing transactional law, this course is for you. The course uses a hypothetical start-up business to help students deal with the transactional issues in this context. The course combines theory and practice to prepare students for typical matters they will confront in a transactional law practice.

Course Prerequisites:
(1) One year in law school in the full-time or part-time program, including LARW I and II; (2) Business Associations I or Business Associations (four credit-hour course offered prior to fall 2013).

Course Objectives: Upon course completion, students should have learned the following eight concepts:

1) Business Entity Selection: Develop an analytical framework to use for selecting the best business entity for a client given their particular circumstances.

2) Limited Liability Company Law: Develop an overview of the law surrounding Limited Liability Companies (LLC’s). This would include learning the general legal framework for LLC law and being able to understand and analyze LLC operating agreement provisions.

3) Exempt Transactions under the Federal Securities Laws: Gain a general understanding of selected issues under the Federal Securities Laws. The primary learning objective here would be understanding the various “exempt transactions,” a transaction whereby an issuer can issue securities without having to register them with the Securities and Exchange Commission.

4) The Incorporation Process: Gain an overview and general understanding of the corporate formation process. This would include learning about the required contents of
a corporation's articles of incorporation, the required contents of an organizational meeting, the basics in forming a corporation's capital structure, the shareholders' and directors' role in the incorporation process, and finally how to determine in which jurisdiction a company should incorporate.

5) **Equity Based Compensation:** Many corporations issue stock to their employees as a form of supplemental compensation (typically referred to as stock options). This type of compensation triggers various tax and regulatory issues. Students should be able to identify and work through the issues that are triggered when companies use stock options as a form of compensation.

6) **Intellectual Property:** Often times in a small start-up business, the product or service in question may be some type of software or technology related invention. This triggers intellectual property issues. Students should become familiar with the different categories of intellectual property and the legal steps that should be taken to protect that intellectual property.

7) **Preferred Stock Attributes:** Preferred stock attributes are a big part of a venture capital financing deal. In that regard, students will gain an understanding of various preferred stock attributes such as conversion rights, liquidation preferences, and redemption rights.

8) **Document Drafting:** Students will learn the skill of drafting transactional documents. This includes studying the types of provisions commensurate with financing transactions, as well as how to draft those provisions with clarity and precision.

**Course Textbook:**


**Assignments:**

Students will be expected to attend class and complete the weekly Homework Assignments (which are in Appendix A of the casebook). With respect to each Homework Assignment, students are expected to bring two copies of the homework to class and turn in one copy at the start of the class period when the assignment is due. Students are to retain the second copy for their use during class discussion of the homework. Students are encouraged to collaborate regarding weekly Homework Assignments and class preparation. **There will be no final exam.** There will be three major graded “Memo Assignments” to be completed during the course of the semester as set forth in the schedule of assignments included here on the Syllabus.
Grading:

20% for attendance, class participation and weekly preparation (including timely completion of the Homework Assignments); 20% for Memo Assignment #1; 30% for Memo Assignment #2; and 30% for Memo Assignment #3.

**Graded Memo Assignment Rules:** Students are expected to complete each of the three Graded Memo Assignments. Students may discuss the assignments with other students but each student must complete their assignments independently. The Graded Memo Assignments do not call for research beyond the reading materials provided in the casebook and applicable corporation codes and statutes.

The stated maximum page lengths for the Graded Memo Assignments are not to be seen as expectations — many very good papers are shorter: Footnotes are prohibited. Papers may be single spaced, but grading includes an assessment of the value of the paper to the reader, which includes the ease of use by the reader. Single spaced memos without frequent paragraph breaks or section divisions are difficult to read and will be graded accordingly.

Each of the three Graded Memo Assignments is due at the beginning of class on the due date: Consistent with Texas A&M School of Law’s anonymous grading policy, the Graded Memo Assignments when turned in should show only the student’s identification number. Students are to keep time logs, just as in a law practice, showing their time spent on each of the three Memo Assignments. Students are to turn in their time sheets along with each Graded Memo Assignment. So that the time sheets are outside the anonymous information used to grade the Graded Memo Assignments, the time sheets are to be submitted to me separate from the Graded Memo Assignment and are to show the student’s name.

Questions on the graded Memo Assignments may be asked by email, during office hours or in class: Answers will be provided in class and posted on TWEN so that all students have access to the questions and the answers and any follow-up issues can be discussed with the group as a whole. Thus, the last opportunity for questions is the class preceding the due date for that particular Graded Memo Assignment. After that class, no further questions will be addressed. As a consequence, it is very much in the student’s best interest to begin working on the assignments early so that they may discover their questions before the last opportunity for the instructor to respond to any such inquiries has passed. The Graded Memo Assignments are handed out at least three weeks before they are due. The time allowed is intended to give students the ability to complete the Memo Assignments while managing their study schedules and other commitments without undue inconvenience. Unfortunately, some students leave the project to the last few days before the due date; thus they lose the opportunity to raise questions and often don’t perform as well as they would like.

**Law School Disability Policy:** Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodation as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in
consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

“An Aggie does not lie, cheat, or steal, or tolerate those that do.” Students should review and abide by the Law School Honor System Rules.

**Professionalism Statement:**

Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.
**NOTE:** I will collect and we will go over the assignments during the Thursday class of each week.

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic and Assignment</th>
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<tbody>
<tr>
<td><strong>Week #1</strong></td>
<td><strong>Read The Course Syllabus</strong></td>
</tr>
<tr>
<td>Describe Homework Assignment #1 – Draft Term Sheet for Marriage Proposal</td>
<td><strong>Read Chapter 1 – Introduction to Business Planning and the Ethical Obligations of Deal Lawyers</strong></td>
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<td></td>
<td>· <strong>Read Chapter 10 – Documenting the Capital Raising Transaction</strong> – pp. 605-617 (regarding use of Terms Sheets and Letters of Intent).</td>
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<td></td>
<td>· <strong>Review Appendix B</strong> – pp. 700-703 (Sample Confidentiality/NonDisclosure Agreements)</td>
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<tr>
<td></td>
<td>· <strong>Review Appendix B</strong> – pp. 704-708 (Sample Term Sheets for Employment Agreements)</td>
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<tr>
<td><strong>Week #2</strong></td>
<td><strong>Read Chapter 2 – Choice of Business Entity</strong></td>
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<tr>
<td>Distribute Graded Memo Assignment #1 – Review Proposed LLC Operating Agreement for Proposed Joint Venture</td>
<td>· Collect and Review Homework Assignment #1</td>
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<td>· <strong>Describe Homework Assignment #2</strong> – Analyze LLC Operating Agreement Hypos (Appendix A)</td>
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<tr>
<td><strong>Week #3</strong></td>
<td><strong>Read Chapter 3 – Formation of the LLC and Preparation of the LLC Operating Agreement</strong> (pp.129-168)</td>
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<td>· <strong>Review Appendix B</strong> - pp. 709-755 (Sample LLC Operating Agreements)</td>
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<td>· Collect and Review Homework Assignment #2</td>
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<td>· <strong>Describe Homework Assignment #3</strong> – Fiduciary Duties in LLCs (Appendix A)</td>
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<tr>
<td><strong>Week #4</strong></td>
<td><strong>Read Chapter 3 – Scope of Fiduciary Duties in the Modern LLC</strong> (pp. 168-222)</td>
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LARW III: How the Deals Get Done  
Course#  
COURSE SYLLABUS  
Spring 20XX

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Topic and Assignment</th>
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| Week #5 | • *Review Appendix B* – pp. 709-755 (Sample LLC Operating Agreements – relevant provisions regarding members' and managers' fiduciary duties)  
• Collect and Review Homework Assignment #3 |
| Graded Memo Assignment | • *Read Chapter 4 – Selected Issues Under the Federal Securities Laws*  
• *Describe Homework Assignment #4 – Incorporation: Delaware vs. California (Appendix A)* |
| #1 Due – |  |
| Week #6 | • *Read Chapter 5 – Formation of a Corporation: California vs. Delaware*  
• Collect and Review Homework Assignment #4  
• *Describe Homework Assignment #5 – Equity-Based Compensation Hypo's (Appendix A)* |
| Distribute Graded Memo Assignment |  |
| #2 – Draft Stock Purchase Agreement |  |
| Week #7 | • *Read Chapter 6 – Equity-Based Compensation: Stock Options, Incentive Compensation and Related Founder Issues*  
• Collect and Review Homework Assignment #5  
• *Describe Homework Assignment #6 – Research and Identify Three Local Venture Capital Firms (Appendix A)* |
| Week #8 | • *Read Chapter 10 – Documenting the Capital Raising Transaction* – pp. 617-628 (regarding stock Purchase Agreements)  
• *Read Chapter 7 – Intellectual Property Protection – A Primer for the Non-Expert*  
• *Review Appendix B* – pp. 797-800 (Sample Invention Assignment Agreement)  
• Collect and Review Homework Assignment #6 |
| Week #9 | • Review Chapter 10 – Documenting the Transaction – pp. 617-628 – Preferred Stock Purchase Agreement and related topics.  
  • Review – Sample Loan Agreement – Appendix B – pp. 756-779  
  • Review – Sample Acquisition Agreement – Appendix B – pp 780-796  
  • Read Chapter 8 – Raising Capital – Overview of Venture Capital- pp. 419-460  

*Describe Homework Assignment #7 – Dividend and Liquidation Preference Hypo*  

| Week #10 | COMPLETE 2\textsuperscript{ND} GRADED MEMO –  
Tuesday’s Class – Discuss Assignment – Answer Questions – Work on Memo during class – Collaborate  

Thursday’s Class – Debriefing of 2\textsuperscript{ND} Graded Memo  

| Week #11 | Read Chapter 9 – Venture Capital Financing: Preferred Stock Attributes (pp. 469-517 – regarding Dividend and Liquidation Preferences)  
Read Chapter 10 – Page 628 (regarding the Amended and Restated Charter)  
• Collect and Review Homework Assignment #7  
• Describe Homework Assignment #8 – Anti-Dilution Hypo’s (Appendix A)  

| Week #12 | • Read Chapter 9 – Venture Capital Financing: Preferred Stock Attributes (pp. 517-566 – regarding Conversion Rights and Anti-Dilution Protection) |
| Week #13 | • Collect and Review Homework Assignment #8  
• Describe Homework Assignment #9 – Term Sheet Comparison (Appendix A)  

| Read Chapter 9 – *Venture Capital Financing: Preferred Stock Attributes* (pp. 566-604 – regarding Redemption and Voting Rights)  
• Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 661-668 – regarding Voting Agreements)  
• Review Appendix B – pp. 801-815 (Sample Voting Agreement)  
Collect Homework Assignment #9 – (Term Sheet Comparison)  
Discuss Questions on Memo #3 |
| Week #14 | • Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 628-661 – regarding Right of First Refusal and Co-Sale Agreements)  
• Review Appendix B – pp. 816-839 (Sample Investor Rights Agreement)  
Review: Sample Right of First Refusal and Co-Sale Agreement – Appendix B – pp. 840-849  
Investor’s Rights – Preemptive Rights; Board Rights; Registration Rights; Information and Audit Rights  
Founder’s Issues – Rights of First Refusal and Co-Sale Rights  
Discuss Questions on Memo #3 |
| Lecture | Topic and Assignment |  
Week #15 | • Read Chapter 10 – *Documenting the Capital Raising Transaction* (pp. 668-672 – regarding the Mechanics of Closing a Financing Transaction)  
• Review Appendix B – pp. 850-852 (Sample Closing Document Checklist)  
Week of April 27  
Graded Memo Assignment #3 Due |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): School of Law

2. Course prefix, number and complete title of course: Law 7867 - Entrepreneurship Law Clinic

3. Catalog course description (not to exceed 50 words):
Offers students the ability to work with entrepreneurs on transactional matters in connection with the founding and/or development of a small business; students will focus on legal issues involved in starting a business, including choice of entity, entity formation, and founding agreements.

4. Prerequisite(s):
One year in law school in the full-time or part-time program; Business Associations I

Cross-listed with:
Stacked with:

5. Is this a variable credit course? Yes No
If yes, from 2 to 3

6. Is this a repeatable course? Yes No
If yes, this course may be taken 3 times.
Will this course be repeated within the same semester? Yes No

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

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

J.D. Law This course is restricted to students at the law school.

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

9. Prefix Course # Title (excluding punctuation)
Law 7867 Entrepreneurship Law Clinic

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>Law</td>
<td>7867</td>
<td>Entrepreneurship Law Clinic</td>
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Approval recommended by:

Maxine M. Harrington Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 02/14
TAMU Entrepreneurship Law Clinic
Spring 20xx
2 credit hours

Wednesday, 3:00-5:00 p.m.
Room 105

Instructors:
Professor Megan Carpenter
Email: mcarpenter@law.tamu.edu
Phone: 817-412-9434
Office: Room 136
Office Hours: Friday, 10:00-12:00

Professor Cheryl Leb
Email: cherylleb@kellyhart.com
Phone: 817-878-3547
Office Hours: By appointment

Course Overview
The Entrepreneurship Law Clinic offers students the ability to work with entrepreneurs on transactional matters in connection with the founding and/or development of a business. Students will focus on choice of entity and entity formation. The clinic will also provide assistance in strategizing, negotiating, and drafting organizational and operational agreements.

Prerequisites:
One year of law school in the full- or part-time program. Business Associations.

Resource Materials:
There is no required textbook for this course. Readings will be distributed in class or available online.

Course Objectives:
Throughout this course, students will:
1. Understand and gain an appreciation for specific substantive areas of law relevant to start-ups, including trademark clearance and acquisition of rights, as well as choice of entity and entity formation issues.
2. Begin to develop a knowledge base from which to build the capacity to diagnose short- and long-term problems related to trademark clearance and acquisition of rights.
3. Learn and refine skills for effective interviewing, counseling and communication.
4. Be able to counsel and serve entrepreneurial clients effectively and ethically.
5. Develop a "bedside manner", i.e., an effective process for client counselling.
6. Develop professionalism and an ethical framework as a counselor to entrepreneurs, including how to work collaboratively with other practitioners.
7. Reflect on clinic experiences and grow personally and professionally from them.

**Approach:**

Class meetings and work will include:

- **In-class workshops:** Class meetings will include some lecture, and also workshops on topics relevant to both trademark law and entity formation. Student participation in all classes and discussions is required.

- **Field trips:** Two visits to College Station to engage with ELC clients will be scheduled during the term, to provide opportunities for informal networking and communications.

- **Interviewing Simulations with Mock Clients:** In Week 4 students will be assigned to do a diagnostic interview with a "mock client" – a (pretend) entrepreneur who is seeking assistance. Students working in teams will conduct a diagnostic interview and receive detailed feedback from the Instructor, the mock client, and other students observing the interview.

- **Interviewing and Consulting Sessions with Real Clients:** In Week 5 the same student teams will then begin to assist assigned real business client(s) for the remaining 10 weeks of the term, starting with a diagnostic interview with the client (estimated 2-3 meetings total – one at the beginning, a mid-term check-in, and a final meeting). Based on what is learned in the diagnostic interview, student teams will then conduct research, counsel, lead training sessions, and/or draft legal documents.

- **"Firm" Case Conferences:** The entire class will meet regularly as the Firm to have opportunities to discuss real client cases and pool insights and expertise.

- **Team Meetings:** Beginning after the real client interviews, teams will meet with the Professors to review research and discuss case strategy.

- **Writing Assignments:** Writing assignments consist of a reflection and analysis paper, regular journaling, documents related to practice: (1)
an engagement letter; (2) a client intake memo; (3) deliverables identified in the intake memo (memos, legal documents).

- **Presentation**: Students will make a presentation on a business or legal issue related to an experience they had with a client during the ELC experience.

- **Fun**: This course should be fun.

**Evaluation and Grading Policies:**
All work, including but not limited to journals, maintenance of case files, client services, class participation, community presentations, and reflection papers, will be graded Pass/Fail and will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. We expect adherence to our rules of professional conduct where applicable. All clinic work will be supervised by an attorney. All official correspondence will be on TAMU School of Law stationery and must be cross-signed by a clinic faculty member or liaison, unless otherwise noted.

**Law School Disability Policy:**
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University's disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Policy:**
An Aggie does not lie, cheat or steal, or tolerate those who do. Students should review and abide by the Law School Honor System Rules.

**Statement on Professionalism:**
Professionalism includes the skill, good judgment, and polite behavior characteristic of a person trained to do a job well. Students are expected to maintain the highest levels of professionalism, just as if the student were working at a world-class law firm.
Course Topics:
The course topics provided below reflect the general coverage of the course in chronological order. However, there may be particular topics that will take more time and others that may be added or changed. It is impossible to predict what specific topics will be addressed by each team on behalf of their clients; the complexity, subject matter, and duration will all vary. This flexibility allows us to flow with the class’s interests and best meet the needs of students and clients.

1. Introduction: Trademark Law
   a. Trademark Searching
   b. Resources

2. Introduction: Choice of Entity
   a. Entity Formation Issues
   b. Resources

3. Client Intake
   a. Engagement Letters
   b. Client Intake Discussion

4. Client Interviewing and Counseling
   a. Mock Interviews
   b. Scenario building

5. Distribution of Clients and Group Discussion

6. Trademark clearance searches

7. Initial Client Meetings
   a. Seeking information
   b. Engagement letters

8. Trademark clearance searches

9. Memos with legal findings

10. Letters to clients

11. Preparation of Trademark Applications
CHANGE IN COURSE
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
* Submit original form and attachments *

1. Request submitted by *(Department or Program Name):*  
   School of Law

2. Course prefix, number and complete title of course:  
   Law 7369 Public International Law

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

4. For informational purposes only, please indicate course number if this course will be stacked:  

5. Complete current course title and catalog course description:  
   Public International Law. An introduction to the key concepts and doctrines of international law, including topics such as the sources and evidence of international law, the bases of international jurisdiction, the law governing the use of force and the protection of human rights, the law of treaties, and state succession.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   Public International Law. Introduces key doctrines of international law; focuses on fundamental principles and doctrines related to the sources of and bases for international law and international jurisdiction and the law governing treaties and state succession; may cover contemporary topics including the use of force, protection of human rights, and international criminal issues.

7. a. As currently in course inventory:  

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   b. Change to:  

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   Approval recommended by:  
   Maxim M. Harrington  
   Chair, College Review Committee  
   Date 5/12/14

   Department Head or Program Chair *(Type Name & Sign)*  
   Date

   Department Head or Program Chair *(Type Name & Sign)*  
   Date

   Submitted to Coordinating Board by:  
   Chair, GC or UCC  
   Date

   Associate Director, Curricular Services  
   Date  
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 02/14
Justification Statement: Law 7369 Public International Law: new course description

The proposed change in course description reflects the changing nature of public international law and is designed to offer students a broader, updated understanding of the key doctrines and concepts that will be covered in the course.