The Undergraduate Curriculum Committee recommends approval of the following:

1. New Courses

   AGEC 438. Investment Planning. (3-0). Credit 3. Applying investment principles considering families’ goals, time horizons, risk tolerance and tax implications to build investment portfolios; attributes of various asset classes; asset allocation, selecting securities and portfolio management; developing successful investment programs for personal investors and financial planners. Prerequisites: AGEC 435 and junior or senior classification.

   AGEC 439. Retirement Planning. (3-0). Credit 3. Retirement planning basics, qualified and nonqualified retirement plans, Social Security provisions and government healthcare plans along with the basics of employee benefits; focus on both quantitative (i.e., calculating retirement needs and plan limits) and qualitative (i.e., retirement age decisions, retirement income management) aspects of retirement. Prerequisite: AGEC 435 and junior or senior classification.

   AGEC 441. Financial Planning Capstone (3-0). Credit 3. Financial planning process, data gathering, approaches to financial planning, analysis of financial statements and client presentation; case analysis, ethics and professional conduct, use of financial planning software, advanced financial calculator usage, and Microsoft Excel applications. Prerequisites: AGEC 435, AGEC 436, AGEC 437, AGEC 438 and AGEC 439; junior or senior classification.

   ANSC 230. Animal and Research Experience. (1-2). Credit 2. Hands-on experience with farm animals; development and understanding of the scientific method; demonstration of critical thinking skills to evaluate scientific information.

   ARAB 321. Business Arabic. (3-0). Credit 3. Business and financial terminologies useful in the Arab World; cultural etiquette for effective communication in Arabic business settings; oral and written business reports from a variety of authentic sources; language skills and communication strategies for traveling, shopping and conducting financial transactions in the Arab World. Prerequisite: ARAB 202 or equivalent.

   ARAB 323. Media Arabic. (3-0). Credit 3. Analysis of current events in the Arab World; use of print and electronic materials in Arabic from variety of media sources; discussion of different points of view in media representation/coverage; issues pertaining to business, politics, culture and entertainment in the Arab World. Prerequisite: ARAB 202 or equivalent.

   BMEN 406. Medical Device Path to Market. (3-0). Credit 3. Path to market for a medical device with specific attention to the regulatory affairs to enable the development of an appropriate regulatory strategy due to the highly regulated global environment. Prerequisites: Admission into degree sequence of the major and junior or senior classification or approval of instructor.

   BMEN 422. Bioelectromagnetism. (3-0). Credit 3. Electric, magnetic and electromagnetic phenomena associated with biological tissues; source modeling based on physiological current including line and volume conductor models as well as electromagnetic-based stimulation, sensing and imaging. Prerequisites: Admission into the degree sequence of the major and BMEN 321 or approval of instructor.
INTS 321. Political Islam and Jihad. (3-0). Credit 3. Interaction between Islamic movements and politics in various Middle Eastern countries; the meaning and evolution of jihad; the role of Islam as a tool for political and social mobilization. Prerequisite: Junior or senior classification, or approval of instructor. Cross-listed with HUMA 321 and RELS 321.

KINE 404. Coaching Psychology. (3-0). Credit 3. Mental aspects of coaching for performance improvement in athletic and exercise settings; focus on coaching applications of theoretical concepts including individual differences, motivation, team and group dynamics, leadership, performance enhancement, positive and negative health behaviors and youth development. Prerequisite: Junior or senior classification, or approval of instructor.

MATH 225. Advanced Spreadsheet Techniques. (1-0). Credit 1. Advanced commands, formatting and functionality of spreadsheets, with Excel being the particular example. Prerequisite: MATH or APMS major.

MEEN 445. Engineering Applications of Solid Mechanics. (3-0). Credit 3. Mechanical and mathematical basis for modeling response of solid bodies undergoing coupled mechanical and non-mechanical effects, analysis of stress and deformation for structural members subjected to axial, torsional, and bending loads, design of multifunctional systems. Prerequisites: CVEN 305, MEEN 368.

MEEN 463. Cogeneration Systems. (3-0). Credit 3. Design and analysis of cogeneration system; selection of the prime mover, matching power and thermal needs, institutional factors, economic evaluations, financial options and the study of actual and hypothetical systems. Prerequisite: MEEN 421 or equivalent.


MKTG 430. Marketing Consulting. (3-0). Credit 3. Consulting tools and techniques, managing client relationships, preparing reports and presentations, problem-solving processes; semester-long client project. Prerequisites: MKTG 323.


MKTG 435. Advanced Selling. (3-0). Credit 3. In-depth strategic account planning, extensive role-play and team selling exercises, sales analytics, networking and prospecting, strategic goal setting and time management. Prerequisites: MKTG 335.

PHLT 306. Border Health. (3-0). Credit 3. United States-Mexico border public health system; includes issues important to public health at the border; addresses health challenges. Prerequisite: Public health major; junior or senior classification; or approval of instructor.

PHLT 307. Public Health in the Global Context. (3-0). Credit 3. Frameworks for understanding population health on a global scale; physical, social, cultural, geographic, political and economic interactions and interdependencies that influence global population health status. Prerequisite: Public health major; junior or senior classification; or approval of instructor.
PHLT 308. Comparative Global Health Systems. (3-0). Credit 3. Public health issues from population health and comparative perspectives at the global level; exploration of different public health systems in developing and developed countries. Prerequisites: Public health major; junior or senior classification; or approval of instructor.

PHLT 309. Population Health Promotion. (3-0). Credit 3. Major issues in population health promotion, including applying the concept of social determinants of health: the socio-economic, behavioral, and other factors that impact human health to address population health issues. Prerequisites: Public health major; junior or senior classification; or approval of instructor.

PHLT 313. Health Care and Public Health System. (3-0). Credit 3. Two distinct systems – health care system: an individual and medical services model and the public health system: population level disease prevention and health education. Prerequisites: Public health major; junior or senior classification; or approval of instructor.

PHLT 411. Project Management in Public Health. (3-0). Credit 3. Exploration of successful project management and administration in public health settings; includes project development, budgeting and implementation. Prerequisites: Public health major; junior or senior classification; or approval of instructor.

PSYC 450. Clinical Psychology. (3-0). Credit 3. Survey of the field of clinical psychology with a particular focus on the theoretical and scientific bases for the practice of clinical psychology. Prerequisites: PSYC majors only; grade of C or better in PSYC 203, PSYC 204 and PSYC 306.

RENR 345. Outdoor Recreation Consortium. (1-4). Credit 3. Classroom and hands-on exposure to outdoor recreation resources management in a major national park facing complex challenges; interactive problem-solving to understand natural resources, management strategies and issues related to a park’s broader region; includes one intensive week in Smoky Mountains National Park. Prerequisites: Junior or senior classification; or approval of instructor.


RPTS 421. Planning and Implementation of Events in Resorts and Hotels. (3-0). Credit 3. Principles and applications for effective planning and management of events in resorts and hotels; planning, promotion, operational logistics, sponsorship and evaluation. Prerequisite: Junior or senior classification.

RPTS 444. Service Quality for Hospitality Organizations. (3-0). Credit 3. Application of SERVQUAL concepts with focus on implementing measures to enhance customer service; in-depth study of planning and administering hospitality service strategies, measurement of service delivery, repair and recovery of service delivery gaps, and management and training of employees; practical applications of research in the field. Prerequisite: Junior or senior classification.

SCMT 375. Supply Chain Security. (3-0). Credit 3. Security of global supply chains; selection of appropriate technologies utilized in securing global supply chains; planning responses to disaster events in relation to the delivery and receipt of goods and services; designing draft security policies for an organization’s supply chain. Prerequisite: SCMT 364.
SOCI 203. U.S.-Mexico Border. (3-0). Credit 3. Understanding of the U.S.-Mexico border from different theoretical perspectives, including structural violence, identity, power and demography.

SPMT 450. Professional Practice in Sport Management. (3-0). Credit 3. Information, perspectives and skills to promote the management of sports in the community, school, workplace and sport business settings; boundary-crossing partnerships across sport disciplines; the role of collaborative efforts to improve the needs of the sport community. Prerequisite: Admission to professional phase of program; senior classification.

VTPP 439. Non-Coding RNA’s. (3-0). Credit 3. Advanced topics in noncoding RNA’s in gene regulation; investigation of the role of noncoding RNAs and epigenetic regulatory factors in modulating gene expression, physiological functions and disease development. Prerequisite: Junior or senior classification or approval of instructor.

VTPP 450. Stem Cell Physiology. (3-0). Credit 3. Advanced topics in stem cell biology; exploration of mammalian stem cells, stem cell characteristics, cell differentiation potency, molecular basis of stem cell signaling, regulatory pathways, research tools and experimental models. Prerequisite: Junior or senior classification or approval of instructor.

2. Change in Courses

AGEC 424. Rural Entrepreneurship I.

Course description and prerequisites
From: Strategic planning regarding economic and financial feasibility of rural business ventures; emphasis on processes for developing a comprehensive enterprise analysis; including management information system components; production, marketing, and financial plans; enterprise budget(s); and evaluation of risk management alternatives; and exchanges with "real-world" lenders, entrepreneurs, and other agribusiness management personnel. Prerequisites: AGEC 217; AGEC 317 or concurrent enrollment; AGEC 330 or FINC 341 or FINC 409; ACCT 209 or ACCT 229; ACCT 210 or ACCT 230; and junior or senior classification; or approval of department head.

To: Strategic planning regarding economic feasibility of a single-enterprise rural or metropolitan business venture; emphasis on processes for developing a comprehensive enterprise budget and construction and evaluation of risk management alternatives; exchanges with “real-world” entrepreneurs, financial experts and other management personnel; computer capabilities essential. Prerequisites: AGEC 105 or ECON 202; ACCT 209 or ACCT 210 or ACCT 229 or ACCT 230 or AGEC 325 or AGEC 330 or FINC 341 or FINC 409; junior or senior classification; or approval of department head.

AGEC 425. Rural Entrepreneurship II.

Course description
From: Strategic planning regarding feasibility of rural business ventures; emphasis on processes for developing comprehensive economic and financial prospectuses, including enterprise budgets, risk management planning, cash flow budgeting, net worth statements, income budgets, reconciliation statements and shock analysis; and
exchanges with "real-world" lenders, entrepreneurs, and other agribusiness management personnel. Prerequisites: AGEC 424; and junior or senior classification.

To: Strategic planning regarding rural and metropolitan business ventures; emphasis on processes for developing comprehensive economics and financial prospectuses, including enterprise budgets, risk management planning, cash flow budgeting, net worth statements, income budgets, reconciliation statements and shock analysis; mentoring exchanges with "real-world entrepreneurs, financial experts and other management personnel.

ARCH 327. Conceptual Structural Analysis.

Lecture and lab contact hours
From: (3-0) Credit 3.0.
To: (1-4) Credit 3.0.

ATMO 202. Atmospheric Science Laboratory.

Prerequisites
From: Concurrent enrollment in ATMO 201
To: None

ATMO 484. Internship.

Course description
From: Supervised internship at National Weather Service or in broadcast meteorology or elsewhere with faculty advisor approval; must complete a report and have a letter from supervisor for credit. May be taken 3 times for credit.
To: Supervised internship at National Weather Service or in broadcast meteorology or elsewhere with faculty advisor approval; must complete a report and have a letter from supervisor for credit. Must be taken on a satisfactory/unsatisfactory basis. May be taken 3 times for credit.

BMEN 207. Computing for Biomedical Engineering.

Prerequisites
From: Admitted to major degree sequence.
To: Admitted to major degree sequence; PHYS 208, CHEM 101/111, MATH 152, ENGR 112.

HORT 484. Internship.

Course description
From: On-the-job experience program in the student's area of horticultural specialization. Must be taken on a satisfactory/unsatisfactory basis. May be taken three times.
To: On-the-job experience program in the student's area of horticultural specialization. May be taken three times.
KINE 223. Introduction to the Science of Health and Fitness.

Course description
From: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software and other technology.

To: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software and other technology. Not open to students who have taken KINE 120.

MKTG 335. Personal Selling.

Course title
From: Personal Selling.
To: Professional Selling.

MKTG 345. Alternative Media, Public Relations and Sales Promotion.

Course title
From: Alternative Media, Public Relations and Sales Promotion.
To: Social Media and Public Relations.

MKTG 426. Advanced Retail Case Competition.

Course title
From: Advanced Retail Case Competition.
To: Advanced Retail Case Study.


Course title
From: Advertising Account Planning.
To: Account Planning and Research.

MKTG 448, Marketing Management

Course title
From: Marketing Management.
To: Marketing Strategy
OCNG 252, Oceanography Laboratory

Course description and prerequisites

From: Practical laboratory experiments and exercises demonstrating principles of ocean sciences. Honors sections are also available. A weekend field trip for the Honors sections only is required for which a fee is assessed. Prerequisite: OCNG 251 or concurrent registration.

To: Hands-on laboratory experiments and exercises demonstrating principles of ocean sciences; emphasis on the unique interdisciplinary nature of the ocean and current ocean issues relevant to today’s society; tailored for the non-scientist. Honors sections are also available.

OCNG 401. Interdisciplinary Oceanography.

Prerequisites

From: CHEM 101; MATH 131.
To: CHEM 101 or 107; MATH 131, MATH 151, or MATH 171.

RPTS 402. Park Planning and Design.

Prerequisites

From: RPTS 201 and RENR 201 or equivalents; junior classification
To: Junior or senior classification
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Agricultural Economics

3. Course prefix, number and complete title of course:
   AGEC 438 - Investment Planning

4. Catalog course description (not to exceed 50 words):
   Applying investment principles considering families' goals, time horizons, risk tolerance, and tax implications to build
   investment portfolios; attributes of various asset classes; asset allocation, selecting securities, and portfolio
   management; developing successful investment programs for personal investors and financial planners.

5. Prerequisite(s): AGEC 435 and junior or senior classification

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. How will this course be graded?
   - ☑ Grade
   - ☐ S/U
   - ☐ P/F (CLMD)

10. 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)

      B.S. in Agricultural Economics and B.S. in Agribusiness

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

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

13. Prefix | Course # | Title (excluding punctuation) | Investmen Planning
   ---- | -------- | ----------------------------- | -------------------------------
   AGEC | 438      | Investment Planning           |

   Lect. | Lab | Other | SCHII | CIP and Fund Code | Admin. Unit | Acad. Year | HCE Code
   3.00 | 0.00| 3.00 | 101020005 | 140 | 15 | 16 | 0 | 0 | 3 | 6 | 3 | 2

   Approval recommended by:
   C. Parr Ross
   Department Head or Program Chair (Type Name & Sign) / Date
   Robert W. Knight
   Chair, College Review Committee / Date
   Kim E. Dooley
   Dean of College / Date

   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 – 07/14
Course title and number  AGEC 438 – Investment Planning
Term and credits  Fall 2015 (3 credits)
Section numbers  Sections 5xx, 70x, 72x/ Web-based course

Course Description and Prerequisites
Applying investment principles considering families’ goals, time horizons, risk tolerance, and tax implications to build investment portfolios; attributes of various asset classes; asset allocation, selecting securities, and portfolio management; developing successful investment programs for personal investors and financial planners.
Prerequisites: AGEC 435 and junior or senior classification.

Instructor Information
Name  Dr. Nathan Harness, Instructional Associate Professor
Telephone number  979-862-2527 (it is better to send me an email)
Email address  nharness@tamu.edu
Office hours  MWF 10:00 am to 12:00 pm and by appointment

Course Goal
Overall Goal: We will learn to apply knowledge of investment principles and securities markets to achieve financial goals considering risk, planning horizons, and taxes. This course covers all the content necessary for proficiency on the CFP® exam in the area of investment analysis and planning.

Learning Outcomes
As a result of your participation in this course, you will be able to:
1. Describe the operations of the securities markets and the basic principles of investing and portfolio planning.
2. Compare the equity and fixed-income asset categories and their risks and roles in the portfolio.
3. Explain the use of mutual funds and ETFs in the portfolio and the guidelines for asset allocation and managing your own portfolio.
4. Identify and evaluate the roles of investment alternatives within a holistic financial plan.

Textbook and Resource Material

Financial Calculator: TI BA-II Plus or comparable (not alpha programmable). I will also be teaching you how to calculate using Microsoft Excel.

Additional references and readings will be assigned and posted on the TAMU eCampus website. You should check the website regularly for announcements, points earned, readings, and homework. Go to http://eCampus.tamu.edu/ and type your NetID and password to “Log In.”
Course Structure
This online course is organized into 15 weeks. Each week will include some or all of the following resources and activities as follows:
- Assigned readings in the textbook
- Additional readings about current issues
- Videos of short lecture presentations (some of these will be made by guest lecturers who manage investments)
- Assignments related to the week’s topics
- The assessment or quiz over the topics of the week.
- There will also be special weeks when you will take one of the four exams

Each week will be a little different with different amounts of time devoted to these various activities. Tentatively, one week will end and the other begin at noon on Monday. All assessments and assignments must be submitted by that time. You will have the option to complete everything during the work week and have your weekends free, or if you are occupied during the work week, you have the weekends to complete your studies.

Grading Policies
Your final letter grade will be determined based on the following schedule of total points earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>540 – 600</td>
</tr>
<tr>
<td>B</td>
<td>480 – 539</td>
</tr>
<tr>
<td>C</td>
<td>420 – 479</td>
</tr>
<tr>
<td>D</td>
<td>360 – 419</td>
</tr>
<tr>
<td>F</td>
<td>Less than 360</td>
</tr>
</tbody>
</table>

Your total points are determined from exams, quizzes, and homework assignments:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Points Each</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (inc. Final)</td>
<td>4</td>
<td>100</td>
<td>400</td>
</tr>
<tr>
<td>Assessments</td>
<td>15</td>
<td>10</td>
<td>150</td>
</tr>
<tr>
<td>Participation</td>
<td>10</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td></td>
<td><strong>600</strong></td>
</tr>
</tbody>
</table>

Examinations
The four examinations, including the final exam, are worth 100 points each. They are comprehensive, reviewing material from the beginning of the course, but emphasizing the more recent classes.

Because everyone has a bad day, the lowest score earned on these four exams will be replaced by the overall average for the four exams or by the Exam 4 score, whichever is higher. Suppose you get a 74 on your first exam and 84, 86, and 80 on the other three. The overall average is 81. Substituting the 81 for the 74 would give you a total 331 points, instead of 324. However, if you get a 90 on the final (exam 4), the 90 will replace the 74, and your total exam points will be 350. This gives you a greater opportunity to improve your grade by taking the final exam. The total possible points for exams is 400, out of 600, for the course.

Assessments
Various projects and quizzes will be assigned during the semester. During most weeks assessment quizzes will be assigned at the end of each week’s activities, however, projects will not be assigned every week. Together these will account for 150 points, out of 600 for the course. You are responsible for assuring that the assignment has been properly submitted in eCampus.
Participation
Participation points will also be given for short essays and posting to Discussions. The possible points for these activities will account for a total of at least 50 points, out of 600 possible points for the course.

Late Work Policies
Makeup exams and assignments will be given to students with absences considered excused under TAMU Student Rule 7 (Attendance) at http://student-rules.tamu.edu/rule07. For absences related to injury or illness, also see http://attendance.tamu.edu/. Students, who anticipate missing an exam, quiz, or assignment deadline, should inform me in advance if possible. To be eligible for a makeup exam or quiz, or for acceptance of a late assignment, students must provide documentation for the excuse within two days following the absence or missed deadline. Unexcused late work will not be accepted. For an injury or illness of three or more days, provide an excuse completed by a medical professional. For an injury or illness of less than three days, complete the Absence from Class form at https://dsacms.tamu.edu/sites/shs.tamu.edu/files/Explanatory%20Statement%20for%20Absence%20from%20Class_1.pdf.

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

Plagiarism
Plagiarism consists of presenting someone else’s work (ideas, writings, etc.) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. I encourage study groups and collaboration, but submitted assignments should be your own work. If you have questions, consult the TAMU Student Rules, under the section “Academic Misconduct,” or ask me.

Academic Integrity:
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
As a Texas A&M University student, you committed to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. This commitment applies to examinations, research papers, and all other academic work. When you submit your work for this course, you are making an implicit pledge that you have neither given nor received unauthorized aid.

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

Notes from Your Instructor
This is an online class so I may not see you in person, but I do want to invite you to visit with me. I want to answer any questions you have or hear your comments and suggestions for improving the course. Feel free to schedule an appointment for us to get together. I would like to get to know you; you don’t need to have a problem to come see me.

All class announcements will be posted in eCampus or through email. Please be sure to log in regularly so you don’t miss anything. If for some reason you have trouble with eCampus, please contact the Help Desk at (979) 845-8300 or helpdesk@tamu.edu.
### AGEC 438 – Investment Planning

**Tentative Schedule and Topics**


<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning</th>
<th>Due Date</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>The Investment Environment; Securities Markets and Transactions</td>
<td>Chaps. 1 and 2 and posted resources</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Investment Information and Indices; Review of Time Value of Money</td>
<td>Chaps. 3 and 4A and posted resources</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Measuring Returns and Risk; Modern Portfolio Concepts</td>
<td>Chaps. 4 and 5 and posted resources</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Market Efficiency and Behavioral Finance Exam #1</td>
<td>Chap. 9 and posted resources</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Investing in common stocks</td>
<td>Chaps. 6 and 7 and posted resources</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Evaluating Common and Preferred Stocks</td>
<td>Chaps. 8 and posted resources</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>Fixed-Income Securities</td>
<td>Chap. 10 and posted resources</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>Bond Valuation Exam #2</td>
<td>Chap. 11 and posted resources</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>Mutual Funds and Exchange-Traded Funds</td>
<td>Chap. 12 and posted resources</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Managing Your Own Portfolio</td>
<td>Chap. 13 and posted resources</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Options: Puts and Calls Exam #3</td>
<td>Chap. 14 and posted resources</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Futures Markets and Securities</td>
<td>Chap. 15 and posted resources</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>Tax-Advantaged Investments</td>
<td>Chap. 17* and posted resources</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td></td>
<td>Real Estate and Other Tangible Investments</td>
<td>Chap. 18* and posted resources</td>
</tr>
<tr>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>Exam #4</td>
</tr>
</tbody>
</table>


**NOTE:** THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE. DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY BE NECESSARY.
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 Professiona (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Agricultural Economics  
   AGEC 439 - Retirement Planning
3. Course prefix, number and complete title of course:  

4. Catalog course description (not to exceed 50 words):  
   Retirement planning basics, qualified and nonqualified retirement plans, Social Security provisions, and government healthcare plans along with the basics of employee benefits; focus on both quantitative (i.e. calculating retirement needs and plan limits) and qualitative (i.e. retirement age decisions, retirement income management) aspects of retirement.

5. Prerequisite(s):  
   AGEC 435 and junior or senior classification
   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. How will this course be graded?  
   - Grade  
   - S/U  
   - P/F (CLMD)

10. 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)
   B.S. in Agricultural Economics and B.S. in Agribusiness

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

12. 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).

13. Prefix  
   Course #  
   Title (excluding punctuation)  

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCII</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<tr>
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<td>101020005</td>
<td>140</td>
<td>15</td>
<td>-</td>
<td>16</td>
</tr>
</tbody>
</table>

Approval recommended by:  
C. Parr Ross  
Department Head or Program Chair (Type Name & Sign)  
Date  
9/18/14

Robert W. Knight  
Chair, College Review Committee  
Date  
9/11/2014

Kim E. Dooley  
Dean of College  
Date  
9/12/2014

Department Head or Program Chair (Type Name & Sign)  
(if cross-listed course)  
Submitted to Coordinating Board by:  
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 – 07/14

DECEIVED 
SEP 15 2014  
CURRICULAR SERVICES
Course title and number  AGEC 439 Retirement Planning  
Term and credits  Spring 2016 (3 credits)  
Section numbers  Sections 59x, 70x, 72x: Web-based course  

Course Description and Prerequisites  
Retirement planning basics, qualified and nonqualified retirement plans, Social Security provisions, and government healthcare plans along with the basics of employee benefits; focus on both quantitative (i.e. calculating retirement needs and plan limits) and qualitative (i.e. retirement age decisions, retirement income management) aspects of retirement.  

Prerequisites: AGEC 435; and junior or senior classification.  

Instructor Information  
Name  NathanHarness, Instructional Associate Professor  
Telephone number  979-862-2527 (it is better to send me an email)  
Email address  nharness@tamu.edu  
Office hours:  MWF 10:00 am to 12:00 pm and by appointment  

Course Goal  
Overall Goal: Our goal is to learn the fundamentals of retirement planning and products available to meet retirement goals from both the employer and employee perspectives. This course covers all the content necessary for proficiency on the CFP® exam in the area of retirement and employee benefits.  

Learning Outcomes  
As a result of your participation in this course, you will be able to:  
1. Describe and apply different retirement income strategies.  
2. Calculate a retirement needs analysis using time value of money and make fiduciary retirement portfolio recommendations.  
3. Describe the basics of retirement plan design while accounting for taxes and IRS/ERISA regulations.  
4. Explain the differences between qualified and non-qualified plans as they relate to both employers and employees from both a qualitative and quantitative nature.  
5. Identify and evaluate employee benefits and their tax implications.  
6. Analyze the special topics of retirement such as gender retirement issues, baby boomer retirement needs, social welfare, and Defined Benefits vs Defined Contributions decisions.  
7. Demonstrate a comprehensive knowledge of the Social Security and Medicare system.  

Textbook and Resource Material  
- Financial Calculator: TI BA-II or comparable (not alpha programmable) and access to Microsoft Excel.
Additional references and readings will be assigned and posted on the TAMU eCampus website. You should check the website regularly for announcements, points earned, readings, and homework. Go to http://ecampus.tamu.edu/ and type your NetID and password to log-in.

Course Structure
This online course is organized into 15 weeks. Each week will include some or all of the following resources and activities as follows:

- Assigned readings in the textbook
- Additional readings about current issues
- Videos of short lecture presentations (some of these might be made by guest lecturers who work in the financial planning field)
- Assignments related to the week's topics
- Quizzes over the topics of the week.
- Networking is participation in the industry that can take on the form of attending events, taking part in discussions, interviewing planners, etc. A detailed list will be made available.
- There will also be weeks when you will take one of the three exams

Each week will be a little different with different amounts of time devoted these various activities. Tentatively, one week begins and the past week ends at midnight on Sunday. All quizzes and assignments must be submitted by that time. You will have the option to complete everything during the work week and have your weekends free, or if you are occupied during the work week, you have the weekends to complete your studies.

Grading Policies
Your final letter grade will be determined based on the following schedule of total points earned:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>810 – 900</td>
</tr>
<tr>
<td>B</td>
<td>720 – 809</td>
</tr>
<tr>
<td>C</td>
<td>630 – 719</td>
</tr>
<tr>
<td>D</td>
<td>540 – 629</td>
</tr>
<tr>
<td>F</td>
<td>Less than 540</td>
</tr>
</tbody>
</table>

Your total points are determined from exams, quizzes, and homework assignments:

<table>
<thead>
<tr>
<th>Item</th>
<th>Number</th>
<th>Points Each</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (inc. Final)</td>
<td>3</td>
<td>200</td>
<td>600</td>
</tr>
<tr>
<td>Projects</td>
<td>2</td>
<td>100</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td></td>
<td><strong>900</strong></td>
</tr>
</tbody>
</table>

Examinations
The three examinations, including the final exam, are worth 200 points each. They are comprehensive, reviewing material from the beginning of the course, but emphasizing the more recent classes. Since this knowledge is comprehensive in nature and it is expected that your knowledge will improve as the class continues. As such, I will allow the lowest score earned on these exams to be replaced by the Exam 3 (final exam) score. This gives you a greater opportunity to improve your grade by doing well on the final exam.

Projects
Two large retirement projects will be assigned during the semester and will account for 200 points. No credit will be given to homework turned in late unless the student has a university Excused Absence. This is part of the learning to work with deadlines which is critical if you want to become an effective manager of the financial resources of others. I will let you know well in advance when assignments are due so you have plenty of time to complete these projects. You are responsible for assuring that the assignment has been properly submitted in eCampus.

**Quizzes**
Assessment quizzes will be assigned at the end of each week’s activities. These will be good preparation for the exams and will help guide you towards a deeper understanding of the material. The quizzes are designed to cover the material we covered specific to that week’s contents. The possible points for these quizzes will account for a total of at least 100 points.

**Late Work Policies**
Makeup exams and assignments will be given to students with absences considered excuses under TAMU Student Rule 7 (Attendance) at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). For absences related to injury or illness, also see [http://attendance.tamu.edu/](http://attendance.tamu.edu/). Students who anticipate missing an exam, quiz, or assignment deadline, should inform me in advance if possible. To be eligible for a makeup exam or quiz, or for acceptance of a late assignment, students must provide documentation for the excuse within two days following the absence or missed deadline. Unexcused late work will not be accepted. For an injury or illness of three or more days, provide an excuse completed by a medical professional. For an injury or illness of less than three days, complete the Absence from Class form at [https://dsacms.tamu.edu/sites/shs.tamu.edu/files/Explanatory%20Statement%20for%20Absence%20from%20Class_1.pdf](https://dsacms.tamu.edu/sites/shs.tamu.edu/files/Explanatory%20Statement%20for%20Absence%20from%20Class_1.pdf).

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

**Plagiarism**
Plagiarism consists of presenting someone else’s work (ideas, writings, etc.) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. I encourage study groups and collaboration, but submitted assignments should be your own work. If you have questions, consult the TAMU Student Rules, under the section “Academic Misconduct,” or ask me.

**Academic Integrity:**
“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
As a Texas A&M University student, you committed to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. This commitment applies to examinations, research papers, and all other academic work. When you submit your work for this course, you are making an implicit pledge that you have neither given nor received unauthorized aid. For additional information, please visit [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

**Notes From Your Instructor**
There is an enormous advantage to having an online course but one of the complexities is that we don’t get to meet in person often. This means that it is difficult for me to know if you are struggling,
have outside issues, or just want to talk about the financial planning industry. I want to encourage you to come visit me at any point. Whether that be in person, over the phone, or through email. Without the non-verbal communication cues it will be important for us to communicate more frequently, especially when addressing problems. More importantly I am a huge believer in developing networks that you can use to advance your knowledge and career. I want to answer any questions you have or hear your comments and suggestions for improving the course, as such, my door is always open. Feel free to stop in to see me anytime, or call or email ahead and we can schedule an appointment. I would like to get to know you; you don’t need to have a problem to come see me!

All class announcements will be posted in eCampus or through email. Please be sure to log in regularly so you don’t miss anything. If for some reason you have trouble with eLearning, please contact the Help Desk at (979) 845-8300 or helpdesk@tamu.edu.

**Online Additional Statement**

Given that this is an online course it is important for you to be a self-starter. It will be easy for you to wait until the last minute to try and do your work, but I would really encourage you not to take that posture with this course. You should make sure that you set aside the weekly time needed to be successful in this course.
# AGEC 439 – Retirement Planning
## Tentative Schedule and Topics


<table>
<thead>
<tr>
<th>Week</th>
<th>Beginning Date</th>
<th>Notes</th>
<th>Topics</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td>Introductions to Course Overview of Retirement Plans</td>
<td>Dalton Ch. 1</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td>Overview of Qualified Plans and Regs</td>
<td>Dalton Ch. 3</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td>Qualified Profit Sharing Plans</td>
<td>Dalton Ch. 5 and 6</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td>Qualified Pension Plans <strong>Exam #1</strong></td>
<td>Dalton Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>Week off to work on Project 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td>Qualified Plan Administration</td>
<td>Dalton Ch. 8</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td>SEPs, SARSEPs, and IRAs</td>
<td>Dalton Ch. 9</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td><strong>Project 1 Due</strong></td>
<td>Capital Needs Analysis</td>
<td>Dalton Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Spring Break</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td></td>
<td>SIMPLE, 403(b), 457</td>
<td>Dalton Ch. 10</td>
</tr>
<tr>
<td>10</td>
<td></td>
<td></td>
<td>Employee Benefits: Group Benefits</td>
<td>Dalton Ch. 14</td>
</tr>
<tr>
<td>11</td>
<td></td>
<td></td>
<td>Distribution and Tax Issues <strong>Exam #2</strong></td>
<td>Dalton Ch. 7</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Retirement Income Management Sustainable Withdrawals</td>
<td>Additional Readings</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>Social Security and Healthcare in Ret</td>
<td>Dalton Ch. 11</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td><strong>Project 2 Due</strong></td>
<td>Annuities</td>
<td>Additional Readings</td>
</tr>
<tr>
<td>15</td>
<td>TBD</td>
<td></td>
<td><strong>Final Exam</strong></td>
<td></td>
</tr>
</tbody>
</table>

**NOTE:** THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE. DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY BE NECESSARY. YOU WILL BE NOTIFIED OF ANY CHANGES IN CLASS AND THROUGH THE ECAMPUS WEBSITE.
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Department of Agricultural Economics

3. Course prefix, number and complete title of course:  
   AGEC 441 - Financial Planning Capstone

4. Catalog course description (not to exceed 50 words):  
   Financial planning process, data gathering, approaches to financial planning, analysis of financial statements, and client presentation; case analysis, ethics and professional conduct, use of financial planning software, advanced financial calculator usage, and Microsoft Excel applications.

5. Prerequisite(s):  
   AGEC 435, AGEC 436, AGEC 437, AGEC 438 and AGEC 439; Junior or Senior classification

6. Cross-listed with:  
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

8. 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

9. Will this course be submitted to the Core Curriculum Council?  
   - Yes  
   - No

10. How will this course be graded?  
    - Grade  
    - S/U  
    - P/T (CLMD)

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

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

   B.S. in Agricultural Economics and B. S. in Agribusiness

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

12. 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).

13. Prefix  
   Course #  
   Title (excluding punctuation)
   AGEC  
   441  
   FINANCIAL PLANNING CAPSTONE

   Lecture: 3.00  
   Lab: 0.00  
   Other: 3.00  
   SCH: 100  
   CIP and Fund Code: 101020005  
   Admin. Unit: 140  
   Acad. Year: 15  
   FICE Code: 6  
   Level: 4

   Approval recommended by:
   C. Parr Rosson  
   Department Head or Program Chair (Type Name & Sign)  
   Date

   Robert W. Knight  
   Chair, College Review Committee  
   Date

   Kim E. Dooley  
   Dean of College  
   Date

   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 - 07/14

Received Sep 15 2014
Course title and number: AGEC 441 Financial Planning Capstone
Term and credits: Summer 2016 (3 credits)
Section numbers: Section 3xx, 70x, 72x: Web-based course

Course Description and Prerequisites
Financial planning process, data gathering, approaches to financial planning, analysis of financial statements, and client presentation; case analysis, ethics and professional conduct, use of financial planning software, advanced financial calculator usage, and Microsoft Excel applications.

Prerequisites: AGEC 435, AGEC 436, AGEC 437, AGEC 438 and AGEC 439; and junior or senior classification.

Instructor Information
Name: Nathan Harness,
Telephone number: 979-862-2527 (it is better to send me an email)
Email address: nharness@tamu.edu
Office hours: MWF 10:00 am to 12:00 pm and by appointment

Course Goal
Overall Goal: We will synthesize and apply the concepts of financial planning to create a comprehensive financial plan and present this plan in a manner suitable to the needs of our client(s).

Learning Outcomes
The CFP Board of Standards has established learning objectives that will help guide the core requirements of this course. As a result of your participation in this course, you will be able to:

1. Demonstrate a comprehensive understanding of the content found within the Financial Planning curriculum and effectively apply and integrate this information in the formulation of a financial plan.
2. Effectively communicate the financial plan, both orally and in writing, including information based on research, peer, colleague or simulated client interaction and/or results emanating from synthesis of material.
3. Collect all necessary and relevant qualitative and quantitative information required to develop a financial plan.
4. Analyze personal financial situations, evaluating clients’ objectives, needs, and values to develop an appropriate strategy within the financial plan.
5. Demonstrate logic and reasoning to identify the strengths and weaknesses of various approaches to a specific problem.
6. Evaluate the impact of economic, political, and regulatory issues with regard to the financial plan.
7. Apply the CFP Board Financial Planning Practice Standards to the financial planning process.
Textbook and Resource Material

- Financial Calculator: TI BA-II or comparable (not alpha programmable)
- Access to a computer with Microsoft Excel (other software used is cloud based and will be provided free of charge)

Additional references and readings will be assigned and posted on the TAMU eCampus website. You should check the website regularly for announcements, points earned, readings, and homework. To access: Go to [http://eCampus.tamu.edu/](http://eCampus.tamu.edu/) and type your NetID and password to “Log In.”

Course Structure

This online course is organized into 10 weeks to be taught during summer session. Each week will include some or all of the following resources and activities as follows:

- Assigned readings in the textbook
- Additional readings about current issues
- Videos of short lecture presentations
- Assignments related to the week’s topics
- The quiz over the topics of the week.
- There will also be weeks where you submit parts of the plan projects

Each week will be a little different with different amounts of time devoted these various activities. Tentatively, one week ends and the other will begin at midnight on Sunday. All assessments and assignments must be submitted by that time. You will have the option to complete everything during the work week and have your weekends free, or if you are occupied during the work week, you have the weekends to complete your studies.

Grading Policies

Your final letter grade will be determined based on the following schedule of total points earned:

- A 720 – 800 total points
- B 640 – 719 total points
- C 560 – 639 total points
- D 480 – 559 total points
- F Less than 480 total points

Your total points are determined from exams, quizzes, and homework assignments:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due Date</th>
<th>Points Each</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comprehensive Case</td>
<td>Beginning of Week 10</td>
<td>350</td>
<td>450</td>
</tr>
<tr>
<td>Case Presentation</td>
<td>Beginning of Week 10</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>Case Assignments</td>
<td>See Schedule</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes</td>
<td>Weekly</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Mentor Grade</td>
<td></td>
<td>50</td>
<td></td>
</tr>
<tr>
<td><strong>Total Possible Points</strong></td>
<td></td>
<td></td>
<td><strong>800</strong></td>
</tr>
</tbody>
</table>
Comprehensive Case

The comprehensive case will be built on throughout the semester and will involve a full case scenario of a typical client. During the class we will have an online discovery of the client data and scenario of our client(s).

Computers do fail and this is a very large project so I suggest you back your files up regularly and to different locations. You will be responsible for your files until they are turned in for the course. I suggest a jump drive or cloud based storage.

Case Presentation

The presentation portion of this course will be a challenge because you will have to shift from being a student who is acquiring information to a planner who is applying this information to solve financial problems and communicate those with a “client.” Your presentation will take place online and will require the use of a microphone (at minimum) or web camera (preferred).

Case Assignments

Small case assignments will be given throughout the semester. These are subcomponents of the comprehensive case that will combine different financial planning aspects but will not be as comprehensive as the full case. Assignments are always due by midnight on the Sunday of the week they are assigned. Remember you can always turn in work early but I will not take late work.

Mentor Grading

It will be your responsibility to find a mentor who will provide you with feedback on your case. The requirements for a mentor are: 1) They must be willing to dedicate at least 3 hours this semester speaking with you about your case and grading your effectiveness of your final written case. 2) They must have at least 3 years of experience in the financial planning profession and have a CFP® unless you clear this with me in advance. 3) They must be willing to complete the assessment rubric and deliver that to me directly before the due date.

You may not know anyone in the industry which is OK. This will be your first practice at learning to network and get to know those in the profession around you. You may feel fearful of this process at first but I guarantee it will pay huge dividends furthering your career and outside the classroom knowledge of financial planning. If you cannot find a mentor after approaching at least three persons in the industry please communicate this with Dr. Harness to come up with an alternative approach.

Late Work Policies

Makeup exams and assignments will be given to students with absences considered excused under TAMU Student Rule 7 (Attendance) at http://student-rules.tamu.edu/rule07. For absences related to injury or illness, also see http://attendance.tamu.edu/. Students, who anticipate missing an exam, quiz, or assignment deadline, should inform me in advance if possible. To be eligible for a makeup exam or quiz, or for acceptance of a late assignment, students must provide documentation for the excuse within two days following the absence or missed deadline. Unexcused late work will not be accepted. For an injury or illness of three or more days, provide an excuse completed by a medical professional. For an injury or illness of less than three days, complete the Absence from Class form at https://dsacms.tamu.edu/sites/shs.tamu.edu/files/Explanatory%20Statement%20for%20Absence%20from%20Class_1.pdf.

Americans with Disabilities Act (ADA)

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

**Plagiarism**

Plagiarism consists of presenting someone else’s work (ideas, writings, etc.) as your own. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. I encourage study groups and collaboration, but submitted assignments should be your own work. If you have questions, consult the TAMU Student Rules, under the section “Academic Misconduct,” or ask me.

**Academic Integrity:**

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

As a Texas A&M University student, you committed to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. This commitment applies to examinations, research papers, and all other academic work. When you submit your work for this course, you are making an implicit pledge that you have neither given nor received unauthorized aid.

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

**Notes from Your Instructor**

There is an enormous advantage to having an online course but one of the complexities is that we don’t get to meet in person often. This means that it is difficult for me to know if you are struggling, have outside issues, or just want to talk about the financial planning industry. I want to encourage you to come visit me at any point. Whether that is in person, over the phone, or through email. Without the non-verbal communication cues it will be important for us to communicate more frequently, especially when addressing problems.

I am a huge believer in developing networks that you can use to advance your knowledge and career. This class is the final step in the educational component toward becoming a financial planner so I want you to learn how to communicate to your peers and ultimately your clients. I want to answer any questions you have or hear your comments and suggestions for improving the course, as such, my door is always open. Feel free to stop in to see me anytime, or call or email ahead and we can schedule an appointment. I would like to get to know you; you don’t need to have a problem to come see me!

All class announcements will be posted in eLearning. Please be sure to log in regularly so you don’t miss anything. If for some reason you have trouble with eLearning, please contact the Help Desk at (979) 845-8300 or helpdesk@tamu.edu.

**Online Additional Statement**

Given that this is an online course it is important for you to be a self-starter. It will be easy for you to wait until the last minute to try and do your work, but I would really encourage you not to take that posture with this course. You should make sure that you set aside the time needed each week to be successful in this course.
# Financial Planning Capstone

## Tentative Schedule and Topics


<table>
<thead>
<tr>
<th>Date (Week of)</th>
<th>Week</th>
<th>Topics</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Role of a Planner/Planning Process Introduce the Case and MGP Software</td>
<td>Ch. 1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>TVM Review with Excel/BA II Education Funding <strong>Due: Assumptions and Education Plan</strong></td>
<td>Ch. 3 and 7</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Cash Management, Savings, and Debt Planning</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Insurance: Life, Health, HO, Liability <strong>Due: Cash Management Report</strong></td>
<td>Ch. 4 and 5</td>
</tr>
<tr>
<td>5</td>
<td>5</td>
<td>Investments: (Chapter 8 is Catch Up) Ch. 9 and 10 – Investment Strategies</td>
<td>Optional Ch. 8 Required Ch. 9 &amp; 10</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
<td>Tax Planning <strong>Due: MGP Update with Risk Tolerance/Portfolio Analysis</strong></td>
<td>Ch. 11 and 12</td>
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<tr>
<td>7</td>
<td>7</td>
<td>Retirement Planning</td>
<td>Ch. 13 and 14</td>
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<tr>
<td>8</td>
<td>8</td>
<td>Estate Planning <strong>Due: Tax and Estate Planning Analysis</strong></td>
<td>Ch. 15 and 16</td>
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<tr>
<td>9</td>
<td>9</td>
<td>Putting It All Together</td>
<td>Ch. 17</td>
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<tr>
<td>10</td>
<td>10</td>
<td>Final Case Presentations</td>
<td>Schedule With Me</td>
</tr>
</tbody>
</table>

**NOTE:** THE COURSE SYLLABUS IS A GENERAL PLAN FOR THE COURSE. DEVIATIONS ANNOUNCED TO THE CLASS BY THE INSTRUCTOR MAY BE NECESSARY. YOU WILL BE NOTIFIED OF ANY CHANGES IN CLASS AND THROUGH THE ECAMPUS WEBSITE.
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, MD, etc.)

2. Request submitted by (Department or Program Name):
Department of Animal Science

3. Course prefix, number and complete title of course:
ANSC 230 Animal and Research Experience

4. Catalog course description (not to exceed 50 words):
Hands-on experience with farm animals; develop understanding of the scientific method; demonstrate critical thinking skills to evaluate scientific information.

5. Prerequisite(s): none

6. Is this a variable credit course? [✓] No

7. Is this a repeatable course? [✓] No

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

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

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

10. [✓] 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)

<table>
<thead>
<tr>
<th>ANSC</th>
<th>230</th>
<th>Anim &amp; Res Experience</th>
</tr>
</thead>
</table>

   Lecture Lab SCI CIP and Fund Code
   | 0 | 1 | 0 | 2 | 0 | 2 | 1 | 0 | 9 | 0 | 1 | 0 | 0 | 0 | 5 | 0 | 2 | 7 | 0 | 1 | 5 | 1 | 6 |

   Approval recommended by:

   H. Russell Cross [✓] 7-14-14
   Robert Knight [✓] 8-7-14
   Bill Dugas [✓] 8-13-14

   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   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 845-8201 or sandra.williams@tamu.edu
Curricular Services - 04/14
Course Syllabus Spring 20XX
ANSC 230 Animal and Research Experience
TR- 3-5; KLCT 400

Professors: Dr. Kathrin Dunlap  Dr. Shawn Ramsey
Office: 442 Kleberg  109 Kleberg
Phone: 979-845-3582  979-845-7616
Email: kdunlap@tamu.edu  sramsey@tamu.edu

Required Text: Animal and Research Experience note packet
Tuesday Lecture 3-4, Tuesday Lab 4-5
Thursday Lab 3-5
Credit 2 SCH

Course Description:
Objectives
To provide students with:
1) Understanding of and ability to implement the scientific method and utilize critical thinking skills for evaluation of scientific information
2) Hands-on experiences with domestic farm animals and ability to relate those experiences to the animal’s biology
3) Appreciation for the role of animal science in society and opportunities available for trained animal scientists.

Learning Outcomes
Upon completion of this course students will be able to:
1) Describe and apply the scientific method
2) Employ basic species specific terminology to domestic livestock
3) Perform fundamental tasks that are routine when handling domestic livestock
4) Read and evaluate animal science related publications
5) Interview an animal science industry professional
6) Prepare educational outline and professional resume for future career pursuit

Experiences and knowledge gained in this course will complement materials presented in other Animal Sciences courses and enhance the students' productivity in other courses. This course increases the students' understanding and confidence with animals and research to strengthen the value of the Animal Sciences curriculum to the students.

Grading Policy
Missed exams/quizzes/ practicums will require University excuse for make-up. Late submission of an assignment will incur a deduction of 10% of the possible points for each day late.

| Posteds Quizzes | 5 (20 pts each) | 100 pts | 14% |
|———|———|———|———|
| Exams | 3 (100 pts each) | 300 pts | 43% |
| Hands—on Practicum | 3 (100 pts each) | 300 pts | 43% |
| Total | | 700 pts | 100% |

A \geq 630 pts  
B 560-629 pts  
C 490-559 pts  
D 420-489 pts  
F \leq 419 pts
Americans With Disabilities Act (ADA) Policy Statement

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

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

Make-up Policy:

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic - Assignment</th>
<th>Lecture</th>
<th>Lab</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction –</td>
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<td></td>
<td>Goals statement</td>
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<td></td>
<td>Course organization, outcomes, intro to scientific method: observation</td>
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<td></td>
<td>Animal safety – observe a phenomena</td>
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<td>2</td>
<td>Language –</td>
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<td></td>
<td>Describe observed phenomena using species specific vocabulary</td>
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<td></td>
<td>Nature of Animal Science – observation and investigation</td>
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<td></td>
<td>Species specific anatomy and handling practices</td>
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<td>3</td>
<td>Sourcing –</td>
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<td></td>
<td>Source a popular press, industry publication, and scientific article</td>
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<td>Finding information and assessing sources</td>
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<td>Animal behavior – fight or flight</td>
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<td>4</td>
<td>Exam</td>
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<td></td>
<td>Exam 1</td>
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<td></td>
<td>Practicum 1</td>
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<td>5</td>
<td>Questioning–</td>
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<td></td>
<td>Interpret provided scenario to formulate hypothesis</td>
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<td></td>
<td>Asking questions, formulating hypotheses</td>
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<td></td>
<td>General wellness - Soundness, mobility, hoof/foot health</td>
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<td>6</td>
<td>Data Collection –</td>
<td></td>
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<td></td>
<td>Design and complete data worksheet</td>
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<td></td>
<td>Designing and performing experiments/</td>
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<td>Sample collections – blood, fiber, feces, etc</td>
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<td>7</td>
<td>Summation -</td>
<td></td>
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<td></td>
<td>Prepare summary of findings</td>
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<td></td>
<td>Synthesizing data for presentation as results</td>
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<td>Transportation – moving, loading, hauling, unloading</td>
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<td>8</td>
<td>Exam</td>
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<td>Exam 2</td>
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<td>Practicum 2</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>Review and Assessment /Impact-</td>
<td>Review and critique of findings-</td>
<td>Quality assessment – classification, keep/cull</td>
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<tr>
<td></td>
<td>Read a popular press, industry publication, and scientific article</td>
<td>Interpreting information</td>
<td>Breeding - Handling males vs. females</td>
</tr>
<tr>
<td>10</td>
<td>Communication I – written</td>
<td>Scientific writing</td>
<td>Pregnancy/Parturition – ultrasound, palpation, milking,</td>
</tr>
<tr>
<td></td>
<td>Prepare a summary (in non-technical language) of findings in a scientific publication</td>
<td>Quiz 3</td>
<td></td>
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<tr>
<td>11</td>
<td>Audience Identification</td>
<td>Stakeholder identification, relationship building</td>
<td>Handling offspring – bottling, tagging, docking, castration</td>
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<tr>
<td></td>
<td>List three potential career options and garner contact information for individuals in each area; prepare outline of interview questions</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Communication II – visual presentation</td>
<td>Career skills – resume building, interview skills</td>
<td>Cognition – behavior, training, responsiveness</td>
</tr>
<tr>
<td></td>
<td>Prepare a resume, complete mock interview</td>
<td>Quiz 4</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Funding</td>
<td>Sources of animal science funding – private, corporate, public</td>
<td>Show/Sale preparation</td>
</tr>
<tr>
<td></td>
<td>Obtain and complete application to scholarship, research, or internship program</td>
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<tr>
<td>14</td>
<td>Regulation –</td>
<td>Ethics/Law/Standards/Practices</td>
<td>Animal products /</td>
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<tr>
<td>15</td>
<td>FINAL</td>
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</tbody>
</table>
| **Develop a one-sheet position paper on current issue imaging animal science** | **Quiz 5**
**Guest Lecture**  
**- Issues facing animal science**  
**Animal transportation – international handling requirements**  
**Animal Procurement Exam 3**  
**Field Trip Practicum 3**  
**Hands on handling** |

**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:
   - [x] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by *(Department or Program Name):*
   - International Studies

3. Course prefix, number and complete title of course:
   - ARAB 321: Business Arabic

4. Catalog course description (not to exceed 50 words):
   - Business and financial terminologies useful in the Arab World; cultural etiquette for effective communication in Arabic business settings; oral and written business reports from a variety of authentic sources; language skills and communication strategies for traveling, shopping and conducting financial transactions in the Arab World.

---

5. Prerequisite(s): ARAB 202 or equivalent

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

7. Is this a repeatable course?  
   - [ ] Yes  
   - [x] 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  
   - [x] No

9. How will this course be graded:  
   - [x] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)

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

   **Minor in Arabic; undergraduate general academic**

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

12. 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)*.

13. **Prefix**  
   - ARAB

   **Course #**  
   - 321

   **Title (excluding punctuation)**  
   - BUSINESS ARABIC

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FIN Code</th>
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<td>15</td>
<td>16</td>
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</table>

   **Approval recommended by:**

   - Robert R. Shandel
     - Department Head or Program Chair *(Type Name & Sign)*  
     - Date

   - Chair, College Review Committee  
     - Date

   - Dean of College  
     - Date

   **Submitted to Coordinating Board by:**

   - Associate Director, Curricular Services  
     - Date

---

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 07/14

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**RECEIVED**

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**CURRICULAR SERVICES**

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**SEP 26 2014**
Department of International Studies

ARAB 321: Business Arabic

Fall 2015

Instructor: Salah Ayari
Class meets: TR 3:55 – 5:10; ACAD 227
Office: ACAD 103B
Office Hours: TR 2:00 – 3:00
e-mail: ayari-s@tamu.edu

Course description: Business and financial terminologies useful in the Arab World; cultural etiquette for effective communication in Arabic business settings; oral and written business reports from a variety of authentic sources; language skills and communication strategies for traveling, shopping and conducting financial transactions in the Arab World.

Prerequisite: ARAB 202 or equivalent

Required Course Materials:

• Business Arabic, Advanced Level: by Raji Rammuny, University of Michigan Press, 2000

Additional Course materials

• Selected video clips from Al-Jazeera and Al-Arabiyya channels (mms.tamu.edu) will be provided
• Selected articles and advertisements from different Arabic newspapers and magazines (arabic-media.com) will be provided
• Online materials from Al-Jazeera and Al-Arabiyya websites (Aljazeera.net – al-Arabiya.net)

Learning Outcomes

Upon completion of this course, students will be able to:

• compose a resume in Arabic describing their education, job experience and skills;
• differentiate job postings;
• apply best practices in the navigation of professional documents in the Arab world;
• recognize commercial advertisements;
• employ simple business correspondence;
• recognize and employ basic banking terms and phrases;
• analyze simple economic reports;
• identify and practice social customs on the job in the Arab world;
• describe and reproduce cultural norms and expectations during business meetings.

Grading policies

• Quizzes (50%): There will be a total of five quizzes, each worth 10% of the final grade. A quiz consists of listening, reading and writing activities (writing a resume, listening to a video clip, filling out a job application, reading and summarizing a business report, etc.).
• Homework (10%): There will be a homework assignment for each class. Homework assignments consist of reading and writing activities pertaining to the topic of the week (writing a resume, filling out an application form, listening to or reading a business report and summarizing it, etc.), searching for information or sharing a piece of news pertaining to current business events locally or internationally. Assignments will be posted to eCampus.

• Final project (20%): The final project consists of approximately ten-minute presentation, supported by presentation software (such as PowerPoint), summarizing three articles of a business nature from three different sources. Presentations will be evaluated based on the use of business terminology, grammatical accuracy as well as comprehensibility and clarity of the ideas.

• Final exam (20%): This written exam will be comprehensive, consisting of reading short business articles selected from different sources. The format will be multiple-choice.

Grading Scale

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

Attendance

Attendance is mandatory in order to meet course objectives. If you have an excuse for missing a class, notify the instructor in advance if feasible, or otherwise by the end of the second working day after the absence. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If you miss more than two classes without a university-approved excuse (see University policy below on excused absences) your final course grade will be lowered by 2% for each additional unexcused absence. If you are late to class for more than 15 minutes without a university-approved excuse, you will be considered absent from class. It is your responsibility to contact the instructor to find out what you have missed and what you need to do for the following class. Make-up quizzes will be arranged in accordance with University Policy (see Student Rules 7.3).

Excused absences

Excused absences must always be documented. Please see http://student-rules.tamu.edu/rule07 for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence (available at http://attendance.tamu.edu) or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). It is your responsibility to meet with me or with your classmates to see what you have missed.

Academic Integrity

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see aggiehonor.tamu.edu).

Americans with Disabilities Act

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for
reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Room B-118 Cain Hall (845-1637). For additional information, visit disability.tamu.edu.

Other expectations

- Cell phones must be turned off during class time
- Laptops during class may only be used for class-related activities
- Food is not allowed in class
- Homework assignments should be completed at home, not in class

Calendar

Week One
Writing a resume, conducting a job search and examining job postings
Sample resumes and job postings will be provided

Week Two
Filling out employment forms (sample forms will be provided)
Wasta - Reading assignment: “The importance of waspa in the career success of Middle Eastern managers” by Hayfaa Tlaiss & Saleema Kauser

Quiz #1

Week Three
Traveling to the Arab world
Conducting online search for furnished apartments with certain specifications, location and cost
Contracts and agreements (samples will be provided)

Week Four
Commercial advertisements
Unit Two, Rammuny

Quiz #2

Week Five
Banking and financial transactions
Unit Three, Rammuny

Week Six
Shopping and bartering
Unit Five, Rammuny
Quiz #3

Week Seven
Reading business reports
Unit Four, Rammuny; Aljazeera.net

Week Eight
Reading business reports
Unit Four, Rammuny; Alarabiya.net

Quiz #4

Week Nine
Viewing business reports
BMS clips – Aljazeera (mms.tamu.edu)

Week Ten
Viewing business reports
BMS clips – Alarabiya (mms.tamu.edu)

Quiz #5

Week Eleven
Presentations (projects due)

Week Twelve
Presentations (projects due)

Week Thirteen
Presentations (projects due)

Week Fourteen
Review for final exam

Final examination will be administered on the date and time set in the published schedule on the academic calendar.
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   International Studies

3. Course prefix, number and complete title of course:
   ARAB 323: Media Arabic

4. Catalog course description (not to exceed 50 words):
   Analysis of current events in the Arab World; use of print and electronic materials in Arabic from a variety of media sources; discussion of different points of view in media representation/coverage; issues pertaining to business, politics, culture, and entertainment in the Arab World.

5. Prerequisite(s):
   ARAB 202 or equivalent

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. How will this course be graded?
   - Grade
   - S/U
   - P/F (CLMD)

10. 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)

Minor in Arabic; undergraduate general academic

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

12. 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).

13. Prefix Course # Title (excluding punctuation)
    ARAB 323 MEDIA ARABIC

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
    3.00 0.00 0.00 3.00 16.1101.00 1091 15 - 16 0 0 3 6 3 2

    Approval recommended by:
    Robert R. Shandel

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

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

    Chair, College Review Committee Date

    Dean of College Date

    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 – 07/14
Department of International Studies

ARAB 323: Media Arabic

Spring 2016

Instructor: Salah Ayari
Class meets: TR 3:55 – 5:10; ACAD 227
Office: ACAD 103B
Office Hours: TR 2:00 – 3:00
e-mail: ayari-s@tamu.edu

Course description: Analysis of current events in the Arab World; use of print and electronic materials in Arabic from a variety of media sources; reading and listening comprehension of media materials; discussion of different points of view in media representation/coverage; issues pertaining to business, politics, culture, and entertainment in the Arab World.

Prerequisite: ARAB 202 or equivalent

Course Materials

There is no required textbook for this course. Online materials will be used as directed by the instructor.

- Media Monitory System (mms.tamu.edu)
- Online Arabic newspapers (Arabic-media.com)
- Aljazeera website (aljazeera.net)
- AlArabiya website (alarabiya.net)

Other material consisting of newspapers, magazines and selected video clips will be provided by the instructor

Learning Outcomes

The course seeks to develop reading and listening skills by acquiring core vocabulary, mastering grammatical structures and utilizing reading/listening strategies to enhance global comprehension in a variety of topics, ranging from politics to entertainment. Students taking this course will be able to:

- recognize and reproduce language forms (core vocabulary, structures and styles) pertaining to media;
- interpret news clips on a variety of topics (global comprehension);
- interpret headlines and short newspaper articles;
- appraise the role of major Arab news channels (Al-Jazeera and Al-Arabiyya) in shaping popular opinion across the Arab world;
- distinguish fact from opinion and recognize bias;
- apply a variety of strategies to maximize reading and listening comprehension;
- analyze and apply complex sentence structures;
- identify news sources available for continuous learning
Course structure

Students will listen to, read and examine a wide range of selected news clips, both print and electronic, that cover different topics (political, economic, cultural, sports, weather, etc.) from a variety of sources. Examples of popular and prime sources include Al-Jazeera and Al-Arabiyya. Comprehension will be enhanced by using control features offered by the Broadcast Monitoring System (speed control, transcription and translation), allowing students to work at their proficiency level and proper pace. Students will work individually and collaboratively to examine the content of the selected video clips and answer questions about specific details. Students will also examine local and major newspapers, work individually, in pairs and in small groups to skim articles and headlines and provide summary of the news articles that are of interest to them. Students will also be asked to apply their language skills in media Arabic outside of the classroom by reading and listening to news headlines and providing summary reports to their classmates. Some of the slogans, banners, and graffiti used during the Arab uprisings will be used as authentic materials to learn language forms commonly used in media Arabic.

Grading policies

- Quizzes (50%): There will be a total of 10 quizzes (approximately one each week). A quiz consists of listening to a news clip or reading a short article from a variety of sources on a wide range of topics. The format of the quiz will consist of multiple choice questions to demonstrate proper understanding of vocabulary, grammar and content. Each quiz is worth 5% of the final grade.
- Homework (10%): For each class, students are expected to search for and write a brief summary in Arabic (at least 50 words) about a news article selected from online sources. This could be of economic, political, and/or cultural nature. In addition to submitting a brief summary, students will be asked to share a piece of news of interest to them pertaining to current events locally or internationally.
- Final project (20%): Students will give a presentation, utilizing presentation software (such as PowerPoint), describing three articles from different sources about three different topics (political, economic, cultural, sports, etc.), while using newly acquired vocabulary and language structures. Each presenter will take approximately ten minutes. Presentations will be evaluated based on the use of newly acquired vocabulary and grammar, the use of different sources and topics, and the comprehensibility and clarity of the ideas.
- Final exam (20%): This written exam will be comprehensive, consisting of reading articles selected from different sources on a variety of topics. The format will be multiple-choice.

Grading Scale

A = 100-90; B = 89-80; C = 79-70; D = 69-60; F = 59 and below

Attendance

Attendance is mandatory in order to meet course objectives. If you have an excuse for missing a class, notify the instructor in advance if feasible, or otherwise by the end of the second working day after the absence. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence. If you miss more than two classes without a university-approved excuse (see University policy below on excused absences) your final course grade will be lowered by 2% for each additional unexcused absence. If you are late to class for more than 15 minutes without a university-approved excuse, you will be considered absent from class. It is your responsibility to contact the instructor to find out what you have missed and what you
need to do for the following class. Make-up quizzes will be arranged in accordance with University Policy (see Student Rules 7.3).

**Excused absences**

Excused absences must always be documented. Please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) for current policy on University-excused absences. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence (available at [http://attendance.tamu.edu](http://attendance.tamu.edu)) or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). It is your responsibility to meet with me or with your classmates to see what you have missed.

**Academic Integrity**

You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stating that “an Aggie does not lie, cheat, or steal, or tolerate those who do” (see [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)).

**Americans with Disabilities Act**

The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services in Room B-118 Cain Hall (845-1637). For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Other expectations**

- Cell phones must be turned off during class time
- Laptops during class may only be used for class-related activities (searching for news materials in Arabic)
- Food is not allowed in class
- Homework assignments should be completed at home, not in class
Calendar

Week 1  Skimming the surface: examining the front-pages of newspapers and magazines to identify different types of news publications (where they are published, how often, specialized vs. non-specialized, independent vs. government-owned) – listening and reading activities (Arabic newspapers and magazines will be provided)
Overview of Arab media and introduction of most commonly used media vocabulary. 
Quiz # 1

Week 2  Comparing/contrasting Arabic newspapers/magazines with those in the US
Strategies to maximize comprehension: Reading headlines, examining the pictures, using background knowledge and skimming articles to get the gist (newspapers will be provided + examine headline news from Al-Jazeera and Alarabiya websites)
Grammar: المبني للمجهول - جمع التكسير
Quiz #2

Week 3  Weather reports from different countries (reading and viewing); names of continents, oceans, countries, regions, landscape, describing geographical location, types of weather, giving cause and effect, difference and similarities.
BMS weather clips from Al-Jazeera and Al-Arabiyya.
Grammar: giving cause and effect: بـسبب – تسبب في – متسببا في ... نتيجة
(BMS video clips will be provided)
Quiz #3

Week 4  Entertainment reports: sports and celebrations (BMS video clips will be provided)
Grammar: اسم الفاعل and اسم المفعول
Quiz #4

Week 5  Understanding frequently used language forms in slogans and graffiti (use of verbal nouns) during the Arabic uprising.
Examining sample articles on political issues – newspapers from different Arab countries
Grammar: فعل الأمر - مراجعة المصدر
Quiz #5

Week 6  Current issues: political reports (selected BMS clips will be provided)
Quiz #6

Week 7  Searching for country-specific information. Navigating Al-Arabiyya and Al-Jazeera websites by regions and topics (Aljazeera.net - al-Arabiya.net)
Quiz #7
Week 8  Searching for specific information in the newspapers, such as ads, weather, business (newspapers will be provided + examine aljazeera.net – al-Arabiya.net)  
   Guest speaker (the Arab Uprising: Causes and Consequences)  
   **Quiz #8**

Week 9  Business/financial reports: viewing and reading reports focusing on business and financial issues in different regions of the Arab World (BMS clips will be provided). Search for business articles from Arabic-media.com  
   **Quiz #9**

Week 10  Understanding bias and propaganda: examining the front-page news in different Arabic newspapers, magazines and Internet sites to identify sources of bias (language, style, pictures, etc.)  Aljazeera.net – al-Arabiya.net  
   **Quiz #10**

Week 11  Guest speaker (TBA): The Role of Al-Jazeera and Social Media in the Arab Uprising

Week 12  Projects due (presentations)  
Week 13  Projects due (presentations)  
Week 14  Presentations and Review session

**Final examination will be administered on the date and time set in the published schedule on the academic calendar.**
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 (ex. DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): Biomedical Engineering

3. Course prefix, number and complete title of course: BMEN 406 - MEDICAL DEVICE PATH TO MARKET

4. Catalog course description (not to exceed 50 words): Path to market for a medical device with specific attention to the regulatory affairs to enable the development of an appropriate regulatory strategy due to the highly regulated global environment.

5. Prerequisite(s): Admission into degree sequence of the major and junior or senior classification or approval of instructor

   Cross-listed with: 
   Stacked with: BMEN 606

   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 programs(s) (e.g., B.A. in history)

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

B.S. in Biomedical Engineering

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)
       BMEN | 406 | MED DEVICE PATH TO MRKT

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<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

Gerard L. Côté
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
Course number and title  BMEN 406/606 Medical Device Path to Market
Term                     TBA
Meeting times and location TBA, TBA

Course Description
Path to market for a medical device with specific attention to the regulatory affairs to enable the development of an appropriate regulatory strategy due to the highly regulated global environment.

Prerequisites: Admission into degree sequence of the major and junior or senior classification or approval of instructor

Learning Outcomes

1. Students will be able to use the fundamental elements and development of an effective regulatory strategy for commercialization of a medical device invention.

2. Students will be able to identify and describe the basic test method designs which are acceptable to the regulatory bodies of US, Canada, and Europe.

3. Students will be able to list the basic requirements for initiating a human clinical trial in the US and OUS markets.

4. Students will be able to identify, classify, and describe the basic regulations and associated requirements and enforcements for market approval in the US and OUS markets.

5. Students will be able to list the current post-market activities required by FDA (US markets).

Instructor Information
Name                     Maurice A. Brewer
Email address            abrewer@bme.tamu.edu
Office hours             TBA and as arranged via email
Office location          TBA

Textbook: None required; Information for the course will be provided in lecture format as well as supplementary links to test cases and regulatory requirements as provided via eCampus
Class Topics and Dates

Subject to change, however, topics of each week are expected to be as follows:

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Overview: Introduction to Regulatory Affairs, Regulatory Law, and Associated Regulatory Bodies</td>
</tr>
<tr>
<td>2-4</td>
<td>Module 1 Regulatory Strategy</td>
</tr>
<tr>
<td>5-6</td>
<td>Module 2 Design and Manufacture: Invention, Proof-of-concept testing, Design, and Manufacture – Midterm Exam</td>
</tr>
<tr>
<td>7-8</td>
<td>Module 3 Preclinical Testing: Pre-GLP and GLP studies in laboratory animals</td>
</tr>
<tr>
<td>9-10</td>
<td>Module 4 Clinical Strategies and Trials: Clinical trial plans, IDEs, IRBs, and GCP</td>
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<tr>
<td>11-13</td>
<td>Module 5 Commercial Approval: PMA requirements, CE Mark requirements, Advertising and Promotion – Test Case Assignment Due</td>
</tr>
<tr>
<td>14-15</td>
<td>Module 6 Post Market Activities: Medical device reporting, register, and post-market studies – Final Exam</td>
</tr>
</tbody>
</table>

Attendance and Grading Policies:
Work missed due to absences will only be excused for University-approved activities in accordance with Texas A&M University Student Rules (http://student-rules.tamu.edu/rule07). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis.

BMEN 406
- Midterm Exam 30%
- Final Exam 30%
- Homework Assignments 20%
- Development of test case regulatory strategy 20%

BMEN 606
- Midterm Exam 30%
- Final Exam 30%
- Term Project 20%
- Development of test regulatory strategy 20%

NOTE: The difference between the undergraduate and graduate course is that there is required homework in the undergraduate course and instead of homework there is a term project in the graduate level course.

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

Americans with Disabilities Act (ADA)

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Academic Integrity

"An Aggie does not lie, cheat or steal, or tolerate those who do." For more information on Honor Council Rules and Procedures, go to: http://aggiehonor.tamu.edu/
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 (ex., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 422 - BIOELECTROMAGNETISM
4. Catalog course description (not to exceed 50 words): Electric, magnetic, and electromagnetic phenomena associated with biological tissues; source modeling based on physiological current including line and volume conductor models as well as electromagnetic-based stimulation, sensing, and imaging.

5. Prerequisite(s): Admission into the degree sequence of the major and BMEN 321 or approval of instructor
   Cross-listed with: Stacked with: BMEN 622
   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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.S. in Biomedical Engineering

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)
    BMEN 422 □ BIOELECTROMAGNETISM

<table>
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<tr>
<th>Lect.</th>
<th>Lab</th>
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</table>

Approval recommended by:
Gerard L. Coté 9/24/14
Department Head or Program Chair (Type Name & Sign) / Date

Chair, College Review Committee 9/24/14
Dean of College 9/24/14

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Course title and number: BMEN 422/622. Bioelectromagnetism. (3-0). Credit 3.

Term: TBA
Meeting times and location: TBA, TBA

Course Description and Prerequisites

Electric, magnetic, and electromagnetic phenomena associated with biological tissues; source modeling based on physiological current including line and volume conductor models as well as electromagnetic-based stimulation, sensing, and imaging.

Prerequisite: Admission into the degree sequence of the major and BMEN 321 or approval of instructor

Learning Outcomes

• Students will be able to use the techniques, skills, and modern engineering tools necessary for engineering practice in the study of electromagnetic interactions in association with biological tissues.
• Students will be able to evaluate the use of modeling methods in understanding bioelectromagnetic-based phenomenon.

Instructor Information

Name: Staff
Telephone number: TBA
Email address: TBA
Office hours: TBA
Office location: TBA

Textbook and/or Resource Material

References:
Basic Introduction to Bioelectromagnetics by Durney and Christensen
Bioelectricity: A Quantitative Approach by Plonsey and Barr
Bioelectromagnetism by Jaako Malmivuo, Robert Plonsey
Div Grad Curl and All That by H.M. Schey
CRC Handbook of Biological Effects of Electromagnetic Fields, Second Edition
Fundamental and Applied Aspects of Nonionizing Radiation by Michaelson, Miller, Magin, Carstensen

Grading Policies

Undergraduate
BMEN 422:

| Exam 1 | 20/100 |
| Exam 2 | 25/100 |
| Final  | 35/100 |
| Homework/Quizzes | 20/100 |

Graduate
BMEN 622:

| Exam 1 | 20/120 |
| Exam 2 | 25/120 |
| Final  | 35/120 |
| Homework/Quizzes | 20/120 |
| Special Topics Project | 20/120 |
Scale: 90-100% A, 80-89% B, 70-79% C, 60-69% D, Below 60% F
These ranges are guaranteed, but may expand based on class semester grade distribution.

All exams will be cumulative. Quizzes will be based entirely on homework. Homework will be graded as a completion grade. The completed homework/quiz set comprises a single total grade with the quiz accounting for 75% and the completed homework for 25%. Homworks will be assigned at least one week in advance. For graduate students only, there will be a special topics project that will be worth 20/120 points in the course. Only officially excused university absences (http://student-rules.tamu.edu/rule07) will justify a make-up exam or late work.

Course Topics

1. Basic electromagnetic quantities
2. Vector Calculus
3. Maxwell’s Equations
4. Physiological Sources
5. Statics: Electro- and Magneto- cardiograms and encephalograms – Exam 1
6. Statics: Electro- and Magneto- cardiograms and encephalograms
7. Statics: Magnetic Resonance Imaging
8. Dynamics: Magnetic Resonance Imaging
9. Dynamics: Magnetic Resonance Imaging
10. Dynamics: Specific Absorption Rate
11. Visible Radiation – Exam 2
12. Ionizing Radiation: radiography and nuclear medicine
13. Special topics: electromagnetic modeling techniques
14. Special topics: ablation techniques, terahertz imaging – Project Due (622 Only)
15. Final Exam - TBA

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

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

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

Attendance Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully but is not technically considered in the calculation of grades (see Grading Policies above). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): International Studies


4. Catalog course description (not to exceed 50 words): Interaction between Islamic movements and politics in various Middle Eastern countries; the meaning and evolution of jihad; the role of Islam as a tool for political and social mobilization.

5. Prerequisite(s): junior or senior classification, or approval of instructor

Cross-listed with: RELS 321 and HUMA 321

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. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)

10. 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)
   undergraduate, general, academic

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

12. ☒ 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).

13. Prefix: INTS
   Course #: 321
   Title (excluding punctuation): POLITICAL ISLAM AND JIHAD

   Lect.  Lab  Other  SCH  CP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   3.00  0.00  0.00  3.00  05.0198.00  1091  15 - 16  0  0  3  6  3  2

   Approval recommended by: Robert R. Shandle  8/29/2014
   Department Head or Program Chair (Type Name & Sign)
   Date

   Gary Vannib  8/29/14
   Department Head or Program Chair (Type Name & Sign)
   (If cross-listed course)
   Date

   Submitted to Coordinating Board by:
   date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
INTS 321: Political Islam and Jihad
(cross-listed with RELS 321 and HUMA 321)
Dr. Sena Karasipahi
Fall 2015

Class: TR 2:20-3:35
Classroom: HRBB 104
Office: ACAD 103
Office Hours: TR 11:12:00
E-mail: senokam@tamu.edu
Phone: 845-2124 (INTS main office)

COURSE DESCRIPTION

Interaction between Islamic movements and politics in various Middle Eastern countries; the meaning and evolution of jihad; the role of Islam as a tool for political and social mobilization.

This course is designed to understand the patterns and interaction between Islamic movements and politics in various Middle Eastern countries to develop an understanding of the role of Islam as a tool for political and social mobilisation. It will examine the politicization of Islam and its impact on movements and countries such as Turkey, Iran, Egypt, Sudan, Algeria, Tunisia and Pakistan. The main topics consist of the evolution of Islamist philosophy, jihad and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. The key areas covered are: the fundamentals of Sunni and Shi’a thought; modernist Islam - al-Afghani, Mohamed Abduh and Rashid Rida; Islamic Puritanism - the Wahhabis, the Sanussiya, and the Mahdiyya; Models of Islamic State - Iran, Pakistan, Afghanistan, Malaysia and Sudan; Islamist Movements - Muslim Brotherhood, Hizb'allah, Hamas, the Islamic Salvation Front, transnational Islam and international jihadism - Jama'at Islamiyya and al-Qaeda; Islam and the West.

PREREQUISITES

Junior or Senior Classification, or approval of Instructor.

EXPECTATIONS

The students are expected to read all of the assigned material in order to have a necessary understanding of the subject matter. Lecture material and reading assignments are complementary and should not be considered substitutes for each other. Students are highly encouraged to ask any and all questions, join and participate in discussions that will be fostered in the classroom, and realize that this is an open forum for debate and discussion where the expression of all views and questions are highly encouraged. This is an open forum and this class should be viewed as a learning experience by all involved. This can be achieved only with full class participation as this contributes to the overall understanding of the subject by students. Students who successfully complete this course will demonstrate their skills in social science.
Learning Outcomes. Upon completion of this course, students will be able to:

- recognize and articulate the essential characteristics of political Islam and culture and the worldviews of Islamic societies.
- analyze the historical evolution of Islamic activism and the concept of jihad since the eighteenth century.
- appraise the patterns and interaction between Islamic movements and politics in various Middle Eastern countries in a comparative way to develop an understanding of the role of Islam as a tool for political and social mobilisation.
- analyze the politics of the contemporary Middle East.

ATTENDANCE
Attendance in this class is mandatory! In light of the fact that my presentations will complement rather than reiterate the assigned readings, you will miss a great deal by not coming to class. We will take attendance at the beginning of each class.

You will be allowed two unexcused absences. For current University policy on excused absences and documentation see Rule #7 of the Student Rules at http://student-rules.tamu.edu/rule07. If you miss more than two classes without a university-approved excuse (see University policy above on excused absences), your grade for the course will be lowered by one letter grade. For illness- or injury-related absences of fewer than three days, an Explanatory Statement of Absence (available at http://attendance.tamu.edu) or a note from a health care professional confirming date and time of visit will be required in order to count the absence as University-excused; for absences of three days or more, a note containing a medical professional’s confirmation that absence from class was necessary will be required (see Rule 7.1.6.1 and 7.1.6.2). Make-up exams and assignments will be arranged in accordance with University Policy (see Student Rules 7.3).

GRADING
Participation in Class: 10%
Oral Presentation: 20%
Midterm: 30%
Final Exam: 40%

Grading Scale:
A: (90-100); B: (80-89); C: (70-79); D: (69-60); F: (59 and Below)

Participation: You are encouraged to read news sources, such as The New York Times, The Washington Post, The Independent, The Christian Science Monitor, The Economist, or the BBC on-line, and bring in current news items for discussion in the beginning of each class. This is an important component of your participation grade.

Oral Presentation: During the oral presentation, you are expected to present and discuss the readings of the day and use relevant handouts or presentation software (such as PowerPoint). After the presentation, students are expected to comment on the presentation and raise either theoretical or empirical questions regarding the information that has been presented. Student participation is required and expected immediately following these oral presentations.
Format for the Midterm and Final Exam: The mid-term and final exams will be in-class exams in which you have to answer two out of four questions in essay format.

Required Books
3. Additional assigned readings available through course reserves (library-reserves.tamu.edu).

Useful References and Resources
Blogs are an increasingly useful source of information and commentary on Middle East international politics. One of the best is www.juancoc.com. Cole's blog also has a good list of other blogs on the region.

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

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to know the Aggie Honor Code and Honor Council Rules and Procedures: see aggiehonor.tamu.edu.

Plagiarism Statement
As commonly defined, plagiarism consists of the passing off as one's own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarism destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M
University Student Rules, under the section “Scholastic Dishonesty”. As for now, these rules are also available at http://student-rules.tamu.edu/rule20.htm

**Laptop Computers**

Laptop computers in the classroom are a mixed blessing. While they could be a great asset for note-taking, they also prove to be distracting to the individual using them and others (including the professor) when pop-up features, e-mail, web material, etc. draw attention away from the class. Thus while note-taking is necessary & is hence encouraged, students are asked not to use laptops except with instructor permission.

**No Cell Phones & No Text Messaging**

As with laptops, cell phones are to be turned off & put away during class. Students who need to check their phone message or who need to text message will have to leave the classroom or will be asked to do so.

**Tentative Lecture Plan and Readings**

**Week 1: An Overview of Islam**

a) Introduction to the class. Clarification of the course, including reading material, expectations, requirements.

b) General Characteristics of the Islamic Faith; John Esposito, “Ten Things Everyone Needs to Know about Islam.”

http://arabworld.nitle.org/texts.php?module_id=2&reading_id=62&sequence=1

**Video: Empire of Faith**

**Week 2: Islam, Religion, Politics, Society**


**Week 3: What is Muslim Politics?**


**Week 4: Islamic Responses to the West: Roots of Conflict, Cooperation and Confrontation**


Week 5: Islamic Groups and Politics (Part I)


Week 6: Islamic Groups and Politics (Part II)


b) Hakan Yavuz, “Opportunity Spaces, Identity, and Islamic Meaning in Turkey,” in *Islamic

Week 7: Islamic Radicalism and the Role of Muslim Militias:


   ❖ Midterm Exam

Week 8: Islamic Fundamentalists in Power and Changing Political Geography of Muslim Politics


Week 9: Sources of Political Islam


Week 10: Representations of Islam


**Week 11: Islam, Secularism, Democracy, Modernity and the West**


**Week 12: Islamic Jihad**


c) Mass Sunni Uprising in Iraq: Sectarian Blowback of 2003 U.S. Invasion, 
http://www.juancole.com/2014/06/109192.html

d) http://www.mei.edu/content/at/robert-ford-isis-offensive-iraq

**Week 13: Islam: Challenge or Threat?**


**Week 14: Islamophobia**


b) Summary, Review and Concluding Remarks
General Discussion of the Themes Covered.

**Final Examination:** Date/time in accordance with published schedule on the TAMU academic calendar.
Texas A&M University

International and Cultural Diversity Cover Sheet

Request for a course to be included in the University Graduation Requirement for International and Cultural Diversity

1. This request is submitted by (department name): INTS

2. Course prefix and number: INTS 321

3. Texas Common Course Number: 

4. Complete course title: POLITICAL ISLAM AND JIHAD

5. Semester credit hours: 3

6. Frequency the class will be offered: 1/year

7. Number of sections per semester: 1

8. Number of students per semester: 40

9. Historic annual enrollment for the last three years:
   2012-2013:  new course
   2011-2012:  # Students enrolled
   2010-2011:  # Students enrolled

10. Statement on how this course meets the criteria for International and Cultural Diversity:
    This course is designed to understand the patterns and interaction between Islamic movements and politics in various Middle Eastern countries to develop an understanding of the role of Islam as a tool for political and social mobilization. It will examine the politicization of Islam and its impact on movements and countries such as Turkey, Iran, Egypt, Sudan, Algeria, Tunisia and Pakistan. The main topics consist of the evolution of Islamist philosophy, jihad and movements from the late nineteenth century until the present day. It focuses on ideas as well as intellectual, religious and political leaders. At least two-thirds of the course material addresses Islamic movements and politics in the last five decades.

11. Course Instructor
    Sena Karazipihi

12. Department Head
    DATE

13. College Dean/Designee
    DATE

Submit this form and current course syllabus to fso-ccc@tamu.edu or Kristin Harper, TAMU 1125.

See form instructions for submission/approval process.
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 (PharmD, JD, EDMD)

2. Request submitted by (Department or Program Name):  Department of Health and Kinesiology  

3. Course prefix, number and complete title of course:  KINE 404 Coaching Psychology  

4. Catalog course description (not to exceed 50 words): Mental aspects of coaching for performance improvement in athletic and exercise settings; focus on coaching applications of theoretical concepts including individual differences, motivation, team and group dynamics, leadership, performance enhancement, positive and negative health behaviors and youth development.

5. Prerequisite(s):  

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

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

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

9. Will this course be submitted to the Core Curriculum Council?  ❏ Yes  ❏ No

10. How will this course be graded?  ❏ Grade  ❏ S/U  ❏ P/F (CLMD)

11. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      BS-USEH-Sport Conditioning
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)
      coaching minor

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

13. Prefix  Course #  Title (excluding punctuation)
    
    | KINE | 404 | COACHING PSYC |
    |------|-----|---------------|
    | Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE. Code |
    | 3.00 | 0.00 |       | 3.00 | 3105010002 | 1402 | 15 - 16 | 0 0 3 6 3 2 |

Approval recommended by:  

Richard B. Kreider  
Department Head or Program Chair (Type Name & Sign)  
Date

Chris Cherry  
Chair, College Review Committee  
Date

Chris Cherry  
Dean of College  
Date

Tim Scott  
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 - 07/14
KINE 404 Coaching Psychology
Spring 2014 (online)

Instructor: Dr. Susan Wagner
Email: swagner@tamu.edu
Office: 360C Blocker
Office hrs: 10-11 M-F
Phone: 845-2063
Virtual and face to face

Course Description: Mental aspects of coaching for performance improvement in athletic and exercise settings; focus on coaching applications of theoretical concepts including individual differences, motivation, team and group dynamics, leadership, performance enhancement, positive and negative health behaviors and youth development.

Course Outcomes: At the conclusion of the semester students will:

1. Use personal goals to analyze the following impacts on athlete or exerciser performance
   a. Personality, arousal, anxiety-related emotions,
   b. Motivation concepts and
   c. Team climate
2. Plan sport and exercise sessions utilizing the following concepts of performance enhancement
   a. Task and social cohesion
   b. Communication
   c. Mental skills training
   d. Arousal regulation
   e. Imagery
   f. Self-efficacy and self-confidence theory
   g. Concentration
   h. Adherence
3. Identify and plan to address the following problems and recommend prevention strategies in sport and exercise performance
   a. Injuries (antecedents, predispositions, role of stress, and reactions to)
   b. Disordered eating
   c. Negative addictions
   d. Burnout and overtraining
4. Explain the factors impacting youth development and performance in sport and exercise settings.
5. Analyze food choice and mood changes related to performance in sport or exercise settings.

Prerequisite: Junior/Senior Classification or instructor approval

Required Textbook:

Supplemental Reading:
Course Website:
KINE 404 – Coaching Psychology is an on-line and distance education course designed to enable students to work independently toward mastery of course content and skills. The lectures, notes, and assignments for this course are provided on the course website which can be accessed by going to: ecampus.tamu.edu (please book mark this site). To access the course content please follow these steps:

1. Go to ecampus.tamu.edu
2. Enter Login information using your NetID and password
3. Click on the link for “Coaching Psychology (2014 B)”
4. Once logged into the course you will use the links located on the homepage and the left side bar to navigate through the course content.

Required Software:
- Java
- Internet Explorer or Firefox
- Windows Media Player, or Quicktime
- TAMU e-mail account
- Adobe Reader

Technical Support:
If you are experiencing any technical problems with the website or the course lectures please contact ITShelp@tamu.edu this is the quickest way to receive technical assistance regarding issues with the website or software required for the course. Additionally there is a help menu you can access with frequently asked questions.

Online Orientation: The orientation session for the course is provided in the Start Here section of the web site. The orientation session will last approximately 15 minutes and you are encouraged to watch the video. The video will familiarize you with your instructor, demonstrate how to use the website, and answer some questions you might have about the course.

Attendance and Participation: You are expected to participate in this course At least 3 times per week. It is important that you read all of the materials in the modules and your text books. Your full participation on a regular basis is necessary to keep up with the work required in each module. All students are expected to do the work assigned and notify the instructor promptly (within 24 hours if possible) when emergencies arise. You will not be able to access quizzes or assignments after the due dates/times without a University excused absence (see below) so pay special attention to the due dates.

Procedures for University Approved Absences under rule 7: Students who have University excused absences will be permitted to make up missed work provided that proper documentation is provided either before or immediately following the absence see rule 7 - http://student-rules.tamu.edu/rule07

Should you miss a due date for an assignment and/or quiz due to a university approved excused absence as outlined in rule 7, you must provide official documentation of the absence (attached in PDF form to an email to the instructor, or brought in person to 360C Blocker) in order to make up missed work.
Within one week of the last date of the documented absence, the student must have contacted the professor to make arrangements for a makeup or no makeup will be permitted.

**Course Grades:** Following are the course grading components and their grade weights by percentage.
- Module Quizzes: 50%
- Module Assignments: 20%
- Media Reflections: 20%
- Application Project: 10%

**NOTE:** All assignments and reflections must be submitted as Microsoft Word, Adobe PDF or Powerpoint documents. Word Perfect documents will not be accepted.

**Grading Structure:**
- 90-100=A
- 80-89=B
- 70-79=C
- 60-69=D
- ≤ 59=F

- **Module Quizzes**
  Each module quiz is designed to help you assess your mastery of the module material. These quizzes are available by module at the course website. You will be allowed to complete the quizzes at your own pace. You are encouraged to use your book while taking the quiz but reading prior to starting the quiz will result in better success. One purpose of the quizzes is to help you explore the content in the textbook. To maximize the benefit of the quiz, do not just look for answers. Take note of the distracters (incorrect alternatives to the answer). You should strive to know why an answer is correct and why the distracters are incorrect. **Module 1** quiz is intended to assess your knowledge of the syllabus and the foundations of the course (chapter 1) providing a model of the quiz format.

  **Quiz Instructions:**
  Please make sure you have reviewed the module material and read the book before attempting the quiz. You will only have one attempt to complete each quiz. It is recommended that you work ahead of the schedule if possible since missed quizzes may not be made up.

  Immediately after completing a quiz, you will be able to see your score and grade. When you view a completed quiz after the due date, you will also be able to see which questions you have missed. If you have any questions about the quizzes after reviewing the feedback, please contact the instructor.

- **Module Activities:** Each module will have either a Module Assignment designed to help you synthesize and think critically about the material in your text, or a Media Reflection designed to
provide a focused view of the module content. Each of these will be graded and be due at 5 pm on the module due date. A rubric will be used to score each of these assignments. The grading rubric can be viewed by clicking on the assignment in the module and it is recommended that you read the rubric before attempting the assignment as it will help clarify what is important in the assignment.

- Application Project: This assignment is a partner assignment and will require you to make contact with one other student in the class. Partners will be assigned by the course instructor. You may use any of the technology tools with which you are familiar to communicate. You may also use tools in eCampus to facilitate the completion of the project/paper. In this project you and your partner will select a movie to watch exemplifying some facet of performance enhancement either in a sport or exercise setting. After viewing the movie you will collaborate on a paper to be submitted on the last day of class by 5 pm.

*All module assignments and quizzes MUST be completed and submitted by 5 p.m. on the module due date shown below except for University excused absences. Access to quizzes will be denied and no assignments will be accepted after due dates have passed. All University excused make-ups must be arranged with the instructor.*

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Module</th>
<th>Assignment</th>
<th>Day</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Profile, Personal Goals assignment Quiz 1</td>
<td>Wednesday</td>
<td>1/22/14</td>
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<tr>
<td>2</td>
<td>2</td>
<td>Personality Test Analysis Quiz 2</td>
<td>Monday</td>
<td>1/27/14</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Media Reflection (flow) Quiz 3</td>
<td>Friday</td>
<td>1/31/14</td>
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<tr>
<td>4</td>
<td>4</td>
<td>Teamwork/Cohesion scenario analysis Quiz 4</td>
<td>Friday</td>
<td>2/7/14</td>
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<tr>
<td>5</td>
<td>5</td>
<td>Media Reflection (leadership) Quiz 5</td>
<td>Friday</td>
<td>2/14/14</td>
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<tr>
<td>6</td>
<td>6</td>
<td>Quiz 6</td>
<td>Friday</td>
<td>2/21/14</td>
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<tr>
<td>7</td>
<td>6</td>
<td>Training Intervention assignment</td>
<td>Friday</td>
<td>2/28</td>
</tr>
<tr>
<td>8</td>
<td>7</td>
<td>Quiz 7</td>
<td>Friday</td>
<td>3/5/14</td>
</tr>
<tr>
<td>9</td>
<td>7</td>
<td>Media Reflection (performance)</td>
<td>Friday</td>
<td>3/21/14</td>
</tr>
<tr>
<td>10</td>
<td>8</td>
<td>Program Adherence Analysis assignment Quiz 8</td>
<td>Friday</td>
<td>3/28/14</td>
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<td>11</td>
<td>9</td>
<td>Negative health behaviors analysis assignment Quiz 9</td>
<td>Friday</td>
<td>4/4/14</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>Media Reflection (youth development) Quiz 10</td>
<td>Friday</td>
<td>4/11/14</td>
</tr>
<tr>
<td>13</td>
<td>11</td>
<td>Food and mood analysis assignment Quiz 11</td>
<td>Friday</td>
<td>4/17/14</td>
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<tr>
<td>14</td>
<td></td>
<td>Application Project</td>
<td>Friday</td>
<td>4/25/14</td>
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**Module Information:**
<table>
<thead>
<tr>
<th>Module #</th>
<th>Title of Module</th>
<th>Chapters/Readings</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>Syllabus, Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Participants</td>
<td>Chapters 2 &amp; 4</td>
</tr>
<tr>
<td>3</td>
<td>Motivation</td>
<td>Chapters 3 &amp; 6</td>
</tr>
<tr>
<td>4</td>
<td>Group and Team Dynamics</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>5</td>
<td>Leadership in sport and exercise</td>
<td>Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>6</td>
<td>Performance Enhancement I</td>
<td>Chapters 11, 12, &amp; 13</td>
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<tr>
<td>7</td>
<td>Performance enhancement II</td>
<td>Chapters 14, 15, &amp; 16</td>
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<tr>
<td>8</td>
<td>Exercise and positive health behaviors</td>
<td>Chapters 17 &amp; 18</td>
</tr>
<tr>
<td>9</td>
<td>Exercise and negative health behaviors</td>
<td>Chapters 19, 20 &amp; 21</td>
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<td>10</td>
<td>Youth Development:</td>
<td>Chapters 22, 23, &amp; 24</td>
</tr>
<tr>
<td>11</td>
<td>Food and Mood</td>
<td>Gibson article</td>
</tr>
</tbody>
</table>

**Academic Honesty:**
The Aggie Honor Code states: "An Aggie does not lie, cheat, or steal, or tolerate those who do." Upon accepting admission to Texas A&M University, individuals immediately assume a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. Please think about what this honor code means, and let it shape and guide your behavior. For additional information please visit: http://aggiehonor.tamu.edu

**Academic Dishonesty Procedures:**
Should you be suspected of academic dishonesty, the course instructor will have the option to send the matter to the Honor Council or adjudicate the case through the department. You will be notified via e-mail of the intent to submit the case to the Honor Council or of the appropriate steps to take to adjudicate the matter through the department. Texas A&M University is required by law to discuss these matters only with the student. The instructors, staff, and graduate assistants of the Office of Health Informatics cannot and will not discuss any academic issues with anyone other than the student including parents and/or guardians.

**Services for Students with Disabilities:**
Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
**Copyrighted Materials:**
Most of the handouts and lecture materials used in this course are copyrighted (including but not limited to syllabus, exams, and in-class materials). These are legally protected documents, so please do not reproduce these materials for any use other than those related to this course.

Students are expected to follow the rules for online computing located at:

If you have questions or concerns related to course content, or if you would like to share any comments about the online course, please feel free to contact your instructor.

**Caveat:**
The schedule and procedures in this course are subject to change in the event of extenuating circumstances.
FYI... Please amend as necessary and move forward.

David

David Byrd ’99, Ph.D.
Asst. Dean for Undergraduate Academic Affairs

College of Education
& Human Development

Texas A&M University

Sent from my iPhone

Begin forwarded message:

From: "Woods, Douglas W" <dowoods@tamu.edu>
Date: April 14, 2014 at 6:42:47 PM EDT
To: David Byrd <byrd99@tamu.edu>
Subject: RE: KINE 404

Hi David,

We have no objections to offering a course in Coaching Psychology, however, we do have some unsolicited feedback about the proposed syllabus from the faculty who reviewed it. Take or leave the feedback, but know that we don’t have an objection.

Doug

“...I was sort of excited that we might be getting a psychology of coaching course on campus. Unfortunately, the text proposed deals tangentially at best with coaching.”

“All ties to coaching seem to be inferential for the students, because there are no direct ones in the readings and there apparently is no lecture to make these ties. It seems that if one is going to supplement the textbook, it should be with a text or readings on the psychology of coaching. That would
at least help bridge the gap between these sport psychology topics and coaching. Nowhere in this course would a student get material directly related to the psychology of coaching.”

Douglas W. Woods, Ph.D.
Professor and Head of Psychology
Texas A&M University
4235 TAMU
College Station, TX 77843
(979) 845-2540 (office)
e-mail: dowoods@tamu.edu

From: David Byrd [mailto:byrd99@tamu.edu]
Sent: Friday, April 04, 2014 10:05 AM
To: Woods, Douglas W
Cc: Oberhelman, Steven M; Paul Keiper (pkeiper@hlkn.tamu.edu)
Subject: FW: KINE 404

Greetings, Dr. Woods:

I hope this email finds you well. Our Sport Management Division is interested in developing a new course – Coaching Psychology. Attached is the proposal and syllabus for your review. Would your faculty have an objection to this course being developed? We would be happy to meet or make any necessary adjustments based on your input.

Thank you in advance for taking the time to review this proposal.

David

David A. Byrd ‘99, Ph.D. | Assistant Dean for Undergraduate Academic Affairs
College of Education and Human Development | Texas A&M University
4222 TAMU | College Station, TX 77843-4222

ph: 979.862.6435 | fax: 979.862.4352 | byrd99@tamu.edu

Transforming Lives
This message contains information which may be confidential and privileged. Unless you are the addressee (or authorized to receive for the addressee), you may not use, copy or disclose to anyone the message or any information contained in the message. If you have received this message in error, please advise the sender by reply e-mail and delete the message.

From: Paul Keiper [mailto:pkeiper@hlkn.tamu.edu]
Sent: Thursday, April 03, 2014 4:00 PM
To: David Byrd
Subject: KINE 404

David,

Could you check with the Psychology department to see if they would approve this course?

Thank you,
Paul E. Keiper, Ed.D.
Clinical Associate Professor, Division of Sport Management
D.E. Coordinator, Division of Sport Management
Undergraduate Program Coordinator, Department of Health and Kinesiology
College of Education
Phone: 979.458.2724  Fax: 979.862.4428
OK, that is also fine.

Thanks, and sorry for the delay.

Matt

Matthew Walker, PhD
Associate Professor
Division Chair, Sport Management
Associate Department Head, HLKN
Assistant Director, Center for Sport Management Research & Education
Texas A&M University
4243 TAMU | College Station, TX 77843
walkerm@tamu.edu

From: PJ Miller
Sent: Thursday, August 28, 2014 4:25 PM
To: Matt Walker
Cc: Paul Keiper; Susan Wagner
Subject: RE: KINE 404

Matt,

I'm sorry, I misspoke in the previous e-mail. It will be required in the Sport Conditioning program and an elective in the coaching minor.

PJ

Paula J. Miller
Clinical Professor
Department of Health and Kinesiology
Texas A&M University
TAMU-4243
College Station, TX. 77843-4243
Phone: 979-845-1471
Fax: 979-847-8987
pjmiller@tamu.edu

From: PJ Miller
Sent: Thursday, August 28, 2014 4:22 PM
To: Matt Walker
Matt,

This course is not being proposed for the coaching minor but for the Sport Conditioning University Studies program. Is it ok with Sport Management as long as it is only used for this program?

Thanks,

PJ

Paula J. Miller  
Clinical Professor  
Department of Health and Kinesiology  
Texas A&M University  
TAMU-4243  
College Station, TX. 77843-4243  
Phone: 979-845-1471  
Fax: 979-847-8987  
jmiller@tamu.edu

From: Matt Walker  
Sent: Thursday, August 28, 2014 11:31 AM  
To: PJ Miller  
Cc: Paul Keiper  
Subject: RE: KINE 404

Hi PJ,

SPMT is fine with this listing as long as the KINE course is available to coaching minors only.

Best regards,

Matt

Matthew Walker, PhD  
Associate Professor  
Division Chair, Sport Management  
Associate Department Head, HLKN  
Assistant Director, Center for Sport Management Research & Education  
Texas A&M University  
4243 TAMU| College Station, TX 77843  
walkerma@tamu.edu

From: PJ Miller  
Sent: Thursday, August 28, 2014 9:37 AM  
To: Matt Walker  
Subject: KINE 404

Matt,
Susan Wagner has proposed a course, KINE 404 – Coaching Psychology. Since this course potentially overlaps SPMT 304 - Sport Psychology, we need approval from Sport Management to move this course forward. We have already approval from Psychology because they have PSYC 304 Sport Psychology.

The course request and syllabus are attached. Please just e-mail me your response.

Thanks,

PJ

Paula J. Miller, PhD
Clinical Professor
Department of Health and Kinesiology
Texas A&M University
pjmiller@tamu.edu

4243 | College Station, TX 77843

Tel. 979.845.1471 | Fax. 979.847.8987
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. This request is submitted by the Department of Mathematics

2. Course prefix, number and complete title of course: Math 225, Advanced Spreadsheet Techniques

3. Catalog course description (not to exceed 50 words):
   Advanced commands, formatting, and functionality of spreadsheets, with Excel being the particular example.

4. Prerequisite(s):

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

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

7. Has this course been taught as a 489/689?  □ Yes  ☑ No  If yes, how many times? _______

   Indicate the number of students enrolled for each academic period it was taught.

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

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

   BA or BS in Mathematics, BS APMS in Mathematics

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

10. Prefix  Course #  Title (excluding punctuation)
    MATH  225  ADVANCED SPREADSHEET TECHNIQUES

    Lect.  Lab  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    0  1  0  0  1  2  7  0  1  0  0  1  1  8  7  5  1  6  0  0  3  6  3  2

    Approval recommended by:
    Dr. Emil J. Straube  9/15/14

    Department Head - Type Name & Sign

    Date  09/16/14

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

    Date

    Submitted to Coordinating Board by:
    Associate Director, Curricular Services

    Date

    Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
    Curricular Services - 12/08
Course Title, number, and term: Advanced Spreadsheet Techniques, Math 225, Spring and Fall semesters.

Description and Prerequisites: The content of the course will cover advanced spreadsheet commands, formatting, and functionality of spreadsheets, with Excel being the particular example. Advanced spreadsheet capabilities with applications to financial matters will be discussed. Students must be math or amps majors.

Learning Outcomes: Students are expected to be able to: format spreadsheets, use spreadsheet functions, construct tables and pivot tables, search a spreadsheet, and develop simple macros.

Instructor Information:

Michael Stecher
stecher@math.tamu.edu
979-845-3261
Blocker 218B

Textbook: None required but ‘Excel 2013-The Missing Manual’ is recommended.

Grading Policies: There will be three in-class exams, each worth 100 points. Homework will be assigned and collected as appropriate. Late homework will not be accepted except in the case of university approved absences. Your class grade, determined by your exam grades and attendance (see attendance policy below) will be decided as follows:

\[
A = 270 - 300, \quad B = 240 - 269 \\
C = 210 - 239, \quad D = 180 - 209, \quad F =< 180
\]

Attendance and Make-up Policies: Attendance is mandatory, but you will be allowed one unexcused absence. After that, each unexcused absence will lower your grade by one letter, unless that causes you to receive an F. If you have two unexcused absences and have an A a grade of B will be turned in, if you have a C, then a grade of D will be turned in, and if you have a D, then a grade of D will be turned in. See Student Rules, http://studentrules.tamu.edu/rule07, for what constitutes an excused absence.

Exams missed because of an official university approved absence can be made up at a time convenient to both student and instructor.

Lectures:

1. Explain course and grading, call roll, show how to get excel up and running, and how to send and receive files, demonstrate the following:
   - Get excel turned on and go over the program giving an overview of where things are.
   - Different types of formatting, e.g., numerical, date, percentage, explain how the number 10 is treated as a date,
   - Show how to change color, font type, and font size; how to put in background color if wanted, mention conditional formatting. Show how to use format brush.
   - Show how to copy and paste, and paste special
   - Have class enter their weekly schedules and format nicely.
• Have class send their schedules to me. File names should have the form
  lastnameFirstnameAssignmentDate,
  with Date having the following format
  Jan1414, i.e. MonthDayYear, MonthXXX

2. • Show 8:00 AM 8:15 AM sequence generating that Excel is able to do.
  • Demonstrate some of the text manipulating functions, e.g., left, right, mid, proper, concatenate.
  • Discuss cell referencing, relative and absolute, and order of operations, i.e., be sure to use parentheses.
  • Show how to give cells a name reference.
  • Demonstrate some of the arithmetic functions. For example, sum and average.
  • Show how to freeze panes
  • Conditional Formatting
  • Send class spreadsheet, for in class assignment.

3. • Open solutions spreadsheet to last week’s assignment. Discuss the following:
  not entering interest rate directly, (Show how to give a name to a cell, which guaranties static referencing and ease of debugging), to get years divide by 360 not 365. Show that ‘days360’ excel function gives a different value for the number of days between dates (open help page for days360 to show why this is the case).
  • Mention how to insert comments in a worksheet.
  • Show how to paste the transpose of a matrix into a spreadsheet
  • Show how to save a file in different formats, may want to do this if sending a file to someone who has an earlier version of excel
  • Go over some of the statistical functions, e.g., average, median, var
  • Show some matrix functions, e.g., frequency
  • Generate a work sheet with at least several hundred integers randomly distributed between 1 and 100. Then use the frequency function to see what sort of a distribution they got, at the same time calculate max, min, average, median of these numbers, and then include a chart (bar), and also use conditional formatting to highlight numbers between 45 and 55, for example. Use the ‘rand’ and ‘int’ functions.
  • Spend some time on different charts and how to format them.

4. In class, Exam I.
5. • Go over Exam 1
   • Show class how to get ‘Developer’ ribbon incorporated into their workbooks, and do the same for the ‘Solver’ function.
   • Show how to solve equations. Demonstrate ‘Goal Seeking’, and then ‘solver’ commands.
     - Look at \( f(x) = x^2 - x + 1 \) for \(-1 \leq x \leq 1\). Graph the function, and then show how to find both roots of the equation \( f(x) = 0.9 \). Then demonstrate how unreliable solver is when finding max and min. It tends to stay attached to critical points.
     - Show how to solve \( f(x, y) = x^2 - xy^2 + y^4 = \alpha \) with and without constraints.
     - Give class homework problem involving how much money needs to be deposited in fourth year at what interest rate to get a balance of \$10,000.

6. • Go over sorting a standard set of data. Use grades file for this.
   • Introduce tables and demonstrate sorting, filtering, last row ability. Be sure to point out that this feature only counts data in rows that are visible. Use Course tracking file for this.
   • Show how to group together various rows and/or columns.
   • Show them consolidate command. Use consolidatedSheetsExample for this. Point out that you have to use one of the possible math functions, which means that the ‘birth date’ column is not treated correctly when consolidating tabular arrays. Also consolidate the data not checking row or column options to see what happens.

7. • Demonstrate subtotal function. Hand out table of function codes used by the subtotal function
   • Show use of ‘Dfunctions’, be sure to mention that a criteria can be used more than once. And that the ‘criteria’ must be exactly the same as the column header.

8. Spend day on searching methods: vlookup, hlookup, match, index
   • Use file indexMatchExamples.xlsx to demonstrate vlookup, match, and index functions.

9. Exam II

10. Go over exam 2.
    • Explain what a macro is, and write a simple one (putting a standard header on a worksheet, e.g.). Be sure to mention relative referencing.
    • Look at the macros in the editor. Have two macros, with with relative referencing and the second without; use editor to make any changes desired.
    • Point out that files containing macros need to be saved in either the .xism or .xslb format.
    • Open ‘MacroExamples.Match2514.xlsx’, and then go through the steps to have the file formatted. Then have students construct a macro which will format any file in the desired manner.

11. Continue macro discussion and introduce basics of VBA programming. Show them call/put tree VBA program, and how to put 'buttons', which will call a particular macro.
12. Pivot tables
   - Ask if there are any questions about macros.
   - Use the file salesData.xlsx to demonstrate pivot tables.
   - Have them work on macro assignment.

13. Use the file PivotSummary.xlsx for the following questions, which the class should work.
    (a) What is the total cost that all European countries paid for Manjimup Dried Apples in 1996. A country is considered to be European if it’s across the pond.
    (b) In what years did the city of Aachen order products, what types of products were they, and what was the total cost?

14. Exam III

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

Academic Integrity Statement and Policy:
The Aggie Honor Code is:
   
   An Aggie does not lie, cheat or steal, or tolerate those who do.

I expect all of us to abide by this code. Failure to do so may include some of the following consequences:

   A zero on an exam, an F for the course, expulsion from Texas A&M.

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, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 445 - Engineering Applications of Solid Mechanics
4. Catalog course description (not to exceed 50 words): Mechanical and mathematical basis for modeling response of solid bodies undergoing coupled mechanical and non-mechanical effects. Analysis of stress and deformation for structural members subjected to axial, torsional, and bending loads. Design of multifunctional systems.

5. Prerequisite(s): CVEN 305, MEEN 368
Cross-listed with:
Stacked with: MEEN 645

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

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-control-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MEEN</th>
<th>445</th>
<th>ENGR. APP. OF SOLID MECHANICS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Tim Jacobs
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8289 or sandra.williams@tamu.edu.
Curricular Services – 04/14
REQUIRED OR ELECTIVE: Elective course

CATALOG DESCRIPTION: Credit 3. Mechanical and mathematical basis for modeling response of solid bodies undergoing coupled mechanical and non-mechanical effects, analysis of stress and deformation for structural members subjected to axial, torsional, and bending loads, design of multifunctional systems.

PREREQUISITES: Undergraduate Mechanics courses (CVEN 305, MEEN 368)

INSTRUCTOR: Dr. William C. Schneider
Engineering Physics Building (ENPH) Room 305
e-mail: wschneider@tamu.edu

LECTURE: Tues/ Thurs, 12:45pm – 2:00 pm, ENPH 216

GRADING: HW 10%, Exam #1 25%, EXAM #2 25%, Final Exam 25% Quiz 15%
A(>=90); B(80-90); C(70-80); D(60-70); F(<60)
Note: This is a stacked course that the graduate students will be required to perform Graduate Projects involving complex, but practical, applications of Solid Mechanics

TEXTBOOK AND OTHER RELEVANT MATERIALS:
No Formal Text Dr. Schneider Notes


TOPICS COVERED:
# Week
1 Introduction to Course; Beams in general
2 Application and Derivation Instability of Beams, Plates, Thin Section Beams
3 Continue Application and derivation of Instability of Beams, Plates, Thin Section Beams
4 Application and derivation the stress and deflection of Composite Beams
5 Derivation and application of Thermal Stress Approx,
6 Derivation of Shear Center for various cross-sections
7 EXAM #1 (in class)
8 Application of Beams on Elastic Foundations to practical structural problems
9 Continue…..Application of Beam on Elastic Foundation to practical structural problems
10 Application of Plastic Hinges (Plasticity)
11 Continue…..Application of Plastic Hinges (Plasticity)
COURSE LEARNING OUTCOMES: At the end of this course, students should be able to:

1. determine response of structural members undergoing extensional, bending and twisting deformations
2. understand and calculate the response of materials and structures subject to various loading conditions
3. analyze response of structural members (bars, beams, plates) with coupled axial, bending, and twisting
4. Derive the critical buckling (instability) of beams with various end conditions and supports along the beam.
5. Set-up governing equations for deformation in structures
6. use energy methods to calculate deformations, unknown loads and stresses in multifunctional and shaped structures
7. determine the interface forces, stress in members of a complex multi-component structure using beams on elastic foundations
8. determine the instability of thin walled structural members due to bending ans compression loads
9. determine the stresses and displacement in composite beams
10. determine the approximate thermal stress and displacement in members subject to thermal gradients
11. determine the critical failure load in beams with multiple supports using plastic hinge (plasticity)

CLASS/LABORATORY SCHEDULE: Two, 75 minute sessions per week, taught in mixed lecture-problem session style. Project and problem-solving materials are assigned.

EXAM #1 : ------------ , class period time (tentative)
EXAM # 2 : ------------ , class period time (tentative)
Final Exam: To be determined

RELATIONSHIP OF COURSE TO PROGRAM OUTCOMES:

<table>
<thead>
<tr>
<th>ABET Program Outcome</th>
<th>ABET Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>x a. ability to apply knowledge of mathematics, science and engineering</td>
<td>f. understanding of professional and ethical responsibility</td>
</tr>
<tr>
<td>x b. ability to design and construct experiments, as well as to analyze and interpret data</td>
<td>x g. ability to communicate effectively</td>
</tr>
<tr>
<td>x c. ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability</td>
<td>h. broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context</td>
</tr>
<tr>
<td>d. ability to function on multi-disciplinary teams</td>
<td>x i. recognition of the need for, and an ability to engage in life-long learning</td>
</tr>
<tr>
<td>x e. ability to identify, formulate and solve engineering problems</td>
<td>j. a knowledge of contemporary issues</td>
</tr>
<tr>
<td></td>
<td>x k. ability to use the techniques, skills and modern engineering tools necessary for engineering practice</td>
</tr>
</tbody>
</table>

Prepared by Dr. William C. Schneider Date May 13, 2014
Absences:

Work missed due to absences will only be excused for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES (see http://student-rules.tamu.edu/rule7.htm). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. In accordance with recent changes to Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).

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

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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.

Form Instructions

1. Course request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): Department of Mechanical Engineering

3. Course prefix, number and complete title of course: MEEN 463 - Cogeneration Systems

4. Catalog course description (not to exceed 50 words): Introduction to the design and analysis of cogeneration systems. Cogeneration is the simultaneous production of electrical power and thermal commodities. Topics include: selection of the prime mover, matching power and thermal needs, institutional factors, economic evaluations, financial options and the study of actual and hypothetical systems.

5. Prerequisite(s): MEEN 421 or equivalent

   Cross-listed with: Sacked with: MEEN 663

   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)

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

B.S. in MEEN

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 Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

   MEEN 463 Cogeneration Systems

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

   Approval recommended by: Dr. Tim Jacobs

   Department Head or Program Chair (Type Name & Sign) Date: Chair, College Review Committee

   Department Head or Program Chair (Type Name & Sign) Date: Dean of College

   (if cross-listed course)

   Submitted to Coordinating Board by: Chair, GC or UCC

   Date: Effective Date

Associate Director, Curricular Services

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

RECEIVED CURRICULAR SERVICES SEP 23, 2014
1. Course: Design and analysis of cogeneration systems; selection of the prime mover; matching power and thermal needs; institutional factors; economic evaluations; financial options and the study of actual and hypothetical systems. Prerequisite: MEEN 421 or equivalent.

2. Instructor: Professor J. A. Caton
   Room 306, EPB–OFF; 845-4705; jcaton@tamu.edu
   Research Laboratory Web Page: http://CatonE3.tamu.edu/
   Office Hours: 2:00 – 3:00 pm, Monday and Wednesday

3. Text: This course has no required textbook. Instructor’s notes and supplementary reference material will be made available as needed.


5. Home Page: Course material is available to enrolled students at: https://ecampus.tamu.edu

6. Term Project: Each student will be assigned a unique facility. Each student will then design an appropriate cogeneration system, complete an economic evaluation, complete sensitivity studies, discuss the advantages and disadvantages of this application, and write a comprehensive technical report. See attachment for due dates.

7. Assignments: Problems will be assigned once a week and are due the following week. These problems form an integral part of the course. Solutions will be posted immediately after class, and hence:
   *No credit can be given for late homework unless the student has a university approved absence.*

8. Mid-Term: A closed-book, closed-notes, mid-term exam is scheduled for: 29 October, Wednesday, during the class period at 12:45–2:00 pm. Mark this date on your calendar, and do not schedule any conflicting activities.
   *Unexcused absences will result in an automatic grade of zero.*

8. Final: A comprehensive final will be given as scheduled for this class: 15 December, Monday at 10:30–12:30 pm.

9. Grading†:
<table>
<thead>
<tr>
<th>Problems:</th>
<th>15%</th>
<th>Grading:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-term Exam:</td>
<td>30</td>
<td>90–100%</td>
</tr>
<tr>
<td>Term Project:</td>
<td>20</td>
<td>80–89%</td>
</tr>
<tr>
<td>Final:</td>
<td>35</td>
<td>70–79%</td>
</tr>
<tr>
<td>100%</td>
<td></td>
<td>60–69%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>0–59%</td>
</tr>
</tbody>
</table>

† For graduate students taking the related stacked course (MEEN 663), the term project must include expanded results as explained in class. The distribution of points will be as indicated.
AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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ACADEMIC INTEGRITY STATEMENT

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On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

ABSENCES

Work missed due to absences will only be excused for University-approved activities in accordance with TEXAS A&M UNIVERSITY STUDENT RULES (see http://student-rules.tamu.edu/rule7.htm). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. In accordance with Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).
MEEN 463 — COGENERATION SYSTEMS
Course Outline

1. Introduction and Background; Basic Systems and Applications
2. Review of Thermodynamics, Fuels, Combustion
3. Prime Mover Overview
4. Steam Turbines (Rankine Cycles)
5. Gas Turbines (Brayton Cycles)
6. Reciprocating Engines (Otto and Diesel Cycles)
7. Electrical Equipment; Heat Recovery Devices; Absorption Chillers
8. Matching Power and Thermal Needs; Packaged Systems
9. Regulatory and Institutional Factors
10. Economics: Present Value Theory; Complete Evaluations
11. Financial Options; Contracts and Agreements; Computer Models
12. Project Development Process
13. Case Studies
14. Future of Cogeneration; Review
15. Final
To complete this term project in a timely manner with the least “last-minute rush,” the following intermediate due dates have been arranged:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal</td>
<td>---</td>
<td>17 September</td>
</tr>
<tr>
<td>Progress Report</td>
<td>10</td>
<td>05 November</td>
</tr>
<tr>
<td>Final Report*</td>
<td>90</td>
<td>26 November</td>
</tr>
</tbody>
</table>

*Late reports are penalized 10 points (a letter grade)
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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Marketing
   MKTG 404 Advanced Excel for Marketing Managers
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Hands-on practice and application of the Excel skills needed for marketing decision-making.

---

5. Prerequisite(s):
   MKTG 323
   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
   If yes, during ________.

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

9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)

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

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

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

13. Prefix | Course # | Title (excluding punctuation)
   ---- | ------ | --------------------------
   MKTG | 404 | Adv Excel for MKTG Managers

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCEL</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
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<td>1830</td>
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</tbody>
</table>

Approval recommended by:
Mark Houston  
Department Head or Program Chair (Type Name & Sign)  
Date: 9/1/14

Chair, College Review Committee  
Date: 9/20/14

Dean of College  
Date: 9/29/14

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 – 07/14

RECEIVED SEP 29 2014
CURRICULAR SERVICES
Course title and number  MKTG 404 Advanced Excel for Marketing
Term  Fall 2015
Meeting times and location  TBD

Instructor Information

Name  TBD
Telephone number  979.845.5861
Email address
Office hours  TBD
Office location Wehner 220

Course Description and Prerequisites

Hands-on practice and application of the Excel skills needed for marketing decision-making.
1 hr course
Prerequisite: MKTG 323

Learning Outcomes

- Apply basic Excel skills such as charting and formulas
- Employ intermediate skills such as managing workbook data, analyzing table data and using what if analysis
- Demonstrate advanced skills such as pivot tables and customizing Excel

Textbook and/or Resource Material


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

**Mays Food and Beverage Policy.** We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality condition of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. The only exception is that water in a clear container is allowed. This policy will be strictly enforced.

**Scholastic Standards.** All policies concerning scholastic dishonesty found in the current Texas A&M University Relations apply, and if necessary, will be enforced.

*Aggie Honor Code:* “An Aggie does not lie, cheat, or steal or tolerate those who do.” Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor system. On all course work, assignments, and examinations for this class, the following Honor pledge shall be preprinted and signed by the student: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

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

**Grading Policies**

**GRADING:**
Homework assignments – 50%
Exam 1 – 25%
Exam 2 – 25%

Homework assignments and exams will be case-based and/or multiple choice and will involve working in the Excel software.

**Notes:**
If an exam is missed, you will need the instructor’s approval to arrange a make-up exam. Make-up exams will only be allowed for a university-approved excused absence. For the university’s policy on absences, please visit http://student-rules.tamu.edu/rule07.

No work will be accepted late without a university-approved excuse.
FINAL GRADES:
A: 90 – 100%
B: 80 – 90%
C: 70 – 80%
D: 60 – 70%
F: Below 60%

Attendance and Make-up Policies

Attendance is not required but expected. Students will not be prepared for the homework assignments or the exams unless they attend class. Make-up exams will only be allowed for a university-approved excused absence. For the university’s policy on absences, please visit http://student-rules.tamu.edu/rule07. The same applies to homework assignments.

Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>1</td>
<td>Course Into, Review Excel Basics</td>
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<tr>
<td>2</td>
<td>Review Excel Basics, <strong>HW#1</strong></td>
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<tr>
<td>3</td>
<td>Manage Workbook Data</td>
</tr>
<tr>
<td>4</td>
<td>Use Tables</td>
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<tr>
<td>5</td>
<td>Use Tables, Analyze Table Data <strong>HW#2</strong></td>
</tr>
<tr>
<td>6</td>
<td>Analyze Table Data</td>
</tr>
<tr>
<td>7</td>
<td><strong>Mid-term Exam</strong></td>
</tr>
<tr>
<td>8</td>
<td>Automate Worksheet Tasks</td>
</tr>
<tr>
<td>9</td>
<td>Automate Worksheet Tasks/Enhance Charts <strong>HW#3</strong></td>
</tr>
<tr>
<td>10</td>
<td>Enhance Charts</td>
</tr>
<tr>
<td>11</td>
<td>Use What If Analysis</td>
</tr>
<tr>
<td>12</td>
<td>Use What If Analysis, <strong>HW#4</strong></td>
</tr>
<tr>
<td>13</td>
<td>Pivot Tables</td>
</tr>
<tr>
<td>14</td>
<td>Pivot Tables, <strong>HW#5</strong></td>
</tr>
<tr>
<td>15</td>
<td><strong>Final Exam</strong></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 (DDS, MD, JD; PharmD, DPA)

2. Request submitted by (Department or Program Name):
   - Department of Marketing
   - MKTG 430 Marketing Consulting

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

4. Catalog course description (not to exceed 50 words):
   Consulting tools and techniques, managing client relationships, preparing reports and presentations, problem-solving processes; semester-long client project.

5. Prerequisite(s):
   - MKTG 323

6. Is this a variable credit course?
   - ☑ Yes
   - ☐ No
   - If yes, from ___ to ___

7. Is this a repeatable course?
   - ☑ Yes
   - ☐ No
   - If yes, this course may be taken ___ times.

8. Will this course be repeated within the same semester?
   - ☐ Yes
   - ☑ No

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

10. How will this course be graded?
    - ☑ Grade
    - ☐ S/U
    - ☐ P/F

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    - BBA in ACCT, ABU, BHRN, FINC, MISEY, MGMT, MKTG, SMCT
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
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Approval recommended by:

Mark Houston

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

Chair, College Review Committee Date

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 845-8201 or sandra.williams@tamu.edu.
MKTG 430

Marketing Consulting

Professor: Dr. Janet Parish  
Office: Wehner 242C  
Email: jparish@mays.tamu.edu

Phone: 845-1067  
Office Hours: 12:30-2:00 Tuesdays and by appointment

Teaching Assistant: TBA

Prerequisite: MKTG 323

Course Material

Text: No required textbook, readings will occasionally be posted on eCampus and/or distributed in class.

Web resources: http://ecampus.tamu.edu/

Course Description:

Consulting tools and techniques, managing client relationships, preparing reports and presentations, problem-solving processes; semester-long client project.

Learning Objectives:
1. Employ “real world” experience in solving complex and unstructured problems.
2. Apply tools and frameworks that aid in understanding of such problems.
3. Demonstrate competencies by applying knowledge and skills to real business situations.
4. Extend their communications skills by work with clients and colleagues in a team-based situation.

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**Resume.** Please keep your resume current and have it reviewed at the beginning of each semester by our Career Center office in Mays.

**Lisa Burton**  
340 AA Wehner Building  
lmburton@tamu.edu

**Amy Thompson**  
340 DD Wehner Building  
athompson@mays.tamu.edu
**Student Attire.** All students should wear business casual attire when meeting with clients or when guests are present in the classroom.

**Grading.**

Student teams of 3 will be assigned for the semester to work on a client project. The purpose of the project is to for students to analyze and make marketing (business) recommendations for a client. The students benefit by learning through application in the real world as well as by serving the local community.

**Presentation 1 (100 points):**
Once you have been introduced to your client, the research phase will begin. You must research the client, its competitors and its constituents. Specifically, you will need to conduct a set of situational analyses and craft specific definitions of the target audience(s). An initial goal will be obtaining a clear understanding of the agency’s value proposition (what need do they meet and how?).

The results of your analysis will be presented to your client in a 20 minute presentation. This will provide the opportunity for groups to get feedback on their understanding of the organization as well as their presentation skills.

**Presentation 2 (100 points):**
The next phase will involve developing a strategy for each marketing mix component. You will have to think about issues related to the product (e.g., changes in or enhancements to the core offering), distribution (e.g., location, access), pricing (e.g., costs, funding) and promotion (e.g., use of social media, revision of promotion plans, etc). Do not limit your thinking to these topics – these are just examples of the issues that marketers face on a regular basis. The recommendations must include very detailed implementation plans (e.g., Who? When? How much?)

Both the situation analysis and the recommendations will be presented to the client and the class in a 20 minute presentation.

**Written Report (100 points):**
You must also create a written document for your client. This document will be submitted electronically in pdf format to eCampus for both grading and for sharing with the client. You are NOT responsible for printing hard copies. However, at the time of presentations, you should bring 2-3 black and white copies of just the presentation (3 slides per page) for your instructor and client. This written document will consist of (at a minimum) four components (not necessarily in this order): a hard copy of your presentation slides, a discussion of your situational analyses, detailed implementation plans for each of your recommendations and a signed honor code statement. There are many other things that could be included in this document. Think broadly about opportunities to provide extra detail for your clients and to be creative.

You must choose a “style” for your written document. It can be written as a magazine, an advertising plan book, or an annual report. You will also be required to create a one-page summary of your document. The “style” for this summary can be a flyer, a ppt slide, or an executive summary.
VERY IMPORTANT INFORMATION: All parts of this project will be graded based on both content and delivery. I expect to be impressed by both. Consider that your presentation and written document need to be “sold” to the client. Your aim should be to establish your credibility and for the client to choose your recommendations to implement. The following rubrics cover basic details, however, to earn 100% of the points, you must go above and beyond. In other words, I want excellence demonstrated and I want to see where each student’s strengths lie. I would like to see videos, photos, web design, layouts, logo creation, etc., when appropriate. Remember, this is a marketing class, effective presentation (both oral and written delivery) is as important as having sound ideas and recommendations.

The Mays Communication Lab is a resource available to all Mays students to help improve both written and oral communication skills. Students are strongly encouraged to take advantage of this resource when preparing for oral presentations. The Lab is located on the third floor (339) and has facilities for practicing and recording presentations. Students generally receive significant benefit from watching themselves present. mays.tamu.edu/commlab

Engagement. Students must be present, prepared, and punctual for each class meeting in order to perform satisfactorily. Attendance is mandatory, will be monitored, and will be factored in to the final grade. Attendance is necessary, but not sufficient. Students should actively engage in classroom discussion and integrally involved in the team project. Excessive tardies and/or inappropriate behavior in the classroom (e.g., sleeping, rudeness, misuse or overuse of technology) will negatively affect the engagement grade. Students are NOT allowed to enter the classroom late when guest speakers are scheduled or when peers are presenting. This will be 75% of the engagement grade.

At the end of the semester, each student will complete and turn in a team member evaluation form. The information included in this evaluation has the potential to impact individual grades on the group project. Fortunately, group conflicts tend to be rare. When they do occur, communication problems and/or differences in priorities tend to be the underlying cause. Please communicate openly and honestly with your team throughout the semester. Also, it is preferred that team issues be brought to my attention as they occur rather than at the end of the semester. This will be 25% of the engagement grade.
<table>
<thead>
<tr>
<th>Scale</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Consistently shares high <strong>quality</strong> comments that add new insights and perspectives to the material being discussed. Is always prepared, regularly takes the lead, and skillfully integrates other students' comments when sharing his/her own thoughts. In addition, comments often deepen our understanding of &quot;why&quot; the events being discussed have occurred and/or &quot;why&quot; certain courses of action are justified. In summary, this student <strong>consistently</strong> shares his/her &quot;well thought out&quot; logic in both an efficient and highly effective manner. High <strong>quality</strong> comments that extend and strengthen our discussion are shared on a reasonably frequent basis. Occasionally takes the lead in introducing a new subject and responds to other students as well as the instructor. In all cases a priority is placed on providing <strong>new and meaningful insights</strong>. Occasionally shares <strong>quality</strong> comments with the class. Also occasionally responds to the remarks of other students. Rarely takes the lead in beginning a discussion, but is <strong>well prepared</strong> and <strong>participates</strong> on a periodic basis. Participation primarily revolves around answering direct questions from the instructor. A <strong>small amount of effort</strong> is given to introducing new topics and extending the thoughts of other students. Answers questions from the instructor. Otherwise does not take part in class discussion.</td>
</tr>
<tr>
<td>F</td>
<td>Takes no part in classroom discussion or activities.</td>
</tr>
</tbody>
</table>
Team Member Evaluation Form

Name: __________________________

In the first column of the table below, please write in each group member’s name. Then, indicate your opinion regarding whether or not each did their fair share on the project.

<table>
<thead>
<tr>
<th></th>
<th>Did not do their fair share.</th>
<th>Did do their fair share.</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>2.</td>
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<td></td>
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<td>3.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>1 2 3 4 5 6 7</td>
<td></td>
</tr>
</tbody>
</table>

Please write comments about each team member’s strengths and weaknesses below (including your own):

1.

2.

3.

4.

5.

Please use the back of this page to include any general comments about the project, your group or the class in general.
Grade Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
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<tr>
<td>Presentation #2</td>
<td>100</td>
</tr>
<tr>
<td>Written Report</td>
<td>100</td>
</tr>
<tr>
<td>Engagement</td>
<td>100</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned in the following manner:
A = 360 points
B = 320 – 359.9
C = 280 – 319.9
D = 240 – 279.9
F = 239.9 and below

Late work will not be accepted without a university approved excuse.

Class Meeting Times and Locations.

Marketing Consulting (MKTG 430) meets on Mondays and Wednesdays from 12:45 – 2:00 in RM 108.

Schedule

- **Week 1** Course Introduction
- **Week 2** Consulting Techniques and Tools
- **Week 3** Client Introductions
- **Week 4** Excel and PPT Review, Team Meetings
- **Week 5** Presentation Skills Review, Team Meetings
- **Week 6** Client Presentations
- **Week 7** Client Presentations
- **Week 8** Project Review, Guest Speaker
- **Week 9** CRM, Team Meetings
- **Week 10** IMC, Team Meetings
- **Week 11** Team Meetings, Guest Speaker
- **Week 12** Team Meetings
- **Week 13** Client Presentations
- **Week 14** Client Presentations
- **Week 15** Final Paper Due
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 (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 432 Corporate Social Responsibility

4. Catalog course description (not to exceed 50 words):
A study of the role of corporate social responsibility, corporate governance, and business ethics with an emphasis on the marketing perspective.

5. Prerequisite(s): MKTG 321
Cross-listed 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. How will this course be graded? □ Grade □ S/U □ P/F (CLA/G)

10. 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)
      BBA in ACCT, ABGU, BHNR, FINC, MISH, MGMT, MKTG, SCMT

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

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

13. Prefix Course # Title (excluding punctuation)

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</tr>
</tbody>
</table>

Approval recommended by:

Mark Houston
Department Head or Program Chair (Type Name & Sign) Date 8/15/14

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Date

Questions regarding this form should be directed to Sandra Williams at 345-8201 or sandra-williams@tamu.edu
Curricular Services - 07/14

RECEIVED CURRICULAR SERVICES SEP 29 2014
Course title and number: Corporate Social Responsibility, MKTG 432
Term (e.g., Fall 200X): Spring 2015
Meeting times and location: TBD

Course Description and Prerequisites

Study of the role of corporate social responsibility, corporate governance, and business ethics with an emphasis on the marketing perspective.

Prerequisite: MKTG 321

Learning Outcomes

- Identify ethical issues that arise in everyday business and social situations
- Demonstrate knowledge and application of ethical principles
- Apply ethical reasoning and critical analysis to real-world scenarios
- Formulate reasonable solutions to ethical dilemmas

Instructor Information

Name: Leslie Seipp
Telephone number: 979.845.2944
Email address: lseipp@mays.tamu.edu
Office hours: TBD
Office location: Wehner 242D

Textbook and/or Resource Material

Applied Business Ethics, by Dean A. Bredeson

Grading Policies

GRADING:
Homework Assignments – 25%
Exam 1 – 25%
Exam 2 – 25%
Exam 3 – 25%
Note: Exam 3 is taken during the Final Exam period.

EXAMS: Regular exams will be multiple choice and short answer. Make-up exams will consist entirely of short answer and essay questions.

Note: If an exam is missed, you will need the instructor’s approval to arrange a make-up exam. Make-up exams will only be allowed for a university-approved excused absence. For the university’s policy on absences, please visit http://student-rules.tamu.edu/rule07.

HOMEWORK: Homework will consist of ten 1-page assignments worth 2.5% each. All homework should be typed, double-spaced, and turned in on the due date in hard copy. Homework assignments will be posted on eCampus throughout the semester.

LATE WORK POLICY: Any homework that is not received by the due date posted on eCampus will be subject to the university’s policy on absences, http://student-rules.tamu.edu/rule07. Late submissions will only be allowed for a university-approved excused absence.

OTHER: There is NO extra credit available for this class.

FINAL GRADES:
A: 90 – 100%
B: 80 – 90%
C: 70 – 80%
D: 60 – 70%
F: Below 60%

Attendance and Make-up Policies
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<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ethical Dilemmas</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Purpose of the Corporation</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Selling, Marketing, and Advertising</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Workplace Ethics</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Responding to Employee Behavior</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>6</td>
<td>Workplace Privacy</td>
<td>Chapter 6</td>
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<td>7</td>
<td>Employee Compensation</td>
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<td>8</td>
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<td>Chapter 8</td>
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<td>Chapter 10</td>
</tr>
<tr>
<td>11</td>
<td>The Great Recession</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>12</td>
<td>The Role of Government</td>
<td>Chapter 12</td>
</tr>
<tr>
<td>13</td>
<td>The Role of Marketers</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>14</td>
<td>The Global Corporation</td>
<td>Chapter 14</td>
</tr>
<tr>
<td>15</td>
<td>FINAL EXAM</td>
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</tbody>
</table>

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
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 (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 435 Advanced Selling

4. Catalog course description (not to exceed 50 words):
In-depth strategic account planning, extensive role-play and team selling exercises, sales analytics, networking and prospecting, strategic goal setting and time management.

5. Prerequisite(s): MKTG 335
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.
8. Will this course be repeated within the same semester? ☐ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

10. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (Credit)

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

   BBA in ACCT, AGBU, BHRM, FINC, MISY, MGMT, MKTG, SCMT

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

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

13. Prefix: MKTG
   Course #: 435
   Advanced Selling

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

Approval recommended by:
Mark Houston

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

[Signature]
8/15/14

Chair, College Review Committee

[Signature]
9/24/14

Dean of College

[Signature]

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 545-8201 or sandra.williams@tamu.edu.
MKTG 435 Advanced Selling
Spring 2015

Instructor: Andrew Loring, M.S.
Office: 242 E Wehner Building
Office Hours: E-mailing to set an appointment is best.
Telephone: (979) 845-2958
E-mail: aloring@mays.tamu.edu

Class Meeting Times and Locations

All lectures will be held in WCBA 205; role-play’s will be held in WCBA 157 A-F—the small rooms. We will also use the breakout rooms in West Campus Library for small group role-play’s. Section 501 meets from 9:00AM-11:30AM and section 502 meets from 2:00PM-4:30PM.

There are (2) separate role-play’s for the semester. The first will be an individual role-play and the second will be a team selling role-play.

Learning Outcomes

The learning outcomes for this course are to:

- Apply the advanced selling process to an entry-level professional selling position
- Recognize business acumen and differentiate financial analysis, and sales analytics as it relates to selling a product, good, or service
- Practice team selling and selling over the phone
- Apply networking and prospecting skills
Course Approach

Classes will be a combination of discussion, various exercises (conducted both inside and outside of the classroom), and lectures. You will participate in several role-playing exercises. The purpose of these activities is to provide you with an in-depth, professional look at processional B2B selling. You will be challenged to think on your feet, use your networking and time management skills to maintain high level sales accounts while practicing quality service to the buyer/buyers.

Required Text

SELL 4 by, Ingram, LaForge, Avila, Schwepker, and Williams (2014)

Prerequisites

Marketing 335 - The introductory marketing course must be taken before taking this course.

Role-Play Is A Test

The role-playing exercises will test how well you understand and can apply the course materials. Role-plays also show how motivated you are to perform at a high level.

CAUTION: Preparation of a role-play takes longer than you might expect. Please start early so you have time to practice, practice, practice.

Tests

Multiple-choice questions will be the main format used to test your knowledge of all materials associated with the course—such as the text, lectures and videos.
## Final Grade

Advanced Sales: Class Points

<table>
<thead>
<tr>
<th>Points</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Review Role-Play</td>
</tr>
<tr>
<td>10</td>
<td>Class participation</td>
</tr>
<tr>
<td>20</td>
<td>Inside Sales Call</td>
</tr>
<tr>
<td>15</td>
<td>Team Sales Presentation</td>
</tr>
<tr>
<td></td>
<td>Sixth-sense scrapbook &amp; Networking</td>
</tr>
<tr>
<td>15</td>
<td>journal</td>
</tr>
<tr>
<td>10</td>
<td>Individual Class Competitions/Exercises</td>
</tr>
<tr>
<td>20</td>
<td>Reflection</td>
</tr>
<tr>
<td>100</td>
<td>Total Points for Class</td>
</tr>
</tbody>
</table>

Final grades are based upon the official university policy. There will be **no** curve. A 79 average equals a “C.” Your final course grade will be determined by the total amount of points you earn in the course. Total points for the course will be 100.

90 points = A  
80 – 89 = B  
70 – 79 = C  
60 – 69 = D  
59 and below = F

**Grades become permanent one week after they are posted.**
Test/Assignment/Role-Play Grade(s)

As grades are assigned students will be informed either via E-Campus or in class. Any questions or concerns about grades must be discussed during the instructor’s office hours rather than in the classroom.

Students With Disabilities

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

Attendance Policy

Class attendance is expected. Professor Loring has scheduled in-class exercises and Guest Speakers, attendance will be mandatory on those days. Non-University approved absences on these mandatory days will result in -5 points for each absence. A make-up exam is allowed only if you have a university excused absence. You receive a zero grade if you miss a test for any other reason.

Make-up Policy. If an absence is excused, the student will be allowed to make up work. To be excused the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (e.g. accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule7.htm). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list.
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day.
6) Illness that is too severe or contagious for the student to attend class.
   a. Injury or illness of three or more class days – student will provide a medical
      confirmation note from his or her medical provider within one week of the last
      date of the absence (see Student Rules 7.1.6.1).
   b. Injury or illness of less than three class days – student will provide [one or both
      of these at instructor’s discretion] the following within one week of the last date
      of the absence: (i.) Texas A&M University Explanatory Statement for Absence
      from Class form available at http://shs.tamu.edu/forms.htm, or (ii.) Confirmation
      of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Other absences may be excused at the discretion of the instructor with prior notification
   and proper documentation.

**Conduct In the Classroom**

1. We have beautiful and state-of-the-art classrooms in the Wehner Building. We want to
   maintain the high-quality conditions of these classrooms for students in future years. Thus,
   it is necessary for you to adhere to the established policy of **NO BEVERAGES, FOOD,
   TOBACCO PRODUCTS, OR ANIMALS** (unless approved) within the Wehner Building
   classrooms. Water is the only exception. This includes having closed containers on the floor,
   desk, being held, or able to be seen in an open book bag. Your assistance in enforcing this
   policy is greatly appreciated.

2. Please arrive to class **on time** and do not sleep, read newspapers, work on crosswords or
   Sudoku, text or be on phones, etc. **No talking** in the classroom while your instructor is
   conducting the class. Please do not talk when students are contributing to class discussion,
   when guest speakers are visiting with you, during videos, or any time when talking can
   disturb others in the classroom.

**Aggie Code Of Honor**

For many years, Aggies have followed a Code of Honor which is stated in this very simple verse:

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

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

The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and
loyalty to truth and confidence in each other.

For additional information please visit:  [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**Class Scholastic Dishonesty**

Professor Loring follows *Texas A&M University’s Student Rules* book guidelines which are available at [http://student-rules.tamu.edu](http://student-rules.tamu.edu). The following is taken from Part I, Rule 20 of that book.

“IT is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. In a case of scholastic dishonesty, it is imperative that written documentation be kept at each level of the procedures outlined below. Commission of any of the following acts shall constitute scholastic dishonesty. This listing is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.”
# Advanced Selling – spring 2015

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1/20</td>
<td>Welcome, syllabus discussion, goal setting, sales process review</td>
</tr>
<tr>
<td>1/27</td>
<td>Time Management – Guest from SRS Distributions</td>
</tr>
<tr>
<td>2/3</td>
<td>Prospecting (Make initial contact – McAfee)</td>
</tr>
<tr>
<td>2/10</td>
<td>Mental Approach, Attitude &amp; Motivation/ Communication (Networking, Phone Skills, Presentation Skills)</td>
</tr>
<tr>
<td>2/17</td>
<td>Technology (working with iPad’s &amp; CRM solutions)</td>
</tr>
<tr>
<td>2/24</td>
<td>Inside Sales Call (McAfee)</td>
</tr>
<tr>
<td>3/3</td>
<td>Spring Break</td>
</tr>
<tr>
<td>3/10</td>
<td>Negotiation (creating win-win sales negotiations)</td>
</tr>
<tr>
<td>3/17</td>
<td>Creating and Working with a Team</td>
</tr>
<tr>
<td>3/24</td>
<td>Sales Financials (Using analytics and market analysis to drive sales)</td>
</tr>
<tr>
<td>3/31</td>
<td>Inside Sales Call 2 (McAfee)</td>
</tr>
<tr>
<td>4/7</td>
<td>Account Maintenance &amp; Major Account Management</td>
</tr>
<tr>
<td>4/14</td>
<td>Team Selling (Role-Play)</td>
</tr>
<tr>
<td>4/21</td>
<td>Evaluations and wrap-up (Putting it all together)</td>
</tr>
</tbody>
</table>
| 4/28  | Final Role-Play                                                       | Networking Day


Anne Bilinski  
Freshman Business Initiative 508  
Dr. Musoma  
12 September 2014

Personal Currency Project

The reason I used a box as the way to present my project is that I am a private person and I do not like to lay out everything about me all at once, but rather, reveal myself to others gradually. My box is decorated like a scrapbook because scrapbooking is one of my favorite hobbies. I used photo film on the outside of the box and put polaroids and pictures inside the box because I am fascinated by photography and have multiple cameras I like to use when I am taking pictures. I am not entirely sure yet, but I hope to go into Marketing because I am fascinated by the creativity and strategy it takes to market products and services to people. Also, coincidentally, “strategic” is one of my top five strengths. Also, I am proud to be from New Orleans. Many people know the commercial, less appropriate aspect of the city, but they do not realize the rich culture and tradition that the city has. It is a place like nowhere else because of the amazing people who are so resilient and so full of life. To represent this, I put it on one of the sides of my box also put my ring inside the box that says “NOLA” standing for New Orleans, Louisiana. Also being from New Orleans, being a Saints fan has been bred into me and I never miss watching a game so I enclosed one of the preseason tickets from this season. I also chose to put a picture of me playing volleyball because it is one of my passions and something that encompassed a great deal of my time the past six years playing both school and club volleyball.
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, MD, etc.)

2. Request submitted by (Department or Program Name):  Department of Public Health Studies (School of Public Health)

3. Course prefix, number and complete title of course:  PHLT 306 Border Health

4. Catalog course description (not to exceed 50 words):  PHLT 306. Border Health. (3:2). Credit: 3. Describes U.S.-Mexico Border public health system; issues include issues important to public health at the border, and addressing health challenges. Prerequisites: Public health major, junior or senior classification, or approval of instructor.

5. Prerequisite(s):  Public health major; junior or senior classification; or approval of instructor

Cross-listed with:  None  Stacked with:  None

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

   Bachelor of Science in Public Health

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)

<table>
<thead>
<tr>
<th>PHLT</th>
<th>306</th>
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<td></td>
<td></td>
</tr>
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</table>

Approval recommended by:

Antonio A. René  9/22/14
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee

James N. Burdine  9/24/14
Dean of College  Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chae, GC or UCC  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
PHLT 306  Border Health
Fall 2015
TBD

Instructor Name(s)

Teaching Assistant(s)

Telephone number

Email address

Office hours

Office location

This course discusses U.S.-Mexico Border public health system. At the core of this course is an emphasis on systems, and on systemic analyses of issues important to public health. A second defining focus of the course is the analysis of public health issues at the border of the United States and Mexico. This course also provides the opportunity to describe how to address health challenges faced by the populations at the U.S.-Mexico border.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe the roles and relationships of the entities influencing public health at the US-Mexico border</td>
</tr>
<tr>
<td></td>
<td>Explain key public health issues that are unique to the US-Mexico border</td>
</tr>
<tr>
<td></td>
<td>Identify risk factors of communicable and chronic diseases at the US-Mexico border</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Describe the characteristics of the US-Mexico border populations in terms of age, gender, socio-economic status, education, etc</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Describe the lifestyle factors that influence access to health care at the US-Mexico border</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Describe how the health care system at the US-Mexico border could be improved</td>
</tr>
<tr>
<td></td>
<td>Describe ways of using collaborative and interdisciplinary approaches and teamwork for improving population health</td>
</tr>
<tr>
<td></td>
<td>Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting border health.</td>
</tr>
</tbody>
</table>
Assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices

Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups at the US-Mexico border

Develop context-specific implementation strategies for scaling up best - practice interventions at the US-border

Analyze context-specific policy making processes that impact health in at the US-Mexico border

Apply concepts of planning and management in public health programs

Identify stakeholders who influence health programs and interventions at the US-Mexico border.

Explain how the organizational structure, financing, and delivery of personal health care and public health services that impact border health.

Integrate and apply knowledge, skills, and principles for health improvement

Describe communication issues that affect border health

Discuss the role of community engagement in promoting border health

Textbook and/or Resource Material


Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>USMBHC Introduction, Blackboard slide sets and other materials</td>
</tr>
<tr>
<td></td>
<td>Border Health: Definition and core descriptions</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>US population at the Border: overview</td>
<td>USMBHC chapter 1</td>
</tr>
<tr>
<td>3</td>
<td>US population at the Border: Culture</td>
<td>USMBHC chapter 1, Blackboard slide sets and other materials, Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>The health workforce at the Border</td>
<td>USMBHC chapter 2, Blackboard slide sets and other materials, Homework 1 due</td>
</tr>
<tr>
<td>5</td>
<td>Access to, and use of, health care</td>
<td>USMBHC chapter 3, Blackboard slide sets and other materials, Quiz 2</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Textbook/Chapter</td>
</tr>
<tr>
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</tr>
<tr>
<td>6</td>
<td>Environmental and occupational health at the US-Mexico border</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>7</td>
<td>Mid-semester examination week</td>
<td>Mid-semester examination</td>
</tr>
<tr>
<td>8</td>
<td>Maternal, Infant, and Child Health</td>
<td>USMBHC chapter 4 Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>9</td>
<td>Communicable diseases</td>
<td>USMBHC chapter 5 Blackboard slide sets and other materials Quiz 3</td>
</tr>
<tr>
<td>10</td>
<td>Breast and cervical cancer</td>
<td>USMBHC chapter 6 Blackboard slide sets and other materials Homework 2 due</td>
</tr>
<tr>
<td>11</td>
<td>Diabetes, heart disease and stroke</td>
<td>USMBHC chapters 7-8 Blackboard slide sets and other materials Quiz 4</td>
</tr>
<tr>
<td>12</td>
<td>Injuries</td>
<td>USMBHC chapters 9 Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>13</td>
<td>Mental health</td>
<td>USMBHC chapters 10 Blackboard slide sets and other materials Quiz 5</td>
</tr>
<tr>
<td>14</td>
<td>Review of semester's topics</td>
<td>USMBHC Conclusion Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>15</td>
<td>Final examination week</td>
<td>Final examination due</td>
</tr>
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</table>

**Grading Policies**

The graded assignments and the percentages of your grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz (4)</td>
<td>20%</td>
</tr>
<tr>
<td>Mid-semester examination</td>
<td>25%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester examination</td>
<td>25%</td>
</tr>
</tbody>
</table>

The grading scale will be as follows:

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

**Assignment Instructions**

**I. Homework:** These will cover concepts and key ideas from previous reading assignments and class presentations.

**II. Quizzes:** This will be multiple choice questions and will cover topics covered in the previous weeks. There will be five quizzes, but the lowest score will be dropped.

**III. Participation:** Attendance will be used to award grades for participation. Make-up for university-excused absence is discussed below. Students will have points deduction if found to be engaging in
activities that may be disruptive to their own learning or that of others, including talking on the phone during class hours or using social media to chat during class hours.

**IV. Mid-semester examination:** The mid-semester examination will be multiple-choice questions based on materials presented in class in the first half of the semester.

**V. Final examination:** This will cover topics taught after the mid-semester examination.

### Attendance and Make-up Policies

**Attendance:** Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

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7. Required participation in military duties.
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WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

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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.

Form Instructions

1. Course request type:  ■ Undergraduate  □ Graduate  □ First Professional (e.g., DVM, JD, MJ, etc.)
2. Request submitted by (Department or Program Name):  Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course:  PHLT 307 Public Health in the Global Context
4. Catalog course description (not to exceed 50 words):  PHLT 307, Public Health in the Global Context. (3-0). Credit 3. Provides frameworks for understanding population health on a global scale. Emphasizes physical, social, cultural, geographic, political and economic interactions and interdependencies that influence global population health status. Prerequisites: Public health major, junior or senior classification, or approval of instructor.

5. Prerequisite(s):  Public health major; junior or senior classification; or approval of instructor
Cross-listed with:  None  Stacked with:  None
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)
      Bachelor of Science in Public Health
   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)

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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Approval recommended by:
Antonio A. Rene 9/22/14
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Assistance Director, Curricular Services

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
Instructor Information

Course title and number: PHLT 307 Public Health in the Global Context
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)

Telephone number
Email address
Office hours
Office location

Course Description
This course provides the frameworks for understanding public health issues and population health improvement at the global scale, emphasizing the physical, social, cultural, geographic, political and economic interactions and interdependencies that contribute to health status nationally and globally. Students will analyze current and emerging global health priorities, such as emerging infectious diseases and chronic diseases; poverty, health inequity, health systems reforms, major global initiatives for disease prevention and health promotion; impact of globalization, trade, and multinationals on health outcomes; human rights and ethics in global health; culture in health and healing, cultural competence; the burden of morbidity and mortality; science and technological innovation for global health; and global institutions and partnerships.

Prerequisites
Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives
By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health.</td>
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<tr>
<td></td>
<td>List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations.</td>
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<td></td>
<td>Discuss major local, national, and global health challenges.</td>
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<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify the multiple determinants of health at the global level.</td>
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<td>Identify impacts of policies, laws, and legislation on both individual and population health.</td>
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<td></td>
<td>Discuss the interconnectedness among the physical, social, and environmental aspects of community health.</td>
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<tr>
<td>Textbook and/or Resource Material</td>
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</tbody>
</table>


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>Jacobsen: Chapter 2</td>
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<tr>
<td></td>
<td>Global health and health transitions</td>
<td>PBS video</td>
</tr>
<tr>
<td>2</td>
<td>Searching and evaluating the literature on global health, and peer reviews</td>
<td>Jacobsen: Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Social determinants of health</td>
<td>Jacobsen: Chapter 4, Homework 1 due</td>
</tr>
<tr>
<td>4</td>
<td>Child Health and health of younger adults</td>
<td>Jacobsen: Chapters 5, 6, Quiz 1</td>
</tr>
<tr>
<td>5</td>
<td>Health of younger adults</td>
<td>Jacobsen: Chapter 6</td>
</tr>
<tr>
<td>6</td>
<td>Environmental context of health</td>
<td>Jacobsen: Chapter 7</td>
</tr>
<tr>
<td>7</td>
<td>Mid-semester examination week</td>
<td>Mid-semester exam due</td>
</tr>
<tr>
<td>8</td>
<td>Control of infectious diseases and global initiatives</td>
<td>Jacobsen: Chapters 9-10, Quiz 2</td>
</tr>
<tr>
<td>9</td>
<td>Non-communicable diseases and Aging</td>
<td>Jacobsen: Chapters 9-10, Quiz 2</td>
</tr>
<tr>
<td>10</td>
<td>Global nutrition</td>
<td>Jacobsen: Chapters 11</td>
</tr>
<tr>
<td>11</td>
<td>Global health payers and players</td>
<td>Jacobsen: Chapters 12</td>
</tr>
<tr>
<td>12</td>
<td>Globalization and health</td>
<td>Jacobsen: Chapters 13, Homework 2 due</td>
</tr>
<tr>
<td>13</td>
<td>Health, human rights and Humanitarian aid</td>
<td>Jacobsen: Chapters 14</td>
</tr>
<tr>
<td>14</td>
<td>In-class discussion of global health case</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>15</td>
<td>Final examination week</td>
<td>Final examination due</td>
</tr>
</tbody>
</table>

## Grading Policies

The graded assignments and the percentages of the student’s grade they will constitute are the following:

- Homework (two) 20%
- Quizzes 20%
- Mid-semester examination 25%
- Class participation 5%
- Final examination 30%
The grading scale will be as follows:
90-100% = A
80-89% = B
70-79% = C
60-69% = D
0-59% = F

Assignment Instructions

I. Homework: These will cover concepts and key ideas from previous reading assignments and class presentations.

II. Quizzes: This will be multiple choice questions and will cover topics covered in the previous weeks. There will be two quizzes, one before the mid-semester examination and the other before the final examination.

III. Participation: Attendance will be used to award grades for participation. Make-up for university-excused absence is discussed below. Students will have points deduction if found to be engaging in activities that may be disruptive to their own learning or that of others, including talking on the phone during class hours or using social media to chat during class hours.

IV. Mid-semester examination: The mid-semester examination will be multiple-choice questions based on materials presented in class in the first half of the semester.

V. Final examination: This will cover topics taught after the mid-semester examination

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Hello Dr. Ramirez,

Welcome aboard. Thank you for reaching out to us on this issue.

PJ Miller, our representative on the Undergraduate Curriculum Committee has been communicating with me and the Health Division faculty regarding the Public Health Courses on the agenda. In general, we have a concern about the duplication of courses in the two programs; however, we understand that the proposed courses are needed for the BS in Public Health. Our concerns about PHLT 307 have been resolved and PJ will communicate this with Sandra Williams of the UCC.

I look forward to meeting with you and discussing how we can work together in the future. Just let me know what works for you.

Best.

Susan E. Ward, PhD
Health Division Chair
Associate Head
Department of Health and Kinesiology
Texas A&M University
sward@hlkn.tamu.edu

4243 | College Station, TX  77843

Tel. 979.862.1248 | Fax. 979.847.8987
I just called over and missed you, but I wanted to introduce myself as I’m sure our paths will cross. I hope in the near future we might get together for a face-to-face meeting.

A second reason I called is tomorrow one of our new courses for our new undergraduate program in Public Health Studies will be up for review (I believe Faculty Senate – still trying to get my bearings straight)

Anyway, there may be concern that one of our proposed courses may be duplicative of a course currently offered by your unit. Specifically:

PHLT 307 (Public Health in the Global Context) vs. HLTH 407 Global Health.

This concern/comment was made by Dr. PJ Miller.

I don’t know what impact the comment will have on our course moving forward, so I wanted to reach out to you to assure you that we are not attempting to duplicate your course.

Our course will specifically address public health from a current perspective of a global scenario, and our course includes several topics which do not appear to be included in HLTH 407 (the global environment and environmental connection to public health; control and surveillance of infectious diseases; health transitions; chronic diseases; international and local laws, policies, and regulations that impact health; the impact of changing technology on health; and health disparities in different regions).

HLTH 407, also includes clinical-based approaches to global health while PHLT 307 focuses on population based health exclusively.

Additionally PHLT 307 is a core course for only public health majors, and our course is NOT a stacked course.

So, I’m hoping you may be able to reach out to those who have expressed the concern and hopefully give us your support for moving forward with our course.

If there are any other concerns I am not aware, please let me know, as I am barely 1 week an Aggie, and I don’t have a full grasp of any historical dialogue on our programs or courses.

Perhaps I may meet you tomorrow if you are there, and if not, hopefully soon.

Best,

gil

Gilbert Ramirez, DrPH, CPH
Professor and Department Head
Department of Public Health Studies
School of Public Health
Texas A&M University
ramirez@sph.tamhsc.edu
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 (ex., D/M, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 308 Comparative Global Health Systems
4. Catalog course description (not to exceed 50 words): PHLT 308. Comparative Global Health Systems. (2-0) Credit: 2. Describes public health issues from population health and comparative perspectives at the global level; explores different public health systems in developing and developed countries. Prerequisites: Public health major, PHLT 307, or approval of instructor.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor
Cross-listed with: None Stacked with: None
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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Bachelor of Science in Public Health

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)

<table>
<thead>
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<th>PHLT</th>
<th>308</th>
<th>COMP GLOBAL HLTH SYST</th>
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Approval recommended by:
Antonio A. René
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

James N. Burdine
Dean of College

Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Date

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

[Stamp: RECEIVED]

[Stamp: 05/08/14]

[Stamp: 05/08/14]
Instructor Information

Course title and number: PHLT 308 Comparative Global Health Systems
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)
Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description
This course is designed to help students understand public health issues and public health systems from population health and comparative perspectives at the global level. Public health systems throughout the world face many challenges, including economic, social and legal and ethical issues. This course describes different public health systems and discusses global health themes such as determinants of health, right to health, access to medicines, child and maternal health in the context of the discussed health care systems. We will also explore select public health systems and discuss the challenges they face and identify interventions that can help improve the public health systems. The teaching strategies for this course include readings, lectures, and group presentations.

Prerequisites
Public Health major; PHLT 307; or approval of instructor

Learning Outcomes and Course Objectives
By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe the roles and relationships of the entities influencing global health</td>
</tr>
<tr>
<td></td>
<td>Discuss the interconnectedness among the physical, social, and environmental aspects of community health</td>
</tr>
<tr>
<td></td>
<td>Identify multiple determinants of health at the global level</td>
</tr>
<tr>
<td></td>
<td>Analyze ethical and professional issues that arise in responding to public health emergencies</td>
</tr>
<tr>
<td></td>
<td>Analyze the impact of transnational movements on population health</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Compare risk factors of infectious and chronic diseases, and how these diseases compare across different health systems</td>
</tr>
<tr>
<td>Apply cultural competencies to public health problems</td>
<td>Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health</td>
</tr>
<tr>
<td></td>
<td>Assess the values and perspectives of diverse individuals</td>
</tr>
</tbody>
</table>
communities, and cultures and their influence on health behaviors, choices, and practices

Analyze distribution of resources to meet the health needs of marginalized and vulnerable groups

Identify the basic concepts and skills involved in culturally appropriate community engagement and empowerment with diverse communities

Describe multicultural perspectives and sensitivities on health at the global level

Apply concepts of planning and management in public health programs

Identify stakeholders who influence health programs and interventions at the global level.

Explain how the organizational structure, financing, and delivery of personal health care and public health services at the global level impact population health.

Integrate and apply knowledge, skills, and principles for health improvement

Plan evidence-based interventions to meet internationally established health targets

Identify approaches for advocating evidence-based social changes that improve the health of individuals and communities in different countries

Discuss the role of community engagement in promoting population health and social justice.

Textbook and/or Resource Material


Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
</table>
| 1    | Introduction to the Course  
Global health and health transitions | Lovett-Scott Chapter 1  
PBS video  
IOM report |
| 2    | Population health and social determinants of health  
Communicating global health information | |
| 3    | Framework for understanding comparative global health systems | Lovett-Scott Chapter 3  
Cultural identity assignment due |
<p>| 4    | Health systems in developed countries: 2 | Lovett-Scott Chapters 4-5 |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Blackboard slide sets and other materials</th>
</tr>
</thead>
</table>
| 5    | Health systems in developed countries cont'd: 2 selected countries | Quiz 1  
Groups assigned  
Homework 1 due  
Selection of a country of interest due |
| 6    | Health systems in developed countries cont'd: 2 selected countries | Lovett-Scott Chapters 6-7  
Blackboard slide sets and other materials  
Quiz 2 |
| 7    | Mid-semester examination week | Mid-semester examination  
Homework 2 due |
| 8    | Health systems in developing countries cont'd: 2 selected countries | Lovett-Scott Chapters 10-11  
Blackboard slide sets and other materials |
| 9    | Health systems in developing countries cont'd: 2 Selected countries | Lovett-Scott Chapters 12, 14  
Blackboard slide sets and other materials  
Quiz 3 |
| 10   | Health systems in developing countries continued: 2 Selected countries | Homework 2 due  
Homework 2 due |
| 11   | Comparing health systems: Final overview | Lovett-Scott Chapter 16  
Blackboard slide sets and other materials  
Quiz 4 |
| 12   | In-class discussion of global health case | Blackboard slide sets and other materials  
Group PowerPoint presentations due |
| 13   | Group presentations | Blackboard slide sets and other materials |
| 14   | Group presentations | Blackboard slide sets and other materials |
| 15   | Final examination week | Final examination |

**Grading Policies**

The graded assignments and the percentages of your grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural identity assignment</td>
<td>5%</td>
</tr>
<tr>
<td>Homework (2)</td>
<td>20%</td>
</tr>
<tr>
<td>Quiz (3)</td>
<td>15%</td>
</tr>
<tr>
<td>Mid-semester examination</td>
<td>20%</td>
</tr>
<tr>
<td>Group presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>End of Semester examination</td>
<td>20%</td>
</tr>
</tbody>
</table>

The grading scale will be as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
Assignment Information:
I. Cultural identity assignment: Submit a statement of your cultural identity, and how that influences your thinking about health in general (200-250 words).

II. Homework. These will cover concepts and key ideas from previous reading assignments and class presentations.

III. Quizzes. This will be multiple choice questions and will cover topics covered in the previous weeks.

IV. Mid-semester examination: The mid-semester examination will be multiple-choice questions based on materials presented in class in the first half of the semester.

V. Class participation. Attendance will be used to award grades for participation. Make-up for university-excused absence is discussed below. Students will have points deduction if found to be engaging in activities that may be disruptive to their own learning or that of others, including talking on the phone during class hours or using social media to chat during class hours.

VI. Group presentation: Groups of students will make PowerPoint presentation lasting 5-7 minutes to describe a public health issue currently facing a country and how lessons from other countries can be used to address the problem. The groups will be randomly assigned and will comprise 2-5 students. The country of focus should not be part of those with health systems that have been extensively covered in this semester (The list of countries to be covered in class will made available by the fourth week of class).

Attendance and Make-up Policies

Attendance: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the only excuse acceptable for missing an assignment, quiz, examination or group presentation. For information regarding what constitutes an excused absence, please see http://student-rules.tamu.edu/rule07. For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused missed quizzes, assignments, examinations, and participation will result in a grade of a 0.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
   Student will provide a medical confirmation note from his or her medical provider within
   one week of the last date of
   the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
   Student will provide one or both of these (at instructor’s discretion), within one week of
   the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form
      available at
      http://attendance.tamu.edu
      (ii.) Confirmation of visit to a health care professional affirming date and time of
      visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be
   rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper
documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student
must provide notification by the end of the second working day after the absence, including an
explanation of why notice could not be sent prior to the class.

Other Pertinent Course Information

A total of **2% extra points** will be given to each group that introduces an aspect of a chosen country’s
culture during presentation.

Blackboard (Bb Statement)

If this course uses Blackboard (Bb): Within the course's Blackboard site you will access the learning
materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students
and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to
https://tamhsc.blackboard.com or look for
Quick Links on the bottom of the School's homepage. **Please do not contact your instructor with
technical problems.** If you are having a technical problem with the course, review the
Blackboard Learn Tutorials  (at the top-right of School's Office of Academic Assessment and Instructional Technology
website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have
trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic
Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at
lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in
an online course. All computing problems or other technical issues can be routed to the TAMHSC Help
Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472
**Important!!!** Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a
computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself
time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a
SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are
automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides
you with information and examples related to plagiarism in an effort to reduce the number of reported
incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School's courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

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

Academic Integrity

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student's responsibility to have a clear understanding of how to reference other individuals' work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”
Equal Opportunity Statement

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
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 (i.e., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 309 Population Health Promotion
4. Catalog course description (not to exceed 30 words): PHLT 309: Population Health Promotion. (3-0). Credit: 3. Discusses major issues in population health promotion, including applying the concept of social determinants of health: the socio-economic, behavioral, and other factors that impact human health to address population health issues. Prerequisites: Public health major; junior or senior classification; approval of instructor.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor
Cross-listed with: None  Stacked with: None
☑ 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)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Bachelor of Science in Public Health

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)

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<th>POP HLTH PROMOTION</th>
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</tr>
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</table>

Approval recommended by:
Antonio A. relevance 9/2/14
Department Head or Program Chair (Type Name & Sign) Date

[Signature]
Chair, College Review Committee Date

[Signature]
James N. Burdine Date
Dean of College

[Signature]
Chair, GC or UCC Date

Submitted to Coordinating Board by:

[Signature]
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 – 04/14
Instructor Information

Course title and number: PHLT 309 Population Health Promotion
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

The purpose of this course is to discuss major issues in population health promotion. Topics include an application of social determinants of health such as the socio-economic, behavioral, and other factors that impact human health to address population health challenges. The course will help students identify and address major health-related needs and concerns of populations.

Prerequisites

Public Health major, junior or senior classification or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
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</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe behavioral risk factors of chronic diseases and how these diseases affect both personal and population health. Analyze ethical concerns and conflicts of interest that arise in the field of public health. Identify key issues related to health promotion as a profession</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify the multiple determinants of health. Define key constructs of individual and interpersonal theories that impact health promotion</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health. Identify lifestyle behaviors that promote individual and population health and well-being.</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public</td>
<td>Describe how the methods of epidemiology and surveillance are used to safeguard the population’s health</td>
</tr>
</tbody>
</table>
health issues

Discuss the role of interpersonal approaches in addressing promoting population health at different settings, including schools and worksites

Explain health promotion planning models

Apply concepts of planning and management in public health programs

Identify stakeholders who influence health programs and interventions.

Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.

Integrate and apply knowledge, skills, and principles for health improvement

Describe approaches for conducting a literature search on a health issue using a variety of academic and public resources.

Assess the source and quality of health information and data, as related to individual and population health.

Identify scientific data, including tools of informatics, and other information for assessing the well-being of a community.

Textbook and/or Resource Material


Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>McKenzie et al: Chapters 1 and 2</td>
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<tr>
<td></td>
<td>History/background of health promotion</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Social determinants of health</td>
<td>McKenzie et al: Chapter 3</td>
</tr>
<tr>
<td></td>
<td>Student panels selected</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Health promotion theories</td>
<td>McKenzie et al: Chapters 4</td>
</tr>
<tr>
<td></td>
<td>Quiz 1</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Planning models</td>
<td>McKenzie et al: Chapter 4</td>
</tr>
<tr>
<td></td>
<td>Homework 1 due</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ethics of health promotion</td>
<td>McKenzie et al: Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Quiz 2</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Training and certification in health promotion</td>
<td>McKenzie et al: Chapter 6</td>
</tr>
<tr>
<td>7</td>
<td>Mid-semester examination week</td>
<td>Mid-semester examination due</td>
</tr>
<tr>
<td>8</td>
<td>Settings of health promotion I: Schools, communities, health care settings</td>
<td>McKenzie et al: Chapters 7</td>
</tr>
</tbody>
</table>
McKenzie et al: Chapter 7
Panels choose their topics Quiz 3

McKenzie et al: Chapter 8 Homework 2 due

McKenzie et al: Chapter 9 Quiz 4

McKenzie et al: Chapter 9 Blackboard slide sets and other materials

McKenzie et al: Chapter 9 Blackboard slide sets and other materials Quiz 5

McKenzie et al: Chapter 9 Blackboard slide sets and other materials

Final examination due

Grading Policies

The graded assignments and the percentages of the student’s grade they will constitute are the following:

Quizzes (4) 20 %
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Class participation 10 %
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I. Homework: These will cover concepts and key ideas from previous reading assignments and class presentations.
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---

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The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: “I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor.”

**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**
This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this course, please feel free to discuss them with the instructor.

Title IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Form Instructions
1. Course request type: ✑ Undergraduate  ❑ Graduate  ❑ First Professional (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)
3. Course prefix, number and complete title of course: PHLT 313 Health Care and Public Health Systems

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor

Cross-listed with: None  Stacked with: None

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 programs(s) (e.g., B.A. in history)
      Bachelor of Science in Public Health
   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)

<table>
<thead>
<tr>
<th>PHLT</th>
<th>313</th>
<th>HLTH CARE PUB HLTH SYST</th>
</tr>
</thead>
</table>

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

Approval recommended by:

Antonio A. Rene  Department Head or Program Chair (Type Name & Sign)  Date

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Course title and number: PHLT 313 Health Care and Public Health Systems
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)

Course Description

This course describes two distinct systems – the health care system (organized around an individual and medical services model) and the public health system (built around prevention and education for healthy population). It also describes systems perspective for analyzing and understanding health care and public health systems. Although this course discusses US health care and public health systems, students will be exposed to contrasting international models of health care and public health systems, especially on health care financing for comparison.

Prerequisites

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Learning Outcomes and Course Objectives

By completing the class assignments, through participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Identify the structure of a health care system</td>
</tr>
<tr>
<td></td>
<td>Identify the structure of a public health system</td>
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<tr>
<td></td>
<td>Compare and contrast similar and different functions of health care and public health systems</td>
</tr>
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<td></td>
<td>Describe the characteristics of health care systems in the United States and that of other countries</td>
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<td></td>
<td>Identify the roles of health care providers and professionals within the health care system</td>
</tr>
<tr>
<td></td>
<td>Describe the future of health services delivery</td>
</tr>
<tr>
<td></td>
<td>Describe the foundations of US health care delivery</td>
</tr>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health care</td>
<td>Describe how the health care system at the United States could be improved by different stakeholders</td>
</tr>
</tbody>
</table>
health issues

<table>
<thead>
<tr>
<th>Apply concepts of planning and management in public health programs</th>
<th>Describe using systems approaches for improving population health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe financing and reimbursement methods for health care in the United States</td>
<td></td>
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<tr>
<td>Explain how the organizational structure, financing, and delivery of personal health care and public health services at local, national and global levels impact public health.</td>
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<tr>
<td>Describe cost, access and quality of health care systems</td>
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<tr>
<td>Describe principal features of US health policy, including the Affordable Care Act</td>
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<tr>
<td>Integrate and apply knowledge, skills, and principles for health improvement</td>
<td></td>
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<tr>
<td>Describe the roles of health policy and law in improving population health</td>
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</tr>
</tbody>
</table>

**Textbook and/or Resource Material**

**Required texts**


**Recommended Text**


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course Systems perspective of health care delivery and public health systems</td>
<td>Blackboard slide sets and other materials IOM chapters 2, 5</td>
</tr>
<tr>
<td>2</td>
<td>Foundations and characteristics of U.S. health care system, and that of other nations</td>
<td>Shi &amp; Singh chapters 1, 2</td>
</tr>
<tr>
<td>3</td>
<td>Health care providers and professionals</td>
<td>Shi &amp; Singh chapter 4 Blackboard slide sets and other materials Quiz 1</td>
</tr>
<tr>
<td>4</td>
<td>Financing and reimbursement methods</td>
<td>Shi &amp; Singh chapter 6 Blackboard slide sets and other materials Homework 1 due</td>
</tr>
<tr>
<td>5</td>
<td>Health policy and the Affordable health care Act</td>
<td>Shi &amp; Singh chapter 13 Blackboard slide sets and other materials Quiz 2</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
<td>Chapters/Section</td>
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<tr>
<td>6</td>
<td>Outpatient services and primary care</td>
<td>Shi &amp; Singh chapters 7</td>
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<td></td>
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<td>Blackboard slide sets and other materials</td>
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<tr>
<td>7</td>
<td>Mid-semester examination week</td>
<td><strong>Mid-semester examination</strong></td>
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<tr>
<td>8</td>
<td>Hospitals, managed care and integrated systems</td>
<td>Shi &amp; Singh chapters 8, 9</td>
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<td>Blackboard slide sets and other materials</td>
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<td>9</td>
<td>Long-term care services</td>
<td>Shi &amp; Singh chapter 10</td>
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<td>Blackboard slide sets and other materials</td>
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<td></td>
<td><strong>Quiz 3</strong></td>
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<tr>
<td>10</td>
<td>Cost, access and quality</td>
<td>Shi &amp; Singh chapter 12</td>
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<td>Long-term care services</td>
<td>Blackboard slide sets and other materials</td>
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<td><strong>Homework 2 due</strong></td>
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<tr>
<td>11</td>
<td>The role public health agencies in promoting population health</td>
<td>IOM chapter 3</td>
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<tr>
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<td>Blackboard slide sets and other materials</td>
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<td></td>
<td><strong>Quiz 4</strong></td>
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<tr>
<td>12</td>
<td>Role of organizations and public health systems</td>
<td>IOM chapter 6</td>
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<tr>
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<td>Blackboard slide sets and other materials</td>
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<tr>
<td>13</td>
<td>Future of health services delivery and public health systems</td>
<td>Shi &amp; Singh chapter 14</td>
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<td></td>
<td><strong>Quiz 5</strong></td>
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<tr>
<td>14</td>
<td>Review of semester’s topics</td>
<td></td>
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<td>Blackboard slide sets and other materials</td>
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<tr>
<td>15</td>
<td>Final examination week</td>
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**Equal Opportunity Statement**

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

**DISCLAIMER**

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Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
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, MD, etc.)

2. Request submitted by (Department or Program Name): Department of Public Health Studies (School of Public Health)

3. Course prefix, number and complete title of course: PHLT 411 Project Management in Public Health

4. Catalog course description (not to exceed 50 words): PHLT 411. Project Management in Public Health. (3-0). Credit 3. Explores successful project management and administration in public health settings. Topics include project development, budgeting and implementation. Prerequisite: Public health major, junior or senior classification; approval of instructor.

5. Prerequisite(s): Public health major; junior or senior classification; or approval of instructor

Cross-listed with: None

Stacked with: None

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)

   Bachelor of Science in Public Health

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) | Lect | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
---|---|---|---|---|---|---|---|---|
PHLT | 411 | PROJECT MGT PUB HLTH | 0 | 3 | 0 | 0 | 3 | 5 | 1 | 2 | 2 | 1 | 0 | 0 | 1 | 4 | 2 | 4 | 1 | 4 | 1 | 5 | 1 | 6 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by:

Antonio A. Rened
Department Head or Program Chair (Type Name & Sign) 9/22/14

James N. Burdine
Dean of College 9/24/14

Submitted to Coordinating Board by:

Chair, GC or UCC 9/26/14

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

Curricular Services – 04/14
Instructor Information

Course title and number: PHLT 411  Project Management in Public Health
Term: Fall 2015
Meeting times and location: TBD

Instructor Name(s)

Teaching Assistant(s)
Telephone number
Email address
Office hours
Office location

Course Description

This course provides the student with a practical understanding of successful project management in the administrative structures and demands of a public health setting. This course addresses the core competencies for public health professionals related to project management, activity planning, and financial planning and management. Topics include health care administration, and concepts and features of project implementation, including project development, assessment, and evaluation. Emphasis will be placed on both internal administration and external relations. Using an abbreviated grant application format, students will scope out a project’s implementation plan, design a timeline, develop a budget, define personnel, outline operating policies, and select tools for project management, monitoring and reporting of progress and outcomes for evaluation.

Prerequisites

Public Health major; junior or senior classification; or approval of instructor

Learning Outcomes and Course Objectives

By completing the class assignments, though participation and by completing the readings, the student will be able to:

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply multidisciplinary strategies and interventions in addressing public health issues</td>
<td>Apply collaborative and interdisciplinary approaches and teamwork for improving population health.</td>
</tr>
<tr>
<td></td>
<td>Collaborate with others from diverse backgrounds in addressing health disparities and inequities.</td>
</tr>
<tr>
<td>Apply concepts of planning and management in public health programs</td>
<td>Identify stakeholders who influence health programs and interventions.</td>
</tr>
<tr>
<td></td>
<td>Describe methods of preparing a program budgets and written justifications</td>
</tr>
</tbody>
</table>
Explain how the organizational structure, financing, and delivery of personal health care and public health services impact population health.

Describe the tasks necessary to assure that program implementation occurs as intended.

Develop and write goals, measureable objectives, related activities and expected outcomes for a public health program

| Integrate and apply knowledge, skills, and principles for health improvement | Identify methods of assessing the source and quality of health information and data, as related to population health. |

---

**Textbook and/or Resource Material**


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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading/Major Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Course</td>
<td>Shirley: Chapter 1, Hanford article</td>
</tr>
<tr>
<td></td>
<td>What is project/program management?</td>
<td>Hanford article</td>
</tr>
<tr>
<td>2</td>
<td>Planning and starting projects</td>
<td>Shirley: Chapters 2 and 3, Quiz 1</td>
</tr>
<tr>
<td>3</td>
<td>Managing project time and costs</td>
<td>Shirley: Chapters 4 and 5</td>
</tr>
<tr>
<td>4</td>
<td>Communications: Internal and external</td>
<td>Shirley: Chapter 7, Quiz 2</td>
</tr>
<tr>
<td>5</td>
<td>Project/program stakeholders</td>
<td>Shirley: Chapter 11, Homework 1 due</td>
</tr>
<tr>
<td>6</td>
<td>Public health administration</td>
<td>Blackboard slide sets and other materials, Mid-semester examination review</td>
</tr>
<tr>
<td>7</td>
<td>Mid-semester examination week</td>
<td>Mid-semester examination due</td>
</tr>
<tr>
<td>8</td>
<td>Public health administration continued</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>9</td>
<td>Conflict management and negotiating</td>
<td>Shirley Chapter 14, Quiz 3</td>
</tr>
<tr>
<td>10</td>
<td>Managing project quality, and evaluation</td>
<td>Shirley Chapters 6, 15, Quiz 4</td>
</tr>
<tr>
<td>11</td>
<td>Managing project risk</td>
<td>Shirley Chapter 9, Quiz 5</td>
</tr>
</tbody>
</table>
In-class case study of a project management based on a grant proposal
Blackboard slide sets and other materials

Motivating, teaming and the project team
Shirley Chapter 11

Project close-out
Final examination review
Shirley Chapter 10
Homework 2 due

Final examination week
Final examination due

Grading Policies

The graded assignments and the percentages of the student's grade they will constitute are the following:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>20 %</td>
</tr>
<tr>
<td>Homework</td>
<td>20 %</td>
</tr>
<tr>
<td>Mid-semester examination</td>
<td>25 %</td>
</tr>
<tr>
<td>Class participation</td>
<td>10 %</td>
</tr>
<tr>
<td>Final examination</td>
<td>25 %</td>
</tr>
</tbody>
</table>

The grading scale will be as follows:

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

I. Quizzes: Five quizzes will be given during the semester on previous reading assignments and class presentations. The lowest score will be dropped.

II. Homework. These will cover concepts and key ideas from previous reading assignments and class presentations.

III. Mid-semester examination. This will be multiple choice questions and will cover topics covered in the first half of the semester

IV. Class participation. Attendance will be used to award grades for participation. Make-up for university-excused absence is discussed below. Students will have points deduction if found to be engaging in activities that may be disruptive to their own learning or that of others, including talking on the phone during class hours or using social media to chat during class hours.

V. Final examination: This will cover managing a project based on analysis of an abbreviated grant proposal. Students will be expected to draw on topics learned in the entire semester, for example designing a project’s implementation plan, designing a timeline, developing a budget, defining personnel, outline operating policies. Students will answer multiple choice questions based on case studies.
**Attendance and Make-up Policies**

**Attendance**: Attendance is required in this class. All students are expected to arrive on time and be ready to actively participate in lecture every day.

A university-excused absence is the *only* excuse acceptable for missing an assignment, quiz, examination or participation credit. For information regarding what constitutes an excused absence, please see [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). For absences related to illness, confirmation of a visit to a health care professional will be required. For other university-excused absences, please see your advisor to ascertain the documents needed to confirm your absence.

Unexcused missed quizzes, assignments, examinations, and participation will result in a grade of a 0.

If an absence is excused, the instructor will either provide the student an opportunity to make up any work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)) The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at [https://studentactivities.tamu.edu/app/sponsauth/index](https://studentactivities.tamu.edu/app/sponsauth/index)
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at [http://attendance.tamu.edu](http://attendance.tamu.edu) or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Other Pertinent Course Information**

**Blackboard (Bb Statement)**
If this course uses Blackboard (Bb): Within the course’s Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School's Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

Plagiarism Virtual Course

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under “Content.” In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

End of Course Evaluation

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

SPH Mission

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

Americans with Disabilities Act (ADA)

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

Academic Integrity
Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://SPH.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

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

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Title IX Coordinator
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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.

Form Instructions:
1. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   Department of Psychology

3. Course prefix, number and complete title of course:
   PSYC 450  Clinical Psychology

4. Catalog course description (not to exceed 50 words):
   Survey of the field of clinical psychology with a particular focus on the theoretical and scientific bases for the practice of clinical psychology.

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

B.A., B.S. in psychology

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://vtpr.tamu.edu/resources/export-control-basics-for-distance-education).

12. Prefix  | Course #  | Title (excluding punctuation)
PSYC     | 450      | Clinical Psychology

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
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<tbody>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Douglas Woods  
Department Head or Program Chair (Type Name & Sign)  Date  8/26/14

Nancy Street  
Chair, College Review Committee  Date  9/11/14

Steven Oberheim  
Dean of College  Date  9/11/14

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu
Curricular Services – 04/14
Course Overview and Materials

Course Description: Analysis of the field of clinical psychology with a particular focus on the theoretical and scientific bases for the practice of clinical psychology.

Learning Outcomes: Successful students of this course will:

- Discuss and analyze the range of theoretical orientations which guide how clinical psychologists approach their work, including assessment, prevention/intervention, and research.
- Identify and discuss career interests and goals within the mental health field, generally, and clinical psychology, in particular, including client populations and research questions of interest.

Major Course Objectives:

- Describe the types of questions clinical psychologists ask and realize that appropriate research methods must be employed in order to answer them.
- Demonstrate an understanding of how clinical psychologists approach mental health from a biological, cognitive, and social perspective.
- Explain the importance of the scientist practitioner model of clinical psychology.
- Identify the major tasks and responsibilities of clinical psychologists as health care professionals.
- Engage with the ethical framework for the practice of psychology.
- Identify diversity issues as they relate to clinical psychology.
- Demonstrate an increased ability to participate in the field of clinical psychology as a consumer, advocate, or practitioner.
- Communicate effectively about clinical psychological science in both written and oral formats.

Prerequisites: PSYC majors only, minimum grade of C in PSYC 203, 204, and 306.

Required texts:

Course Format: Class periods will be used to emphasize selected portions of your reading assignments, however, the majority of class will be used to supplement the text, through a variety of classroom activities, including lecture, debate, role-plays, presentations, and discussions. You are responsible for all of the material covered in the texts and class (i.e., lecture, debates, discussion etc.), as well as any additional reading assignments.

Internet/Electronic materials:
1. Check your TAMU email regularly. Dr. Fields may send course information, give updates, or answer questions through email. Dr. Fields will answer your emails within 24-48 hours.
2. You can access the course website by going to http://ecampus.tamu.edu. Login with your TAMU NetID. Click on PSYC450/this section number. Here you will find Dr. Fields’ contact information, your grades, the course syllabus, and study guides for your exams.
3. Electronic submission of your term paper: www.turnitin.com. This website is designed to detect plagiarism. More details will be provided on page 8 of the syllabus.

Course Policies and Procedures

Student behavior:
Your behavior within the classroom should reflect the rights of your classmates and be conducive to an atmosphere of learning. Disrespectful or disruptive behavior will not be tolerated.

Any use of an electronic communication device without instructor permission during an exam could result in a failing grade for the course. You are responsible for what you achieve in this class; therefore, cheating will not be tolerated. For additional information please visit: http://aggiehonor.tamu.edu/.

- Academic Dishonesty: As an enrolled student at Texas A&M University, you have agreed to abide by the Aggie Honor Code as stated, “An Aggie does not lie, cheat, or steal or tolerate those who do.” You should familiarize yourself with the student code. The faculty at TAMU expect you to exhibit high standards of academic integrity. Any confirmed incidence of Academic Misconduct, including plagiarism and other forms of cheating will be treated seriously and in accordance with University Policy and Procedure.

- Plagiarism: Plagiarism is the act of representing directly or indirectly another person’s work as your own. It can involve presenting someone’s speech, wholly or partially, as yours, quoting without acknowledging the true source of the quoted material, copying and handing in another person’s work with your name on it, and similar infractions. Even indirect quotations, paraphrasing, etc., can be considered plagiarism unless sources are properly cited. Plagiarism will not be tolerated. If your paper is plagiarized you will receive a grade of zero and further penalties may be assessed.
Class time commitment:
It is expected that for each one hour a week you spend in class, you will spend three hours a week outside of class preparing and studying. This is a 3 credit hour class, so you should spend 3 hours a week in class and 9 hours a week (at least) preparing and studying outside of class. College courses are different from secondary education courses in that they require more independent student learning. Class lectures and activities highlight, supplement, reinforce and clarify knowledge acquired from a thorough and careful reading of the textbook. Lectures are not a substitute for reading and studying the course material on your own.

Attendance
- Attendance at all scheduled classes is highly advised. Whether you are in class or not, you are responsible for all announcements made in class and all material discussed. If you are going to miss a class you should arrange to have one of your classmates share with you what you missed.

- Students who miss exams, project or homework deadlines for a University-approved reason will be given the opportunity to make up the graded work in accordance with University regulations. For details, visit the link http://student-rules.tamu.edu/rule07.

ADA Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For information, visit http://disability.tamu.edu.

I will make every accommodation for students who have disabilities that may affect their ability to participate in course activities or to meet course requirements, provided they are registered with Disability Services. Students who are not registered with Disability Services will not receive accommodations.
Course Assignments and Grading

**Course Work:**
- Debates = 25 points
- 5 Quizzes = 25 points
- Research Presentation = 50 points
- Graduate School Application = 25 points
- In Class Writing Assignments = 50
- Exams 1, 2, 3 = 150
- Total = 325

**Grading Scale:**
- A = 90% (293 – 325 points)
- B = 80% (260 - 292 points)
- C = 70% (228 - 259 points)
- D = 60% (195 - 227 points)
- F = < 60% (194 points and below)

 Assignments:

1. **Readings:** You are responsible for completing all assigned readings from the textbook and being prepared to discuss them in class.

2. **Debates:** 25 points
   - 10 teams will be randomly assigned (a “pro” and “con” team/5 issues):
     - Rx privileges, mental health parity, empirically supported treatments, categorical vs. dimensional approaches to psychopathology, and licensure of M.A. level clinical psychologists.

   During week 9, we will be using our class time to review some of the classic debates and current controversies in the field of clinical psychology. This activity is designed to give you the chance to apply your critical thinking skills to some of the most important and interesting topics in this field. You will be assigned to a team, topic, and position. There are no right or wrong answers, and you will not be graded on the position you take. Each team is to research your assigned position on the given topic, prepare a “bulleted” list of the major points you want to “hit” during the debate (a copy of which will be turned in to me and identified with your team’s position and team members’ names), and come to class prepared to present and defend your position (i.e., you may need to meet as a group outside of class). You will be graded on the quality of scientific thinking that you evidence in the arguments you make and the way you critique opposing arguments. Each group will be provided with some basic materials to begin preparing your arguments, and we will be using some class time on to allow your team to research additional materials. It is important that everyone be present for the preparation and presentation of your team’s position.

3. **Quizzes:** 25 points
   - There will be 7 quizzes over the course of the semester. Your two lowest quiz grades will be dropped (leaving you 5 quizzes, each worth 5 points of your final grade). These quizzes have several purposes, including keeping you on track with your reading, identifying areas that you might not understand prior to taking your midterms and finals, and providing you with the opportunity to get comfortable with my testing style before the exams. Each quiz will have 4-5 multiple choice questions and we will go over the
correct answers in class. The quizzes will generally be at the start of class, so please be on time.

4. **Translating Clinical Research Presentations:** 50 points
The same 10 teams as above will collectively “peruse” lay/popular magazines (e.g., *Self, Men’s Health*), newspapers etc. for mention of a study done by a clinical psychologist (or a psychologist doing clinically-relevant research). You will then use a library journal database to identify the scientific/psychological journal in which the original study was published. Photocopy both the article from the magazine, newspaper etc. and the scientific journal and turn in with the assignment. Then, each team will present the findings of the study that they chose by answering the following questions:

- **a.** How did the popular magazine article summarize the findings (either read or summarize)?
- **b.** What were the research questions and hypotheses (including IV and DV) posed by the authors of the original study?
- **c.** Who and how many participated in the study? What does this tell us about generalizability of findings? Do popular magazine authors appropriately generalize findings?
- **d.** Was the design of the study correlational or experimental? What does design tell us about causality? Do popular magazine authors take this into account?
- **e.** What statistics did the researchers use to test their hypotheses (i.e., descriptive, inferential, both?)?
- **f.** What were the study findings? Did the findings support the hypotheses? Did the popular magazine authors accurately convey to readers?
- **g.** What are the clinical implications of the study, e.g., Implications for the behavior of individuals similar to the sample studied? Did the popular magazine authors do a reasonable job of conveying?

* Articles must be approved in advance to make sure each group has a different one

5. **Graduate School Application Materials:** 25 points

**CV:** This will be an in-class assignment; therefore, you should bring materials to write and make revisions to your papers (you are welcome to bring your laptops), as well as information re: educational attainments, prior clinical, research and other relevant professional experience, including dates, supervisors, etc. Accordingly, your grade will depend on attendance, preparation, and participation.

**Personal statement:** Again, this will be an in-class assignment; therefore, you should bring your writing materials/laptops, and relevant personal information. Every graduate school application you will complete includes a personal statement. For the purposes of this assignment, you will complete the Texas A&M University program in clinical psychology personal statement (note: available on web and will be reviewed in class). Accordingly, your grade will depend on attendance, preparation, and participation.
6. **In Class Assignments**: 50 points
   There will be a number of assignments announced and conducted in class that will total 50 points toward your final grade. These cannot be made up unless you have a university excused absence. For details, visit the link [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

7. **Exams 1, 2, and 3**: 50 points x 3 exams = 150 points total
   There will be three non cumulative exams throughout the semester. Each will cover materials from the textbook, lecture, class exercises, and supplemental readings. Exams will include both multiple choice and short answer questions. This is your chance to show what you know! There will no use of texts, notes, or electronic devices during examinations. Please bring #2 pencils with eraser and the 100-answer AccuScan scantrons (available in the bookstore) to record your answers.

   • Make up exams will be given only in the event of a University-approved reason. With appropriate documentation, you will be given the opportunity to make up the graded work in accordance with University regulations. For details, visit the link [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

   Be sure to plan ahead because I cannot allow makeups for events like exam scheduling problems or early trips home. Note that our final exam is at a different time than regular class, per the university calendar.

   **University Final Exam policy**: The University has scheduled the final exam for Section 203 on the date scheduled in the academic calendar in our regular classroom. You can double check all your final dates by consulting the official final exam schedule at [http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx#_TBA](http://admissions.tamu.edu/Registrar/General/FinalSchedule.aspx#_TBA). If you have three finals in one day, you may request rescheduling of one of the examinations through your college dean. The dean, department head, and faculty members will make every effort to accommodate you when such a request is made. Please see Texas A&M University Student Rules, [http://student-rules.tamu.edu/search/rule8.htm](http://student-rules.tamu.edu/search/rule8.htm).

   All students who are co-enrolled at Blinn should compare their Blinn finals with their TAMU finals and discuss any conflicts with their professors well in advance of the scheduled exams.

8. **Extra Credit**: One important and interesting way to learn about clinical psychology is participation in experiments and training exercises. Because there is no “lab” section to this course, participation in interviews or experiments will give you a unique opportunity to learn firsthand about the methods and tools used in clinical psychology. These experiences will bring alive the topics we have been discussing in class. You can earn up to a total of 5 points of extra credit through some combination of options below (no further credit can be earned beyond 5 points):

   a. **Participate in experiments**: You will earn 1 point per hour of experiment participation and corresponding response paper, up to a total of 5 credits (5 hours of participation). You must remember to ASSIGN your credits to this class in order for me to be able to grant you credit. In addition to completing the experiment, you must provide me with a 1-page response paper regarding your
experience doing the study. This response paper should include your impressions (either guesses or from the debriefing) of the purpose of the study, factors you think may have shaped your response patterns in the study, and an overall reflection of what you learned by being in the study.

ALL QUESTIONS REGARDING RESEARCH CREDITS should be directed to the particular researcher running the study or to the subject pool coordinator – I do not have access to the individual studies or the research credit system, so I cannot answer these questions.

Research Credit Coordinator email: tamusubjectpool@gmail.com
Research Credit Sign-up site: http://tamupsychology.sona-systems.com

b. Participation in an interview: You will earn 1 point per hour (generally this experience lasts one hour) of participation in an interview with a graduate student as part of their training in learning to do interviews. You would be interviewed by two students, and the interview will be observed by the instructor and four other graduate students from behind a one way mirror. In order to receive credit, you will also be required to write a 1 page response paper to turn in to me reflecting on your experience of being interviewed. More information about this opportunity will be presented in class, along with information about how to sign up.

c. Participate as an assessment volunteer: You will earn 5 points of extra credit for serving as a “fake” assessment volunteer for graduate students learning to do psychological assessments and writing a 1 page reflection paper about your experience. You would be tested by a first year graduate student in clinical psychology working under the supervision of a licensed clinical psychologist. If you select this option, you will spend several hours spread over a number of days doing this assessment, and you must complete it to the student’s satisfaction before receiving credit. This can be a time consuming but interesting option, so please plan accordingly.

d. Joint Educational Project or Psychology 484 Reflection Paper: Students enrolled in Psychology 484 (Field experience), volunteering at a psychology oriented community agency, or enrolled in the Joint Educational Project during fall semester can earn 3 points of extra credit by writing a 3-5 page reflection paper linking their field experience to a theory discussed in class. If you want to pursue this option, you must email me or come to office hours to discuss which theory you will use and how you will apply it to your field experiences. This paper is due no later than week 14.
**Course Schedule:** (may be subject to change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Chapter Assignments</th>
<th>Class Tasks</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction</td>
<td>Chapter 1</td>
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<tr>
<td></td>
<td>What do clinical psychologists think about?</td>
<td>Chapter 5</td>
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<td></td>
<td>What models do we use?</td>
<td>Chapter 5</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Why do clinical psychologists do research</td>
<td>Chapter 4</td>
<td></td>
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<tr>
<td></td>
<td>How do clinical psychologists do research</td>
<td>Chapter 4 and pages 194-197</td>
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<tr>
<td>Week 3</td>
<td>Overview of assessment; the initial interview</td>
<td>Chapters 6 &amp; 10</td>
<td>QUIZ – Research Methods &amp; Models</td>
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<td></td>
<td>Assessment of psychopathology and personality</td>
<td>Chapter 8; suppl reading “Projective Tests”</td>
<td>Complete online personality test</td>
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<tr>
<td>Week 4</td>
<td>Intelligence Testing</td>
<td>Chapter 7</td>
<td>QUIZ – Personality &amp; Pathology Assessment</td>
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<td>Nueropsychological Assessment</td>
<td>Chapter 18</td>
<td>QUIZ – IQ Assessment</td>
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<td>Week 5</td>
<td>Behavioral Assessment</td>
<td>Chapter 9</td>
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<td>EXAM I</td>
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<td>Week 6</td>
<td>Therapy Overview and Common Factors; cultural factors</td>
<td>Chapter 11; “Personal reflections on culture in therapy”</td>
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<td></td>
<td>Dynamic &amp; Interpersonal Psychotherapies</td>
<td>Chapter 12; “The case of CG”</td>
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<td>Week 7</td>
<td>Humanistic &amp; Existential Psychotherapies</td>
<td>Chapter 13</td>
<td>QUIZ – Dynamic TX</td>
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<td>Behavioral Therapies &amp; Cognitive Therapies</td>
<td>Chapter 14; “CBT-E for Eating Disorders”</td>
<td>QUIZ – Humanistic &amp; Existential TX</td>
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<tr>
<td>Week 8</td>
<td>CBT cont. &amp; Third Wave Psychotherapies</td>
<td>“DBT:Marie &amp; Dean” and “Mindfulness”</td>
<td>QUIZ CBT &amp; 3rd Wave TX</td>
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<td></td>
<td>“Mystical” Therapies and how to be a good consumer of psychotherapy</td>
<td>“EMDR and mesmerism”</td>
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<tr>
<td>Week 9</td>
<td>Current trends and hot topics: start of team debate preparation</td>
<td>Chapter 3 pgs. 71-85</td>
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<td></td>
<td>Managing Crises, termination, and suicide</td>
<td>“suicide intervention case study” and “saying goodbye”</td>
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<tr>
<td>Week 10</td>
<td>Special Issues child &amp; family therapy</td>
<td>Chapter 15 pgs 440-450; “difficulties in diagnosing youth”</td>
<td>EXAM II</td>
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<tr>
<td>Week 11</td>
<td>Special issues in couples &amp; group therapies</td>
<td>Chapter 15 pgs 431-440, 451-454</td>
<td>EXAM II</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Chapter Assignments</td>
<td>Class Tasks</td>
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<tr>
<td>Week 12</td>
<td>Psychopharmacology</td>
<td>“the psychology of psychopharmacology”</td>
<td>QUIZ – Couple and Group Therapy</td>
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<td>Addiction treatment &amp; behavioral medicine</td>
<td>Chapter 17; “integrative therapy with FH” and “health behaviors”</td>
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<td>Forensic psychology</td>
<td>Chapter 19</td>
<td>PAPER DUE</td>
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<td>Week 13</td>
<td><strong>In Class Exercise: The Great Debates #1</strong></td>
<td>Come prepared to debate</td>
<td>DEBATE</td>
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<td><strong>In Class Exercise: The Great Debates #2</strong></td>
<td>Come prepared to debate</td>
<td>DEBATE</td>
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<td>Week 14</td>
<td>Ethics in the profession</td>
<td>APA code of ethics</td>
<td>PREPARATION OF CV &amp; STATEMENT</td>
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<td>The road to becoming a clinical psychologist</td>
<td>Ch. 3 pgs 60-71 and appendix “psychological degrees”</td>
<td>PREPARATION OF CV &amp; STATEMENT</td>
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<td></td>
<td><strong>FINAL EXAM (in regular classroom): in accordance with published schedule on academic calendar</strong></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.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Renewable Natural Resources

3. Course prefix, number and complete title of course: RENR 345 Park Ecology and Management

4. Catalog course description (not to exceed 50 words): Classroom and hands-on exposure to outdoor recreation resources management in a major national park facing complex challenges; interactive problem-solving to understand natural resources, management strategies and issues related to a park's broader region; includes one intensive week in Smoky Mountains National Park.

5. Prerequisite(s): Junior or senior classification, or permission of the instructor.

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. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)

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

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

    B.S. in RENR, RPTS, WFSC, ESSM and other majors.

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

12. □ 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).

13. Prefix  Course #  Title (excluding punctuation)
    RENR  345  PARK ECOLOGY AND MGMT

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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

Approval recommended by:

Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee
Date

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
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Renewable Natural Resources
3. Course prefix, number and complete title of course: RENR 345 Outdoor Recreation Consortium
4. Catalog course description (not to exceed 50 words): Classroom and hands-on exposure to outdoor recreation resources management in a major national park facing complex challenges; interactive problem-solving to understand natural resources, management strategies and issues related to a park's broader region; includes one intensive week in Smoky Mountains National Park.

5. Prerequisite(s): Junior or senior classification, or permission of the instructor.

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 2 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. How will this course be graded: □ Grade □ S/U □ P/F (CLMD)

10. 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)
   B.S. in RENR, RPTS, WFSC, ESSM and other majors.

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

12. □ 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).

13. Prefix Course # Title (excluding punctuation)

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</table>

Approval recommended by: 
Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by: 
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14

DECEIVED
Revised 07/14
RENR 345: PARK ECOLOGY & MANAGEMENT  
Spring 2015  
COURSE SYLLABUS

Instructor: Gerard Kyle  
437 AGLS  
Phone: 979-862-3794  
Email: gerard@tamu.edu  
Office hours: By appointment

Class Meets:  
Tuesdays 5:00-6:30pm  
Room AGLS 127

COURSE DESCRIPTION

*Classroom and hands-on exposure to outdoor recreation resources management in a major national park facing complex challenges; interactive problem-solving to understand natural resources, management strategies and issues related to a park’s broader region; includes one intensive week in Smoky Mountains National Park.*

This is a 3-credit course culminating in a week-long field experience held in conjunction with five other universities in Great Smoky Mountains National Park (GRSM). The purpose of the consortium is to provide students with hands-on exposure to natural resources management in a major U.S. protected area facing complex challenges. It is designed to increase students’ understanding and appreciation of natural resources, the agencies managing those resources, the management strategies used, and the factors affecting management including issues related to the nearby “gateway communities” and the park’s broader environment. The course format is one which focuses on problem solving, encourages a high level of interaction among participating students, faculty, and managers, and gives participants an opportunity to connect with nature.

Field Dates: Saturday, March 21 (5am departure from CS) through Saturday, March 28 (evening return to CS). Note: The week in the field follows one week after the TAMU spring break.

Course Fee: The full consortium fee (program, lodging, meals and transportation) is $550. Transportation to and from the consortium location in Great Smoky Mountains National Park (Tennessee), accommodation, and meals while there are provided and included in the course fee. Tuition for the 3-credit course is not included in the course fee.

COURSE OBJECTIVES

Primary Learning Outcomes

*Management of Natural Resources and Recreation Opportunities*

- Students will be able to describe some aspects of outdoor recreation, tourism, and visitor management within a U.S. protected area context.
- Students will analyze impacts of visitor behavior on natural resource management.
- Students will investigate and appraise processes that underlie the development of partnerships between government, private and nonprofit organizations that contribute to the management of the protected area.
Students will assess the challenges and opportunities that can emerge in relationships between parks and their "gateway communities."

- Students will be able to identify areas of research and professional practice that could assist the National Park Service in GRSM.

Secondary Learning Outcomes

Park Resources and Experiences

- Students will be able to recognize and appreciate the resources and experiences available within GRSM.

Career Development

- Students will be able to identify job opportunities with park and natural resource-related agencies.
- Students will have opportunities to enhance collegial interaction among students from the six participating universities, between students and faculty, and between students and managers.
- Students will have opportunities to develop relationships with professionals, other students, and faculty that can be called upon later in the participants' careers.

COURSE READINGS

The course text is:


It is available at the campus bookstore for around $10. The course will also utilize a series of current articles that will be provided as well as a group of related web sites.

The website for our hosts (Great Smoky Mountains Institute at Tremont) can be accessed at: http://gsmit.org. A list of other relevant web sites will be distributed during the course.

COURSE OUTLINE AND SCHEDULE

1/20–Course overview and objectives and review of course syllabus

1/27 - Overview of National Park Service and other selected resource management agencies. Basic principles of visitor management and natural resource planning and management. (Supplemental Reading)

2/3 – History, resources, programs, facilities, operations and management philosophy of GRSM. (Part 1 of Great Smoky Mountains)

2/10 – National Park “gateway communities" (Part 2 of Great Smoky Mountains and Supplemental Readings)
2/17 – Governmental agency, private sector, and nonprofit sector cooperation in park management. (Part 2 of Great Smoky Mountains and Supplemental Readings)

2/24 – Current issues, research and professional practice related to GRSM in its programs. (Supplemental Readings)

3/3 – The role of protected areas in sustaining biodiversity – A global perspective (Supplemental readings)

3/10 – Committee updates and preliminary presentations by student Track Teams. Final trip logistics and preparations

3/17 – TAMU Spring Break

3/21 thru 3/28 – Park Ecology & Management Field Trip to Great Smoky Mountains National Park (8 Days; approximately 62 hours of active class time)

3/31 – Course wrap-up, conclusions and evaluation. (All written assignments due at beginning of this class)

EVALUATION

1. Students will submit a journal including a summary of events during the Consortium trip itself. The journal must be kept up daily while on the trip and must include notes on activities and presentations attended. Include names and titles of presenters, summaries of key points; and your observations, reactions, and reflections. (25%)

2. Students will actively and constructively participate in committees preparing for various aspects of the Consortium trip and will submit a summary of their committee involvement including comments on what was accomplished, challenges faced and how they were addressed. The committee report should also contain specific suggestions on how future Consortium committees can more effectively accomplish their responsibilities. (20%)

3. Class preparation (including completion of readings and attendance at all Consortium sessions during the trip itself) is required. Punctuality at all sessions (including meals while on the trip) is expected. (20%)

4. Peer evaluation of the extent and quality of the student's contribution to the Consortium and their representation of TAMU at GSMIT. (10%)

5. In place of a final examination, students will prepare and submit a final paper offering their insights related to the Consortium (including the “Interest Track” they participate in during the Wednesday of the Consortium). In particular, the paper will focus on the most pressing challenges facing Great Smoky Mountain National Park and its nearby “Gateway Communities.” The paper should draw heavily on material gathered during the Consortium and course readings and offer specific suggestions on how to meet the challenges identified. (25%)
Grade Summary

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Journal</td>
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<tr>
<td>Committee Report</td>
<td>20%</td>
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<tr>
<td>Readings &amp; Consortium Sessions</td>
<td>20%</td>
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<tr>
<td>Peer Evaluation</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
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<td><strong>Total</strong></td>
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The Consortium journal, committee reports, and final paper are due at the beginning of the final class meeting.

Consortium Committees

A. T-shirt Committee—design and customize this year’s consortium T-shirt
B. Student Consortium Handbook/Journal Committee
C. TAMU Introductory Presentation Committee
D. Special Awards Committee
E. Transportation/Post Consortium Meeting Committee
F. Funding Committee

SPECIAL REQUIREMENTS

In addition to poor performance on the evaluation criteria noted above, the following would constitute why a consortium participant would not successfully pass this course:

- Failure to comply with the rules and regulations established by the consortium faculty.
  (Outlined in detail in the "Commitment to Expedition Behavior" and during the pre-consortium class meetings.)

- Negligence which could lead to injury of any consortium participant.

GRADING AND RELATED POLICIES

The following grading policy will be in effect:

A=90-100 points
B=80-89.9 points
C=70-79.9 points
D=60-69.9 points
F<60 points

Attendance/Participation Policy:

You are expected to attend class, arrive on time, and participate while there. Only university-excused absences are permitted. Each unexcused class absence will result in a 5 percentage point reduction in the student’s final grade. When I take roll it is recorded at the beginning of class. Those not present at that time are considered absent for that class. Participation is expected in class discussions and any
assigned field experiences. Quality of participation is more important than quantity. For further information on university attendance policy, see: http://student-rules.tamu.edu/rule07

**Assignment Policy:**
All assignments are expected to be turned in at the start of class on the day due. Permission must be obtained in advance, if possible, to turn in any assignment late. Grades for late assignments will be marked down 10% for each day late unless it is due to a university excused absence. I check my voice mail and e-mail regularly when I am not in the office.

**Americans with Disabilities Act (ADA) Policy Statement:**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

**Academic Integrity - Aggie Honor Code:**

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Cheating encompasses the following:
1. The willful giving or receiving of an unauthorized, unfair, dishonest, or unscrupulous advantage in academic work over other students.
2. The above may be accomplished by any means whatsoever, including but not limited to the following: fraud; duress; deception; theft; trick; talking; signs; gestures; copying from another student; and the unauthorized use of study aids, memoranda, books, data, or other information.
3. Attempted cheating.

Plagiarism encompasses the following:
1. Presenting as one's own the words, the work, or the opinions of someone else without proper acknowledgment.
2. Borrowing the sequence of ideas, the arrangement of material, or the pattern of thought of someone else without proper acknowledgment.
Depending on the severity of the indiscretion, cheating and plagiarism may result in automatic course failure.

**Field Program: March 22 – 27, 2015**

**Sunday, March 22**

4:00 pm  Arrive at GSMIT
5:00 pm  Faculty Meeting in GSMIT Office (faculty only)
6:00 pm  Dinner  [Tremont staff introductions]
7:00 pm  Icebreakers  (Western Illinois University)
7:30 pm  School Introductions

**Monday, March 23**

8:00  Breakfast  [Tremont staff introductions]
8:30  Daily Orientation and Objectives  (Roger Moore)
8:45  State of the Park: Dana Soehn, Public Affairs (GSMNP) @ GSMIT
10:00  Metcalf Bottoms: Mike Maslona, Resource Education Division (GSMNP)
11:00  Travel to Sugarlands Visitor Center (GSMNP)
12:00  Sack Lunch at Sugarlands & Explore Sugarlands (movie, exhibits, bookstore)
1:00  Leave for Newfound Gap: Appalachian Trail issues: Morgan Somerville, Appalachian Trail Conservancy & Roger Moore
6:00  Dinner  [Tremont staff introductions]
8:00  Evening Program: Black Bear Ecology in the Great Smoky Mountains with Jared Laufenberg, University of Tennessee (Cove Room)

**Tuesday, March 24**

7:00  Birding on campus with Ken Voorhis, GSWIT – meet in Pavilion
8:00  Breakfast  [Tremont staff introductions]
8:30  Daily Orientation and Objectives  (Katharine Pawelko)
8:40  Group Initiatives
9:20  Track Introductions and Group Initiatives  (Track leaders)
9:45  Break
10:00 a.m. - 12:15 p.m.  **Concurrent Sessions**
    1. Invasive Species – Jeremy Lloyd, GSWIT
    2. Stream Ecology – Caleb Carlton & Ben Marchman, GSWIT
    3. Naturalist Skills – Ken Voorhis, GSWIT
    4. Geology Hike to the Falls – John Rakes, GSWIT
    5. Salamander Monitoring Project – Gina Lappe & Muriah Bottemiller, GSWIT
    6. Winter Tree & Spring Wildflower Identification – Dawn Dextraze & Casey Franklin, GSWIT
12:30  Lunch  [Tremont staff introductions]
1:00  Leave for Gatlinburg
1:45  Gatlinburg Issues@ Mynatt Park Shelter:  [Marty Nicely, Gatlinburg Parks Department]
2:45  Gatlinburg: Economic Impact of Tourism/Visitors
4:45  Leave for Tremont
6:00  Dinner at Tremont  [Tremont staff introductions]
8:00  Evening Program: Old-Time Music with Lost Mill String Band (Council House)
Wednesday, March 25

7:00  Birding on campus with Tiffany Beachy, GSMIT – meet in Pavilion
8:00  Breakfast
8:30  Daily Orientation and Objectives (Gerard Kyle)
8:45  Interest Tracks
      Backcountry Management – Roger Moore
      Wildlife Management in the Great Smokies – Alan Graefe
      Brook Trout Restoration in the Great Smokies – Hans Vogelsong
      Historical & Cultural Preservation and Sustainable Tourism – Katharine Pawelko
      Citizen Science – Tremont Staff & Gerard Kyle
6:00  Dinner [Tremont staff introductions]
8:00  Evening Program: Storytelling with Elizabeth Rose (Council House)

Thursday, March 26

8:00  Breakfast [Tremont staff introductions]
8:30  Daily Orientation and Objectives (Alan Graefe)
All Day Option
      9:00 a.m. – 4:30 p.m.
      1. Old-Growth Forest Hike – Jennie McGuigan & Casey Franklin, GSMIT
      2. Old-Growth Forest Hike – Gina Lappe & John Rakes, GSMIT
      3. Cades Cove – Dawn Dextraze & Muriah Bottemiller, GSMIT
Morning Session Options
      9:00-Noon (Concurrent Sessions)
      1. The Role of the National Park Service Ranger – Helen McNutt, NPS
      2. Half-Day Hike: Wildwoods Wisdom – Caleb Carlton, GSMIT
      3. Half-Day Hike: Signs of Spring – John DiDiego, GSMIT
12:30 – Lunch [Tremont staff introductions]
Afternoon Session Options
      1:30 – 4:30 (Concurrent Sessions)
      1. Half-Day Hike: Survival Skills – Ben Marchman, GSMIT
      2. Half-Day Hike: Environmental Ethics – Caleb Carlton, GSMIT
6:00  Dinner [Tremont staff introductions]
8:00  Evening Program: The Past, Present & Future of the Great Smoky Mountains – Jeremy Lloyd (Cove Room)

Friday, March 27

8:00  Breakfast at Tremont [Tremont staff introductions]
8:30  Daily Orientation and Objectives (Hans Vogelsong)
Morning Session Options
      9:00 – 10:30 a.m. (Concurrent Sessions)
2. *Phenology Plot Study* – Gina Lappe & Ben Marchman, GSMIT
3. *Winter Tree & Spring Wildflower ID* – Casey Franklin, GSMIT

10:45 a.m. – 12:15 p.m. (Concurrent Sessions)
2. *Phenology Plot Study* – Gina Lappe & Ben Marchman, GSMIT
3. *Winter Tree & Spring Wildflower ID* – Casey Franklin, GSMIT

12:30  Lunch  [Tremont staff introductions]
1:30  Depart for Home

**FACULTY LIST**

East Carolina University
  Dr. Hans Vogelsong

North Carolina State University
  Dr. Roger Moore

Penn State University
  Dr. Alan Graefe

Western Illinois University
  Dr. Katharine Pawelko

Texas A&M University
  Dr. Gerard Kyle

University of Missouri-Columbia
  Dr. Charlie Nilon
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 (D.V.M., M.D., J.D., Pharm.D., D.V.M.)

2. Request submitted by (Department or Program Name): Recreation, Park and Tourism Sciences Department

3. Course prefix, number and complete title of course: RPTS 404 Sociology of the Community

4. Catalog course description (not to exceed 50 words): Organization of American communities examining the bases of community, types of communities and the changes faced by communities.

5. Prerequisite(s): SOCI 205; Junior or senior classification.

Cross-listed with: SOCI 404

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. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)

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

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

12. ☒ 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).

13. Prefix Course # Title (excluding punctuation)

| RPTS | 404 | SOC OF THE COMMUNITY |

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Approval recommended by:

Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date 5/3/14

Jane Stil, PhD
Department Head or Program Chair (Type Name & Sign) Date 9/11/14

(If cross-listed course)

Chair, College Review Committee Date 9/11/14

Dean of College Date 9/12/14

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 – 07/14

[Stamp: Received SEP 15 2014]
SOCI 404W (Cross-listed with RPTS 404W)  
Sociology of the Community-Writing Intensive  
Service-Learning Course: Community Food Security  

TR 12:45-2:00 p.m., Spring 2015  
Dr. Sarah N. Gatson  

Office: 427 Academic; 845-7267; gatson@tamu.edu  
Office hours: 11-12:30, TR; 12:30-2:30 W; and by appointment  

Course Description: Organization of American communities examining the bases of community, types of communities and the changes faced by communities. This course will involve an analysis of the social construction, social experience, and community as an institution and as a set of everyday relationships and networks. In this course, we will discuss particular concepts of community and its attendant institutions and roles as important cornerstones of ways to structure social interactions on various levels, especially relations of power and inequality in society. The objective of the course is to challenge our taken for granted notions about these topics, and ask the sociological questions, “How constructed/natural is community?” and “What is community, and what is it for?” The course will deal primarily with these issues over the last two decades or so, with an eye simultaneously towards a historical grounding of our understanding of contemporary issues.  

Learning Outcomes:  
- Students will be able to articulate an understanding of the general sociological perspective on community.  
- Students will be able to discuss and present informed and reasoned opinions upon institutional roles and social interactions as they relate to community.  
- Students will demonstrate the ability to express themselves in a variety of written formats, and will produce basic research papers involving mainly secondary research and preliminary primary research.  
- Students will be able to appraise the applicability of work produced in the class to a variety of professional endeavors.  

Pre-requisites (undergraduate): Junior or Senior Classification; SOCI 205.  

Required Readings:  
Books:  
Feeding the Family: The Social Organization of Caring as Gendered Work, Marjorie L. DeVault  
Marginalizing Access to the Sustainable Food System: An Examination of Oakland’s Minority Districts, Camille Tuason Mata  
Practicing Sociology in the Community: A Student’s Guide, Phyllis Ann Langton & Dianne Anderson Kammerer  
A Short Guide to Writing About Social Science, Lee Cuba  

Tutorials for Atlas.ti  
Text tutorials: http://www.humboldt.edu/sociology/docs/AtlasTITutorial.pdf  
http://www2.bgsu.edu/downloads/cas/file115689.pdf
Video tutorial:  
http://www.youtube.com/playlist?list=PL8CTEdsSSmZG7znMUsXLeikGikQYrPB-v5

Readings:

Readings from City & Community, journal of the Community & Urban Sociology Section of ASA:
“Nimby and the Civic Good,” Gibson, 2005.

Recommended Reading:
Middletown, Robert Lynd and Helen Lynd
Race, Caste, and Class, Oliver Cromwell Cox
Black Metropolis, St. Clair Drake and Horace Cayton
The Urban Villagers, Herbert Gans
New Communitarian Thinking, ed., Amitai Etzioni.
The Essential Communitarian Reader, ed., Amitai Etzioni.
Hanging Out in the Virtual Pub, Lori Kendall
Life Online, Annette Markham
Bowling Alone, Robert Putnam
Communities of Play, Celia Pearce & Artemesia
Conjuring Crisis, George Baca
“A Hierarchy of Urban Communities: Observations on the Nested Character of Place,”
Kusenbach, City & Community, 2008.
City & Community, Special issue on Gentrification: Volume 10, Number 3, September 2011.

Course Requirements & Evaluation [200 points total; 179.6-200 (A), 159.6-179.5 (B), 139.6-159.5 (C), 119.6-139.5 (D), Below 119.6 (F)].

IT IS YOUR RESPONSIBILITY TO MAKE SURE I HAVE ALL YOUR ASSIGNMENTS IN, AND IN ON TIME. Late work will only be accepted with a University-excused absence. Additionally, please note that I WILL NOT RE-GRADE assignments in order to round up to a higher grade. For example, 179 and 179.5 are Bs, and will not be rounded up to a 180/A.

CLASS PARTICIPATION & ABSENCE POLICY: I do not take attendance; it is your responsibility to come to class on time and to be responsible for the material covered therein. While I am happy to answer questions pertaining to the course, I will not re-provide lectures or produce my lecture notes for you – THE POWER POINTS USED IN CLASS AND AVAILABLE ONLINE ARE NOT FULL NOTES; THEY ARE OUTLINES. If you miss class for any reason, your best option for getting back up to speed is to communicate with other students, whom you may ask to share their notes. Please see Rule 7 under Part I (http://student-rules.tamu.edu/rule7.htm) for details on excused absences, which I only need to be notified of in the event of missing an assignment or exam deadline, so that make-up work may be scheduled.

ASSIGNMENTS – All assignments should be uploaded to corresponding assignment areas on eCampus. Make sure to save a copy of all assignments. ALWAYS MAKE SURE TO MAKE A BACK-UP COPY; NEVER ERASE YOUR PAPER FROM DISK UNTIL AFTER THE SEMESTER ENDS, TO AVOID “LOST” PAPERS. If you ever have trouble uploading an assignment, MAKE SURE TO EMAIL A COPY to me either through eCampus or to my regular TAMU account by the deadline – emails are automatically time-stamped, and you will not be sanctioned for missing the deadline. When the assignment is one that other students need to review and give feedback on, I will upload it for you when necessary.

ONE-MINUTE PAPERS: 5%/10 points (2 X 5 points). Twice during the semester, you will respond in writing for one minute to a discussion prompt/question. Then we will discuss the papers as a class. These serve as reflection/check-ins regarding how you are dealing with being in the research field.

CONCEPT PAPERS: 15%/30 points. (3 X 10 points) These are short, 1-2 page papers used to assess your grasp of concepts and materials discussed in class. They are based on discussion prompts that I will either present in class or post online at our eLearning site. The graded CPs should be saved and referred to when writing your final papers. Please refer to the schedule on pages 5-6 below for due dates for each CP.

RESEARCH PAPER: For this paper, you will be part of a collaborative research community, and will participate in several aspects of an ongoing research project directed by Dr. Gatson that examine the issue of community food security in the Brazos Valley. As part of the research process, you will be part of a three-member team within the class. Each team member will be responsible for conducting one interview with a member of the Brazos Valley community that has agreed to be interviewed for this project. Each team member will be responsible for coding her/his own interview, and for coding one other team member’s interview (to build inter-coder reliability). Additionally, each team will be responsible for installing 1-3 3x3 raised bed, or 1-3 vertical, gardening kits (provided by Dr. Gatson) at household locations within the Brazos Valley [Weather Dependent, we will install on
Each of 4 weekends during weeks 5-8. Each team member will be responsible for collecting, coding, and sharing their participant observation field notes of their community engagement activities vis-à-vis these activities. These interviews and field notes serve as your, and the research community’s, primary data.

As this is a writing intensive course in sociology, these papers will be authentic research papers, going through the necessary steps to produce such a paper. While I expect you to incorporate relevant course materials into your papers, DO NOT merely use summary references from any lecture slides from class or research presentations, and DO NOT use a few cursory references to the assigned, recommended, or externally researched sources you choose to use. While you do not need to touch on every concept/topic/source discussed/assigned during the class, appropriate selection and in-depth use of the course materials, in addition to those external sources discovered through the building of a literature review is the pathway to a superior grade. As we engage in the process of producing the final papers, I will provide a further list of references that may aid you in your analysis, and provide guidance on how to extend these projects into full-blown research projects (either individual or collaborative) for presentation at either the TAMU Student Research Week, TAMU System Pathways Research Symposium, as a Senior Thesis or Honors Thesis Project, or a journal article submission.

This paper has several separate staged assignments attached to it, designed to provide you with an authentic experience in researching and writing your own project from beginning to end. They are as follows:

**Interview assignment:** 15%/30 points. **Due online Week 8.** You will be given an interview schedule to follow, and assigned a study participant to interview. You will conduct and transcribe (either by having taken notes during the interview or having recorded the interview) the interview, and turn it in with some summary reflection on the experience.

**Field notes assignment:** 15%/30 points. **Due online Week 10.** Choose from among your experiences with the community engagement portions of this course, and prepare a set of field notes and preliminary coding of those notes. **NO MORE THAN FIVE PAGES IN LENGTH, using regular course guidelines for papers.**

**Draft #1/Outline:** 10%/20 points. **Due online Week 11.** We will use an outline method that will have you focus on your research questions, your methods, and your literature review in detail. At the end of the course, this outline may be referred to again in order to revise and further develop your paper into an externally submitted research paper/article/poster, as desired. (**NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts).**

**Draft #2:** 10%/20 points. **Due online Week 13.** A full draft of the body of the paper (INCLUDING references cited, relevant appendices, etc.). Feedback should be incorporated, and if not, a reason for not incorporating it should be given, either in an explanation within the body of the paper, or in a separate post to the group through eCampus. (**NOTE: 5 points of this assignment is awarded based on providing AT LEAST 2 other students with feedback on their drafts).**

**Final paper:** 30%/60 points. **20-30 pages (NOT including the references cited/bibliography section or end notes).** This should be a fully completed paper, including title page, abstract, footnotes/endnotes, references cited, and relevant appendices, tables, and figures.

**Schedule (“*” highlights weeks when an assignment is due):**
**Week 1:** 1/14-18:  
T: Introductory discussion: *What is an ideal community?*
The Brazos Valley – home to one of the largest universities in the nation, and to one of the poorest communities in the nation.

R: Langton & Kemmerer, pp.___; Cuba Ch. 4-5; Online resource tutorial; Writing Instruction and the Research Paper: CITI Training discussion; Discussion of Concept Paper requirements.

*Week 2: 1/21-25:
  T: Granovetter; Gatson & Zweerink, “The Place of Networks”
  R: Langton & Kemmerer, pp.___; Cuba, pp. 56-60; 85-86. (Constructing the abstract)

*Week 3: 1/28-2/1:
  T: Marshall; Anderson; Ryle & Robinson
  R: DeVault, pp.____
  CP # 1 due by 5p.m., Friday, Feb. 1

*Week 4: 2/4-8:
  T: Langton & Kemmerer, pp.___; Site visit, Brazos Valley Boys & Girls Club
  R: Mata, pp.____
  CP # 2 due by 12p.m., Friday, Feb. 8

*Week 5: 2/11-15:
  T: DeVault, pp.____
  R: Mata, pp.____
  CP #3 due by 12p.m. Friday, Feb. 15

*Week 6: 2/18-22:
  T: Langton & Kemmerer, pp.___; Mata, pp.____
  R: WRITING WORKSHOP: Cuba Ch. 1, 3, 7 and discussion of interviewing and coding techniques

Week 7: 2/25-3/1:
  T: DeVault, pp.____; Langton & Kemmerer, pp.___
  R: Demerath & Levinger; Paulsen; Alkon & Traugot; Hunter

*Week 8: 3/4-8:
  T: White & Guest; Hampton & Wellman; Stern & Dillman; Ashton & Thomas
  R: WRITING WORKSHOP: Cuba Ch. 8 and discussion of field observation and coding techniques; Langton & Kemmerer, pp.___
  Interview Assignment due by 12 pm Friday, March 8

3/11-15: SPRING BREAK

Week 9: 3/18-22:
  T: Bahr, et al.; Brown-Saracino
  R: Gibson

*Week 10: 3/25-29:
  T: Gatson Mothers and Food chapter, forthcoming.
  R: Chupp & Joseph; Langton & Kemmerer, pp.____; Concluding discussion: What is an ideal community, and how do we make one?
  Field Notes Assignment due by 12 pm Friday, March 29

*Week 11: 4/1-5:
  TR: Free writing time, general Q&A with Dr. Gatson
  Draft#1 due, by 12pm Friday, April 5

Week 12: 4/8-12:
  TR: Free writing time, general Q&A with Dr. Gatson;

*Week 13: 4/15-19:
  T: WRITING WORKSHOP: Locating presentation arenas; Locating publication arenas
  R: WRITING WORKSHOP: Free writing time, general Q&A with Dr. Gatson
  Draft #2 due, by 12pm Friday, April 19

Week 14: 4/22-26:
  TR: Check-in, Final proofreading; Free writing time, general Q&A with Dr. Gatson
*Final Papers & Posters will be due on Monday, May 11, 2013 by 5 p.m.

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

Academic Integrity Statement and Policy:
“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.
Format for Papers

All papers must conform to the following guidelines:

Cover page: This page should have your name, course and section number, and any other identifying information. Do NOT repeat any of this information in the text of your paper, unless it is in a header or footer (i.e. it should not be used to take up space in the body of the paper).

Margins: All margins (top, bottom, right and left) must be 1 inch. If you are using Microsoft Word, click on File; click on Page Set up; under Margins, enter the number “1.” If you have trouble doing this, SEE ME prior to turning in the paper.

Spacing: Double-spaced, except for any lengthy (taking up more than four lines of text) quotations, which should be indented and single spaced. Do NOT put an extra space between paragraphs.

Font: You must use 12-point font. Size matters. Style (as long as it isn’t one of the fancy or symbol fonts) doesn’t. Personally, I prefer Times New Roman.

Length: Adhere to the page-length requirement in the syllabus for each paper assignment – these length requirements are meant to highlight the need for editing to make your paper more concise and clear. If, before you turn in the paper, you find that you are more than a line or two under or over the required length, this is a signal to you that you need to do some re-writing.

Grammar and Proofreading: Adhere to standard American English spelling and grammar requirements. Proofread your papers, as spell-checking with a computer program is not the same thing as using language properly, and spell-check will not alert you to typographical errors other than misspelled words. If you have concerns about your proof-reading skills, ask a classmate to proof your paper for you, as it is often easier to catch someone else’s mistakes. You may also go to the Writing Center in the English Department – for more information: http://www-english.tamu.edu/wcenter/usingcenter.html

Sources/Works cited/Bibliography: If the paper is a research rather than a short response paper (i.e., you are required to outside research of primary and/or secondary materials), please include a full bibliographic section, in alphabetical order, of the sources you used. Within the text itself, you may use whatever citation format with which you are most comfortable. If you are unfamiliar with citation formats, you may check out the online Chicago Manual of Style for commonly used formats: http://www.chicagomanualofstyle.org/tools.html. The parenthetical method of citation within the text – (Gatson, 1997: 56) or (Gatson, 1997, p.56) is generally more concise and easy to read. Online sources are fine for general research, but must be cited as such, and you must be able to explain why they are relevant when a research article was just as available as a source. News articles may be used as sources if they are being used to illustrate the existence of a phenomenon or cultural concept, but NOT as independent research sources like law review articles or scholarly journal articles or books.

All of the above are meant to be read as requirements aside from the content requirement of critical engagement with the course materials. These requirements may seem nit-picky to you, but they are required because the various ways students have of getting around length and style requirements often make the papers vastly unequal and difficult to grade on an acceptable standard.

The papers will be graded on the following percentage system: 40% for content, and understanding and application of the material; 30% for clarity and structure of your argument; and 30% for the grammar and style/format and proofreading rules.

Making the same guidelines errors will result in more points off than that occurrence in the first paper.
Jane,

It is fine with me -- I was thinking of between 5-10 RPTS seats to start with.

Thanks,

--SNG

From: Jane Sell
Sent: Tuesday, August 12, 2014 9:29 AM
To: Susan Scott
Cc: Gatson, Sarah N; Scott Shafer; David Matarrita; Melyssa Stricklin
Subject: Re: Request to Cross-list SOCI 404 with RPTS 404

Dear Susan,
It is fine with me if SOCI 404 is cross-listed with RPTS 404 for a small number of seats, as long as Dr. Gatson is ok with this.
Jane
On Aug 12, 2014, at 8:09 AM, Susan Scott <susan-g-scott@tamu.edu> wrote:

Dear Dr. Sell:
Recently Dr. David Matarrita and I had a very positive meeting with Dr. Gatson about the ways in which our Community Development majors might benefit from courses in Sociology, and vice versa. During this meeting Sarah generously invited us to consider cross-listing SOCI 404 with RPTS 404 so that the CDEV majors would have some guaranteed spaces in the course. This is something we would very much like to pursue, so I'm writing for your approval to proceed with the paperwork for cross-listing.

I look forward to hearing from you.
Thank you,
Susan

Susan G. Scott
Associate Department Head for Undergraduate Programs
Lecturer and Internship Coordinator
Department of Recreation, Park and Tourism Sciences
Texas A&M University

Office Location: 409Y Agriculture and Life Sciences Building, 600 John Kimbrough Blvd (near Reed Arena)

Mailing Address: TAMU 2261, College Station, TX 77843-2261
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 (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Recreation, Park and Tourism Sciences
3. Course prefix, number and complete title of course: RPTS 421 Planning and Implementation of Events in Resorts and Hotels
4. Catalog course description (not to exceed 50 words): Principles and applications for effective planning and management of events in resorts and hotels; planning, promotion, operational logistics, sponsorship and evaluation.

5. Prerequisite(s): Junior or senior classification.

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. How will this course be graded: ☒ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      Tourism and Hospitality Management Certificate Program
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☒ 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).

13. Prefix | Course # | Title (excluding punctuation)
--- | --- | ---
RPTS | 421 | PLAN IMPLMT OF EVENTS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIF and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:
Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) 3/1/14

Chair, College Review Committee: Kim Doley 9/12/14
Dean of College: 9/12/14

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

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 – 07/14
Texas A&M University, Department of
Recreation, Park & Tourism Sciences

RPTS 421: Planning and Implementation of Events in Resorts & Hotels (3 credits)

Class Meeting Time: Online Spring 2015

Instructor: Matthew Stone, MHM, CMP
Teaching Assistant: Jai Girard
Office: AGLS Building – Room 409 G
Office Hours: (see eCampus site for details, including online office hours)
Email: matthew.stone@tamu.edu
Skype Name: globalpostmark (you will need to set a time to chat on Skype)

Website to access the class: ecampus.tamu.edu

Pre-requisites: Junior or senior classification.

Reaching me: You may stop by my office hours at any time. You may also email me. Please keep in mind that it may take up to a day to respond to student questions. I would really like to meet with you to help you to be successful in this course. Please contact me to set up an appointment if you are not available during my office hours. I can also communicate with you online via eCampus or Skype online office hours where you may communicate with me via ECampus or Skype.

Course catalog description: Principles and applications for effective planning and management of events in resorts and hotels; planning, promotion, operational logistics, sponsorship and evaluation.

“If you do not manage the event, the event will manage you!”

Learning Outcomes:

At the completion of the course, students who have applied themselves and learned the material will be able to:

- Articulate the diversity of types and the classification of events in resorts and hotels.
- Identify the fundamental concepts and principles necessary for planning and conducting special events.
- Create and present plans for a specific event appropriate for a hotel or resort.
- Apply operational management strategies in the design of events for specific audiences.
- Evaluate the success of hotel and resort events using relevant criteria and tools.
- Summarize current issues in event management.
Textbooks:


Supplementary readings may be posted on the eCampus site for this class. You should check eCampus at least once per week for class updates.

Facebook Page (Optional):

There will be a Facebook page set up for this class. Participation is optional, but it is a way to communicate with your fellow students, since we will not have a classroom. Details of the Facebook page will be in eCampus.

Online Classroom Policies:

You are responsible for what you write online. Any inappropriate or discriminatory language will not be tolerated and may be against Texas A&M University student conduct policies. When discussing online, please remember these helpful hints:

- Use friendly but formal language appropriate for class.
- Remember the goals for discussion and stay on topic; let others know when starting a new topic.
- Respect privacy; get permission before forwarding others’ messages.
- Use humor, sarcasm, and irony sparingly because the absence of face-to-face cues may cause misunderstanding.
- Think before responding and avoid impulsive statements.
- Respect differences in opinions and the diversity of the group.


Special Online Requirements:

For some assignments and evaluations, you may be required to either: 1) meet with the instructor on the Texas A&M campus; OR 2) meet with the instructor online via video conference on Skype. For more information about Skype, please visit www.skype.com.

Course Outline:

This is an outline and is subject to change, so keep up with the eCampus website.

**eCampus will have the latest information about course meeting dates & assignments**
### RPTS 421 – Spring 2013

<table>
<thead>
<tr>
<th>Topic</th>
<th>Reading Assignments</th>
<th>Videos and/or Powerpoint</th>
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</thead>
<tbody>
<tr>
<td>Due January 20</td>
<td>Introduction</td>
<td>Prosser Chapters 1-2; Silvers Ch. 2 (p. 32-46 only)</td>
</tr>
<tr>
<td>Due January 27</td>
<td>Staffing</td>
<td>Prosser Ch. 3; Silvers Ch. 13 (p. 377-397 only)</td>
</tr>
<tr>
<td>Due February 3</td>
<td>Venue Selection</td>
<td>Silvers Ch. 3 (p. 60-73 only)</td>
</tr>
<tr>
<td>Due February 3</td>
<td>Article Memo #1 Due</td>
<td></td>
</tr>
<tr>
<td>Due Feb. 10</td>
<td>Timeline</td>
<td>Prosser Ch. 4; Silvers Ch. 2 (p. 46-56 only) Silvers p. 164-175 (theme &amp; decor)</td>
</tr>
<tr>
<td>Due Feb. 10</td>
<td>Finance &amp; Budgeting</td>
<td>Prosser Chapter 5</td>
</tr>
<tr>
<td>Due Feb. 17</td>
<td>RFP Due</td>
<td></td>
</tr>
<tr>
<td>Due Feb. 24</td>
<td>Site Selection Report Due</td>
<td></td>
</tr>
<tr>
<td>Week of Feb. 24</td>
<td>Proposal for Event Theme – meeting in person or online</td>
<td></td>
</tr>
<tr>
<td>Due Feb. 28 (<strong>Friday</strong>)</td>
<td>Setup, Seating, Staging</td>
<td>Silvers (p. 141-144); Silvers (p. 176-185)</td>
</tr>
<tr>
<td>Week of March 3</td>
<td>Exam #1 – Online. The exam will be available for 2 days. You will be able to take it anytime during that window.</td>
<td></td>
</tr>
<tr>
<td>March 8-16</td>
<td>Spring Break: Have Fun!! Instructor’s availability will be limited</td>
<td></td>
</tr>
<tr>
<td>Due March 24</td>
<td>Food &amp; Beverage</td>
<td>Silvers Ch 10</td>
</tr>
<tr>
<td>Due March 31</td>
<td>Article Review #2 Due</td>
<td></td>
</tr>
<tr>
<td>Due March 31</td>
<td>Transportation / Infrastructure/Parking</td>
<td>Silvers Ch. 4 (p. 91-119 only); Prosser Ch. 9</td>
</tr>
<tr>
<td>Due March 31</td>
<td>Registration / Arrival</td>
<td>Silvers (130-140 only)</td>
</tr>
<tr>
<td>Due April 7</td>
<td>Marketing</td>
<td>Prosser Chapter 6; Silver Ch. 5 (p. 124-130); Silver Ch. 11 (p. 318-323)</td>
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<tr>
<td>Due April 7</td>
<td>Sponsorships</td>
<td>Prosser Chapter 7; Silver</td>
</tr>
<tr>
<td>Due April 14</td>
<td>Risk Management</td>
<td>Prosser Ch. 9 (?) Silvers Ch. 12</td>
</tr>
<tr>
<td>Due April 21</td>
<td>Event Group Project Due</td>
<td></td>
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<tr>
<td>Due April 28</td>
<td>Technology</td>
<td>Silver Ch 7</td>
</tr>
<tr>
<td>Due April 28</td>
<td>Entertainment</td>
<td>Silver Ch 8</td>
</tr>
<tr>
<td>Due April 28</td>
<td>Contracts</td>
<td></td>
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<tr>
<td>May 5 &amp; May 6</td>
<td>FINAL EXAM: You will be able to take it at designated times on these 2 days. See eCampus for details. A computer lab will be available on May 6.</td>
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Means of Assessment

Student achievement of the stated objectives will be assessed based on the following activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Type</th>
<th>Total Points</th>
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<tbody>
<tr>
<td>Discussions and Quizzes</td>
<td>Individual</td>
<td>150</td>
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<tr>
<td>• (10 assignments x 15 points)</td>
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<td></td>
</tr>
<tr>
<td>Exams:</td>
<td>Individual</td>
<td>360</td>
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<tr>
<td>• Exam 1</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>• Exam 2</td>
<td></td>
<td>180</td>
</tr>
<tr>
<td>Individual Written Assignments:</td>
<td>Individual</td>
<td>110</td>
</tr>
<tr>
<td>• RFP</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>• Current Event Article Memo 1</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>• Current Event Article Memo 2</td>
<td></td>
<td>40</td>
</tr>
<tr>
<td>Group Projects:</td>
<td>Group of 2</td>
<td>380</td>
</tr>
<tr>
<td>• Site Selection Plan</td>
<td></td>
<td>140</td>
</tr>
<tr>
<td>• Final Event Project</td>
<td></td>
<td>240</td>
</tr>
<tr>
<td>TOTAL</td>
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Grades

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<tr>
<td>B</td>
<td>80-89%</td>
<td>800-899.9</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>700-799.9</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>600-699.9</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>&lt;600</td>
</tr>
</tbody>
</table>

In order to be successful in this course, you must keep up on the weekly assignments!

As you can see, there are lots of small assignments in addition to a few major assignments. You may work ahead in the class, and I encourage this. The workload will be heavier during the first half of the semester. If you work hard in the first half of the semester, you will be rewarded with a more relaxing April schedule.

Assignments

All assignments will be posted on the class website. Assignments must be turned in using the appropriate technology (see each assignment for specific details). For example, if you are required to post an assignment to a discussion board, and you send it in by email, it may not be accepted for full credit.

Your grade on these papers will be based on the quality of both your observations and your writing. This means it will be important for you to pay attention to detail and to express yourself clearly and completely. You will need to write in standard English (not slang or IM language). Written communications are a vital part of your responsibility as a tourism professional. Spell-checking and grammar are as important as content. Be sure you proofread and correct your assignments before turning them in. Grammatical and spelling errors will reduce your grade.
Assignments have an exact time they are due. Assignments handed in after the time due, but on the same day will be penalized 20% unless you submit documentation for a University-excused absence. For each day (including weekends) the paper is late, an additional 20% will be deducted (without a University-excused absence). Please see Rule 7 (http://student-rules.tamu.edu/rule07) for details on excused absences.

Due dates for written assignments will be posted on eCampus.

Extra Credit:

The instructor may offer optional extra credit opportunities at his discretion. These will be announced on the class eCampus website.

Exams:

If you find that you can’t take a test during a scheduled exam period, be sure to contact me immediately. If you have a University-excused reason for missing the scheduled time, I will arrange a makeup for you, but you must contact me before the end of the scheduled exam period (unless a medical condition or other emergency prevents this and is documented in your University excuse).

Aggie Code of Honor:

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

Code of Academic Integrity:

Academic dishonesty won’t be tolerated. Any act of cheating will result in a grade of ZERO for that work. This includes: copying directly out of a book, class handout, off the internet, from other references (such as training materials or marketing plans), or from other students. This includes slightly rearranging the words so that they’re a little different than the source. No papers turned in by separate students or separate groups should ever have the same content. For more information, please visit: http://aggiehonor.tamu.edu/

There may be a great temptation to copy or cheat for an online class. Don’t do it. Some assignments may be completed in pairs or teams. Otherwise, you are expected to complete your own work.

Diversity Statement:

Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

Disability Support Services:

Texas A&M University promotes an academic experience for students with disabilities that is inclusive and accessible.

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Recreation, Park and Tourism Sciences

3. Course prefix, number and complete title of course: RPTS 444 Service Quality for Hospitality Organizations

4. Catalog course description (not to exceed 50 words): Application of SERVQUAL concepts with focus on implementing measures to enhance customer service; in-depth study of planning and administering hospitality service strategies, measurement of service delivery, repair and recovery of service delivery gaps, and management and training of employees; practical applications of research in the field.

5. Prerequisite(s): Junior or senior classification.
   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. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)

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

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

12. ☑ 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).

13. Prefix Course # Title (excluding punctuation)

<table>
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<th>Prefix</th>
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<td>SERV QUAL FOR HOSPITALITY ORGS</td>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>2502</td>
<td>15 - 16</td>
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</table>

Approval recommended by:

Gary D. Ellis, PhD
Department Head or Program Chair (Type Name & Sign) Date: 8/25/14

Chair, College Review Committee Date: 9/11/2014

Department Head or Program Chair (Type Name & Sign) (if cross-listed course) Date: 9/12/2014

Dean of College Date: 9/12/2014

Submitted to Coordinating Board by:

Chair, GC or UCC Date: 9/12/2014

Associate Director, Curricular Services Date: Effective Date: SEP 15 2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
RPTS 444 Service Quality for Hospitality Organizations
SUMMER SESSION II~ TEXAS A&M University
Class Meeting Time - Online: Wherever, Whenever

Instructor: Angela Durko, PhD
Office & Hours- AGLS Room 409 R. By Appointment
Email: angela.durko@ag.tamu.edu
Phone: 254-319-7081 8am-8pm.
Website for class access: www.ecampus.tamu.edu

Course catalog description: RPTS 444. Service Quality for Hospitality Organizations. Credit 3. Application of SERVQUAL concepts with focus on implementing measures to enhance customer service; in-depth study of planning and administering hospitality service strategies, measurement of service delivery, repair and recovery of service delivery gaps, and management and training of employees; practical applications of research in the field.

Pre-requisites: Junior or senior classification.

In easy to understand terms: This course introduces students to the concepts associated with service quality and its application in the hospitality industry. This class is designed to provide an overview of service quality concepts in place throughout a variety of hospitality and tourism industry examples. The class will help students understand the value and importance of service encounters and their impact on the customer, business and employee. In addition, emphasis is given to dealing with customer service problems and how to handle conflict and stress. This course is designed specifically for those interested in a career in hospitality or tourism services, and covers a variety of different aspects needed to help you in your future jobs.

Course Objectives/Learning Outcomes:
At the conclusion of this course, students will be able to:

1. Recognize and identify service quality challenges facing service providers
2. Explain the basic theory and precepts of the service management process
3. Define and present a service management approach to building quality and a competitive advantage
4. Assess service quality and customer satisfaction levels
5. Critically analyze a service businesses and recommend managerial implications based on their analysis
6. Employ concepts learned to practical working environments.
7. Apply lessons learned from group work as well as individual analysis to future management positions
Textbook (Required):
Customer Service for Hospitality and Tourism
Supplementary readings will be posted on the eCampus site for this class. You should check the eCampus site at least once or twice per week for class updates.

Course Outline:

New course material will be posted every Tuesday. Readings, videos, powerpoints, assignments and discussions will be posted. It is your responsibility to log and find out what is due before the next class date. As this is a 5 week course, it will be pretty fast paced, and include a lot of information. It is up to you to stay on track and keep up with the course. I am available to assist, as long as you are doing your part in completing readings and assignments.

Everything assigned on a Tuesday is due by the following Monday at midnight. This includes all discussions, projects and quizzes. (There is one exception, as noted on the outline below. One project is assigned on a Tuesday and due 3 weeks later to allow for more time to complete it.)

All material will be posted by 9am each Tuesday and remain online until the conclusion of the course. You can complete the work and view the material anytime convenient for you, as long as all required assignments are completed and submitted by the due date. All assignments are due by 11:59pm on the due date.

In reference to late or missed work, this course follows the guidelines outlined in the university make-up policy. Please view the policy at http://student-rules.tamu.edu/rule07

Assignments:

All assignments will be posted on the class website. Assignments must be turned in using the appropriate technology (see each assignment for specific details). For example, if you are required to post an assignment to a discussion board, and you send it in by email, it may not be accepted for full credit.

Projects will require interaction with local businesses. These assignments can be completed wherever you are located this Summer using businesses in your immediate area.

The outline is below, and is subject to change, so keep up with the eCampus website.

**eCampus will have the latest information about course meeting dates & assignments**
## Grading:

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>4 @ 50 points each</td>
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<tr>
<td>Intro and Response</td>
<td>1 @ 50 points</td>
<td>50</td>
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<tr>
<td>Project 1</td>
<td>1 @ 50 points</td>
<td>50</td>
</tr>
<tr>
<td>Project 2 &amp; 4</td>
<td>2 @ 100 points each</td>
<td>200</td>
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<tr>
<td>Project 3</td>
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<tr>
<td>Final</td>
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<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td>1000 points total</td>
</tr>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
<td>900+ points earned</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
<td>800-899.9 points earned</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
<td>700-799.9 points earned</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
<td>600-699.9 points earned</td>
</tr>
<tr>
<td>F</td>
<td>Below 60%</td>
<td>Less than 600 points earned</td>
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## Date

<table>
<thead>
<tr>
<th>Week #1</th>
<th>Topic</th>
<th>Due by 11:59pm Monday</th>
<th>Assigned Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday - July 8</td>
<td>Course Intro Intro to CS Impacts of CS Understanding the Consumer</td>
<td>This may look like a lot, but it really is not. Don’t give up- You can do it!</td>
<td>Read: Chapter 1-3 View: PPTS Chap 1-3 Project #1: What is CS? Quiz #1 Discussion Intro</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week #2</th>
<th>Topic</th>
<th>Due by 11:59pm Monday</th>
<th>Assigned Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday - July 15</td>
<td>Service Culture Service Encounters</td>
<td>Discussion Intro Project #1: What is CS? Quiz #1</td>
<td>Read: Chap 4-5 View: PPT Chap 4-5 Quiz #2 Project #2: Empowerment</td>
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</table>

<table>
<thead>
<tr>
<th>Week #3</th>
<th>Topic</th>
<th>Due by 11:59pm Monday</th>
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<tbody>
<tr>
<td>Tuesday - July 22</td>
<td>Market Research Customer Relationships</td>
<td>Project #2: Empowerment Quiz #2</td>
<td>Read: Chap 6-7 View: PPT Chap 6-7 Project #3: Interviews Quiz #3</td>
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<table>
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<th>Week #4</th>
<th>Topic</th>
<th>Due by 11:59pm Monday</th>
<th>Assigned Today</th>
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<tbody>
<tr>
<td>Tuesday - July 29</td>
<td>Servicescapes Technology</td>
<td>Quiz #3</td>
<td>Read: Chap 8-9 View: PPTS Chap 8-9 Project #4: Servicescape Quiz #4</td>
</tr>
</tbody>
</table>
Online “Classroom” Policies:

You are responsible for what you write online. Any inappropriate or discriminatory language will not be tolerated and may be against Texas A&M University student conduct policies. When discussing online, please remember these helpful hints:

- Use friendly but formal language appropriate for class.
- Remember the goals for discussion and stay on topic; let others know when starting a new topic.
- Respect privacy; get permission before forwarding others' messages.
- Use humor, sarcasm, and irony sparingly because the absence of face-to-face cues may cause misunderstandings.
- Think before responding and avoid impulsive statements.
- Respect differences in opinions and the diversity of the group.


Diversity Statement:
Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status.

Disability Services Statement:
The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodations of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Code of Honor:

“An Aggie does not lie, cheat or steal, or tolerate those who do.”
Code of Academic Integrity:

Academic dishonesty won't be tolerated. **Any act of cheating will result in a grade of ZERO for that work.** This includes: copying directly out of a book, class handout, off the internet, from other references (such as training materials or marketing plans), or from other students. This includes slightly rearranging the words so that they're a little different than the source. No papers turned in by separate students or separate groups should ever have the same content. For more information, please visit: http://aggiehonor.tamu.edu/

**Contact me:** I am available to meet on campus during this course on specific dates. If you would need course assistance and would like to meet in person, please email me, call or text to set up an appointment. Otherwise, email me, but please keep in mind it may take up to a day for a response. You may also call or text, however, please refrain from doing so after 8pm or before 8am. Please leave a message if I am unable to answer when you call.
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 (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  Department of Information and Operations Management

3. Course prefix, number and complete title of course:  SCMT 375 Supply Chain Security

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

Overview of the Security of global supply chains; selection of appropriate technologies utilized in securing global supply chains; planning responses to disaster events in relation to the delivery and receipt of goods and services; designing draft security policies for an organization's supply chain.

5. Prerequisite(s):
   SCMT 364

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. How will this course be graded?  ✔ Grade  □ S/U  □ P/F (C/L/M/D)

10. 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)

BBA-MISY and BBA-SCMT

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

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

13. Prefix  Course #  Title (excluding punctuation)
    SCMT  375  SUPPLY CHAIN SECURITY

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Approval recommended by:
Rich Matthews

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

Chair, College Review Committee  Date
Marty Louder

Department Head or Program Chair (Type Name & Sign)  Date
(if cross-listed course)
Dean of College  Date
Marty Louder

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14

RECEIVED
CURRICULAR SERVICES
Course title and number: SCMT 375 – Supply Chain Security
Term: Spring 2016
Meeting times and location: TBA
Professor’s name: Dr. Dwayne Whitten
Telephone number: 979-845-2919
Email address: dwhitten@mays.tamu.edu
Office hours: TBA
Office location: 320 Wehner

Course Description

Securing the global supply chain, while ensuring its smooth functioning, is essential to our national security and economic prosperity. This vital system provides the goods that feed our domestic critical infrastructures and support our way of life. This course describes how to effectively secure this important set of processes.

Prerequisite: SCMT 364

Learning Objectives

After completion of this course, students will be able to:

- Identify key security issues related to global supply chains
- Choose appropriate technologies to utilize in securing a global supply chain
- Plan responses to disaster events that will allow for the receipt and delivery of good/services
- Design a draft security policy for an organization’s supply chain

Textbook and/or Resource Material

1.) Global Supply Chain Security by James Giemanski
   a.) ISBN: 978-0-8108-8641-4

2.) Articles archived on eLearning and in library at library.tamu.edu
   * All course materials will be available at the MSC bookstore
Grading Policies

1. The following grading scale will be applied to produce the final grade.
   
   90 - 100   A  
   80 - 89.99  B  
   70 - 79.99  C  
   60 - 69.99  D  
   Below 60   F  

2. Final exams will NOT be given early.

3. Late work is defined as work presented after the assignment has been requested at the beginning of the class period on the assignment due date. Late work will not be accepted.

   Semester grades will be based on the following:
   Exam1 ...................................... 25%
   Exam 2 .................................... 25%
   Final Exam ............................... 25%
   Research project ..................... 10%
   Country analysis ..................... 10%
   Participation .......................... 5%

4. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative (the replacement exam grade is 10 points lower than your next exam) by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

   The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

   1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
   2) Death or major illness in a student's immediate family.
   3) Illness of a dependent family member.
   4) Participation in legal proceedings or administrative procedures that require a student's presence.
   5) Religious holy day. NOTE: Prior notification is NOT required.
   6) Injury or illness that is too severe or contagious for the student to attend class.
a) Injury or illness of three or more class days:  
Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)

b) Injury or illness of less than three class days:  
Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.

7) Required participation in military duties.

8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

Absence Policy

Arriving on time is a requirement. Arrival after the sign-in sheet has passed your seat is considered an absence. After four absences, students will begin having points deducted from their “participation” points in the course.

Participation Policy

In order to earn participation points, students must actually PARTICIPATE in the course. This includes (among other things) attending the course, arriving on time, and actually participating in the course through answering questions, etc.

Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.
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<thead>
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<td>The US supply chain and the border with Canada</td>
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<td>Container security</td>
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<td>EXAM 1</td>
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<td>Global chain of custody</td>
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<td>The global supply chain</td>
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<td>Country Presentation #1 (Groups 1-4)</td>
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<td>12</td>
<td>Country Presentation #2 (Groups 1-4) Assigned Topics</td>
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<td>14</td>
<td>Innovations in supply chain security</td>
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<td>15</td>
<td>FINAL EXAM</td>
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Tentative Reading List


http://www.whitehouse.gov/sites/default/files/national_strategy_for_global_supply_chain_security.pdf

C-TPAT


http://youtu.be/MDY5_YiplVw

Beyond the Border Implementation Report 2013 -
http://www.whitehouse.gov/sites/default/files/docs/btb_implementation_report.pdf
Group Presentations:

Assigned topics

Each group will give a 15-minute presentation on one of the topics below. Visit the cbp.gov site above for detailed information regarding the specific topics below.

1.) Air Carriers
2.) Air Freight Consolidators, Ocean Transport Intermediaries, and Non_Vessel Operating Common Carriers (NVOCC)
3.) Custom Brokers
4.) Foreign Manufacturers
5.) Highway Carriers
6.) Importers
7.) Long Haul Carrier in Mexico
8.) Marine Port Authority and Terminal Operators
9.) Rail Carriers
10.) Sea Carriers
11.) Third Party Logistics Providers (3PL)

Country Analysis

Your group will be assigned a country from the list provided. You will analyze each (Gartner is a great starting point) based on concerns you should have when manufacturing and importing from that country. Then write a business case based on your analysis.
INFO STUDENT SERVICES COMMUNICATIONS PORTAL

The INFO Student Services Office (SSO) communicates with students in our department (i.e. MS-MIS, PPA-MIS, MISY, and SCMT) via eCampus. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eCampus (http://ecampus.tamu.edu). Students will see “INFO Student Services Office Communications” listed under “My Organizations” upon logging into eCampus.

When accessing the INFO Student Services Communications portal through eCampus, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all students within the department will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, MISY undergraduate students, and SCMT undergraduate students. The same information that is posted in the folders will be sent to students through the e-mail function within eCampus; however, the messages will be sent only to the students for whom they are directly relevant. These messages will be sent to students’ TAMU e-mail accounts.

Finally, important events/deadlines will be noted in the calendar in eCampus. Students should check the calendar frequently for important dates!

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list. The student’s full name, UIN, TAMU e-mail address, and major should be included in the message.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
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 (D.O, M.D., J.D., Pharm.D., D.V.M.)

2. Request submitted by (Department or Program Name):
   Department of Sociology
   SOCI 203 US-Mexico Border

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

4. Catalog course description (not to exceed 50 words):
   Understanding of the US-Mexico border from different theoretical perspectives, including structural violence, identity, power, and demography.

5. Prerequisite(s):
   None

6. Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

8. 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

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

10. How will this course be graded:
    ☑ Grade  ☐ S/U  ☐ P/F (CLMD)

11. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    SOCI, BA in SOCI, BS in SOCI, MINOR IS SOCI, General Academics

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

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

13. Prefix  Course #  Title (excluding punctuation)
    SOCI  203  US Mexico Border

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
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    Approval recommended by:
    Jane Sell
    Department Head or Program Chair (Type Name & Sign)  Date

    Steven M. Oberhelman
    Chair, College Review Committee  Date

    Pamela R. Matthews
    Dean of College  Date

    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 – 07/14
Prerequisites: none

Understanding of the US-Mexico border from different theoretical perspectives, including structural violence, identity, power, and demography.

This course is designed to introduce you to sociological understandings of the US-Mexico border. This border is much more than a geographical divide established by international treaties. It has a power and a force that structures and patterns human behavior, identity, and belonging for people who live near it, cross it, locate it in their memory, and see its effects on their family and friends. It has political, social, emotional, ethical and economic components.

Student Learning Objectives: By the end of the semester, students will be able to:
- formulate personal reactions to readings, as demonstrated by keeping a reading journal
- identify and communicate in written prose a condensed version of an author’s argument, as evidenced in formal papers
- analyze and communicate in prose an author’s argument, as evidenced in formal papers

Required reading


Reading on ecampus:

Additional readings will be made available on ecampus
Assessment of learning:
Reading journal: 15% of grade
Papers (5): 75% of grade
Attendance: 10% of grade

- Reading journal: Students keep a journal expressing their reactions to readings. Requirement: 250 words, twice a week. Journals are collected when papers are due. You can write about things you liked, disliked, agreed with, disagreed with, or simply ideas that were notable. It is a personal journal. Students who turn in journals on time with the required word limit receive full credit.
- Papers: Students write five papers based on a question or prompt provided by the instructor. Papers should be four pages, typed and double spaced with 12-point font and one-inch margins.
- Students are expected to attend all classes. Four classes missed for any reason will carry no penalty. Any unexcused absences after that limit will result in a deduction of two percentage points per absence from the final grade. Absences will be excused if they meet the criteria for excused absences set by TAMU and shown at this website: http://student-rules.tamu.edu/rule07.
- Your final grade is calculated as follows:
  A 90% or more
  B 80% to 89%
  C 70% to 79%
  D 60% to 69%

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

Academic Integrity Statement and Policy

The Aggie Code of Honor is simple: "An Aggie does not lie, cheat or steal, or tolerate those who do." If you are not familiar with this code, please go to: http://aggiehonor.tamu.edu. Instances of scholastic dishonesty will be treated in accordance with TAMU Student Rules. Please inform yourself about the rules regarding cheating, plagiarism, fabrication of information, and conspiracy at the website: http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx

Plagiarism is an attempt to take credit for writing or ideas that belong to someone else. Copying homework, writing assignments, readings, digital material and anything else produced by another person is plagiarism unless it is properly cited. If you are caught plagiarizing, we will notify the Honor System Office. If it is your first violation of the code, you will receive an F for the assignment. If it is your second violation of any kind, you will receive an F for the course.

Do not use Cell Phones in class. Laptops can be used only for taking notes or other activities directly related to the lecture or discussion occurring at that moment. Go to class and focus on the class! Use class as an opportunity to learn.
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<td>3</td>
<td>28 Johnson and Trujillo Chapter 2</td>
<td>30 Johnson and Trujillo chapter 1</td>
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<td>6 Anzaldúa 1-40</td>
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<td>11 Anzaldúa 41-76</td>
<td>13 Anzaldúa 77-93</td>
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<td>Apr 1 Gonzalez</td>
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<td>8 Reports on Humanitarian Crisis</td>
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<td>May</td>
<td>Final paper due Wednesday May 7 before 5 pm</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.

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, IV/VI)

2. Request submitted by (Department or Program Name): Department of Health and Kinesiology

3. Course prefix, number and complete title of course: SPMT450 Professional Practice in Sport Management

4. Catalog course description (not to exceed 50 words): Information, perspectives and skills to promote the management of sports in the community, school, workplace and sport business settings; boundary-crossing partnerships across sport disciplines; the role of collaborative efforts to improve the needs of the sport community.

5. Prerequisite(s): Admission to professional phase of program; senior classification.

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

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. How will this course be graded: □ Grade □ S/U □ P/F (CLMD)

10. 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)

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

12. □ 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).

13. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

Richard B. Kreider

Department Head or Program Chair (Type Name & Sign) Date: 9/24/14

Chris Cherry

Chair, College Review Committee

Date: 9/24/14

Chris Cherry

Dean of College

Date: 9/24/14

Tim Scott

Chair, GC or UCC

Date: Effective Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Curricular Services – 07/14

RECEIVED
CURRICULAR SERVICES
SEP 26 2014
SPMT 450 PROFESSIONAL PRACTICE IN SPORT MANAGEMENT
TEXAS A&M UNIVERSITY
SPRING 2015

Instructor Information
Name: Dr. Sloane Milstein
Phone: 979-862-2952
Email: sloane@tamu.edu
Office #: 351 Blocker
Office Hours: M/W 10am-11:30am
Course Websites: ecampus.tamu.edu (Check this site often for updates and communication from me.)

Class Time: M/W/F 9:10-10AM
Class Loc.: 342a Blocker

Course Description
Information, perspectives and skills to promote the management of sports in the community, school, workplace and sport business settings; boundary-crossing partnerships across sport disciplines; the role of collaborative efforts to improve the needs of the sport community.

Prerequisites: Admission to professional phase of program; senior classification.

Learning Outcomes
By successful completion of this course the student will:
- Demonstrate the ability to make independent use of and apply information and training.
- Communicate ideas and the results of his or her work with clarity, concision, and precision.
- Use creative and critical thinking skills and knowledge of the sport management industry to solve problems.
- Demonstrate learning and proficiency in their chosen field of sport management
- Engage in self-assessment, reflection, and analysis.

Course Materials
No required text book.
Required Articles, Videos, and Other Materials will be available on Ecampus

Class Attendance: Attendance is vitally important to you; therefore, you are expected to attend class and to complete all assignments. Due to the interactive nature of this course, attendance is critical. You may have 3 unexcused absences before points are deducted from your attendance score. After 3 unexcused absences, one point will be deducted from your final grade for each day you are absent plus points for any assignments, texts, and activities missed. University excused absences are the only acceptable absences as per the university rules at http://student-rules.tamu.edu/rule07. I will only accept makeup work from university excused absences.

Missed Class Responsibilities: The university views class attendance as an individual student responsibility. If you miss class you are responsible to first contact a classmate to find out what you have missed and then you may contact your instructor for clarification.
Assignments
Assignments are to be posted on Ecampus unless instructed otherwise, on the assigned date, at the assigned time. No assignments will be accepted late without prior approval from the professor except for University excused absences.

- If you will be away due to a University sponsored event when an assignment is due, you must upload your assignment before the due date (for online assignments) or arrange to hand in assignments that will be collected in class.

Assignment Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sport Organization Identification Assignment</td>
<td>3</td>
</tr>
<tr>
<td>Problem Identification Development</td>
<td>7</td>
</tr>
<tr>
<td>Proposal</td>
<td>10</td>
</tr>
<tr>
<td>Deliverable Product</td>
<td>45</td>
</tr>
<tr>
<td>Supporting Materials Written Report</td>
<td>25</td>
</tr>
<tr>
<td>Industry Evaluation</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Grading Scale: Final grades in the class will be assigned on the following basis:

A=90-100 pts
B=80-89.9 points
C=70-79.9 points
D=60-69.9 points
F=less than 60 points

Class Participation: This course requires class discussions and participation in group work. Derogatory or rude comments will not be tolerated. Set all electronic devices to vibrate or silent. Students who are texting or talking on the phone will be asked to leave the class. It is expected that you attend every class, arrive on time, stay for the whole class, and do the assigned reading for each class.

Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one’s own ideas, words, writings, etc., those which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for plagiarists destroy the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu](http://student-rules.tamu.edu), under the section...
“Scholastic Dishonesty.” Avoid any issues with plagiarism by properly citing your sources using APA 6th edition format.

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

**Diverse Learning Needs**

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

**Additional Accommodation:** To discuss your approved accommodations or other concerns, such as arrangements in case the building must be evacuated, please make an appointment to meet as soon as possible. If you do not have a documented disability but feel that you need more guidance, please see me during office hours for extra help.

**Campus Writing Center:** Students are strongly encouraged to use the services at the University Writing Center, which provides consultation to support students in their development as writers. **For Appointments:** [http://writingcenter.tamu.edu/make-an-appointment/](http://writingcenter.tamu.edu/make-an-appointment/) If you have a quick question that can be answered in less than 5 minutes, call the Write Line (979-845-2160) or stop by the front desk at either location Evans Library or West Campus Library.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The Capstone Experience</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Agency and Organization Needs Corporate, Non Profit, Community, Educational</td>
<td>Sport Organization Identification Assignment</td>
</tr>
<tr>
<td>3</td>
<td>Deliverable Products</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Problem Identification</td>
<td>Problem Identification Development Assignment</td>
</tr>
<tr>
<td>5</td>
<td>Proposal Expectation Review</td>
<td>Proposal Identification Development Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Literature Review and Appropriate Supporting Materials</td>
<td>Proposal Due</td>
</tr>
<tr>
<td>7</td>
<td>Resource Development</td>
<td>Deliverable Outline</td>
</tr>
<tr>
<td>8</td>
<td>Resource Development</td>
<td>Deliverable 1st Draft</td>
</tr>
<tr>
<td>9</td>
<td>Literature Review – Peer Review</td>
<td>Supporting Materials 1st Draft</td>
</tr>
<tr>
<td>10</td>
<td>Guest Reviewers</td>
<td>Independent Industry Review</td>
</tr>
<tr>
<td>12</td>
<td>Academic Final Review</td>
<td>Final Paper Deliverable Product and Supporting Materials, with Academic Reviewer Comments</td>
</tr>
<tr>
<td>13</td>
<td>Presentation</td>
<td>Presentation</td>
</tr>
<tr>
<td>14</td>
<td>Presentation</td>
<td>Presentation</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 (DLS, MD, J13, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Veterinary Physiology and Pharmacology
3. Course prefix, number and complete title of course: Non-Coding RNAs
4. Catalog course description (not to exceed 50 words):
   Advanced topics in noncoding RNAs in gene regulation. Credit is given for one of the following courses: Investigation of the role of noncoding RNAs and epigenetic regulatory factors in modulating gene expression, physiological functions, and disease development.

<table>
<thead>
<tr>
<th>Prerequisite(s):</th>
<th>Junior or senior classification or approval of instructor.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-listed with:</td>
<td>Stacked with: VTPP 639</td>
</tr>
</tbody>
</table>

5. 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. How will this course be graded? □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      B.S., M.S., Ph.D., DVM, M.D. in Biology, Veterinary Biology and Biomedical Related Field

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

13. Prefix | Course # | Title (excluding punctuation)
---|---|---
VTPP 439 | Non-coding RNAs
| Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | ECE Code |
---|---|---|---|---|---|---|---|
3.00 | 0.00 | 0.00 | 3.00 | 2602040002 | 2920 | 15 | -16 |
0 0 3 6 3 2

Approval recommended by:

[Signature]

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

Chair/College Review Committee

[Signature]

Dean of College

[Signature]

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8291 or sandra.williams@tamu.edu.
Curricular Services – 07/14
**VTPP 439: Noncoding RNAs**

**Course Description:** Advanced topics in noncoding RNAs in gene regulation. Investigation of the role of noncoding RNAs and epigenetic regulatory factors in modulating gene expression, physiological functions, and disease development.

**Instructors Information:**
Instructors: Beiyan Zhou, Rajesh Miranda
Email: bzhou@cvm.tamu.edu, miranda@medicine.tamhsc.edu

Office Location: VMRB Room 422B
Office Phone: 979-845-7175
Office Hours: TBA
Credit Hours: 3
Meeting Time: Tuesday and Thursday, 2:00-3:30pm
Meeting Location: VMRB Room 423

**Recommended Literatures:** Selected periodicals and class notes

**Prerequisites:** Approval of Instructor

**Objectives:** Instruction of fundamental concepts and progress in the epigenetic regulation networks the emerging roles of non-coding RNAs in regulating gene expression that are crucial for physiological functions, development and disease development; various categories of noncoding RNAs; molecular mechanisms and networks of noncoding RNAs. The course is also designed to stimulate the creative thinking about the biological definitions in the developmental and disease models that are related to non-coding RNA regulatory networks.

**Learning Outcomes:**
Undergraduate students will investigate the essential concepts and major classes of non-coding RNAs; explore the regulatory networks that are involved in non-coding RNAs biogenesis and function; capture the major techniques and their applications and limitations in non-coding RNA research and therapeutic application; develop creative thinking for major unanswered questions and future directions in the field of non-coding RNA research.
Assignments & Grading:

Class Participation 60%
Including: Presentation 40%
Discussions in class 20%

Homework/Quiz 40%
Quiz 10%
_one mini-review (not to exceed 3 pages) 30%
Submit at the end of the semester (May 1st, 2015).

Grading Scale:  
A =90-100
B =80-89
C =70-79
D =60-69
F =0-59

Course Topics: RNA interference, endogenous microRNAs, microRNA biogenesis pathway, regulation of microRNAs in development, small non-coding RNAs, piRNAs, long non coding RNAs, Therapeutic application of RNAi, microRNAs, and long non-coding RNAs

Attendance and Make-up Policies: Students are required to attend class and actively participate in class discussions. Excused absences require instructors' permission and comply with student rule 7 (http://student-rules.tamu.edu/rule07). Student will submit a discussion assignment for the topic of the session for the make-up of excused absences.

Course Schedule:

The class will be divided into 2 modules.

The first module will be lectures to introduce fundamental knowledge and concepts of non-coding RNAs. Various types of non-coding RNAs will be illustrated in each section. Quizzes will be provided at the end of each section.

The second module will be discussion sessions. Selected periodicals will be assigned to students in groups for preparation and presentation.

A non-coding RNAs related mini-review (not exceed 2 pages) will be due at the end of semester.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Tue</td>
<td>First Meeting about course plan for the semester</td>
</tr>
<tr>
<td>1-Thur</td>
<td>Introduction to non-coding</td>
</tr>
<tr>
<td>2-Tue</td>
<td>Introduction to non-coding</td>
</tr>
<tr>
<td>2-Thur</td>
<td>RNA interference</td>
</tr>
<tr>
<td>3-Tue</td>
<td>RNA interference</td>
</tr>
<tr>
<td>3-Thur</td>
<td>RNAi applications</td>
</tr>
<tr>
<td>4-Tue</td>
<td>microRNAs: Drasha</td>
</tr>
<tr>
<td>4-Thur</td>
<td>microRNAs: DGCRs</td>
</tr>
<tr>
<td>5-Tue</td>
<td>microRNAs: Exportins</td>
</tr>
<tr>
<td>5-Thur</td>
<td>microRNAs: Dicer</td>
</tr>
<tr>
<td>6-Tue</td>
<td>microRNAs: RISC formation/ Argonauts</td>
</tr>
<tr>
<td>6-Thur</td>
<td>microRNAs: RNA editing</td>
</tr>
<tr>
<td>7-Tue</td>
<td>microRNAs: Targeting</td>
</tr>
<tr>
<td>7-Thur</td>
<td>microRNAs: Function localization</td>
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<tr>
<td>8-Tue</td>
<td>microRNAs: Function localization</td>
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<tr>
<td>8-Thur</td>
<td>microRNAs: Function localization</td>
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<tr>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>9-Tue</td>
<td>piRNAs</td>
</tr>
<tr>
<td>9-Thur</td>
<td>piRNAs</td>
</tr>
<tr>
<td>10-Tue</td>
<td>long-non-coding RNAs</td>
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<tr>
<td>10-Thur</td>
<td>long-non-coding RNAs</td>
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<tr>
<td>11-Tue</td>
<td>long-non-coding RNAs</td>
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<tr>
<td>11-Thur</td>
<td>long-non-coding RNAs</td>
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<tr>
<td>12-Tue</td>
<td>long-non-coding RNAs</td>
</tr>
<tr>
<td>12-Thur</td>
<td>long-non-coding RNAs</td>
</tr>
<tr>
<td>13-Tue</td>
<td>Other non-coding RNAs and Evolutionary discoveries</td>
</tr>
<tr>
<td>13-Thur</td>
<td>Other non-coding RNAs and Evolutionary discoveries</td>
</tr>
<tr>
<td>14-Tue</td>
<td>Other non-coding RNAs and Evolutionary discoveries</td>
</tr>
<tr>
<td>14-Thur</td>
<td>Other non-coding RNAs and Evolutionary discoveries</td>
</tr>
</tbody>
</table>

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VTTP 639: Noncoding RNAs in Gene Regulation

Course Description: Advanced topics in noncoding RNAs in gene regulation. Credit 3. Investigation of the role of noncoding-RNAs and epigenetic regulatory factors in modulating gene expression, physiological functions, and disease development. Overview of noncoding RNA research history. Introduction of various categories and definition of noncoding RNAs and research models.

Instructors: Beiyan Zhou ,
Rajesh Miranda
Instructor: bzhou@cvm.tamu.edu
miranda@medicine.tamhsc.edu

Office Location: VMRB Room 422B
Office Phone: 979-845-7175
Office Hours: TBA
Credit Hours: 3
Meeting Time: Tuesday and Thursday, 2:00-3:30pm
Meeting Location: VMRB Room 423

Recommended Literatures: Selected periodicals and class notes

Prerequisites: BIOL 111&112, Graduate Student Classification or instructors' permission

Objectives: Wide-range of topics related to the epigenetic regulation networks, the emerging roles of non-coding RNAs in regulating gene expression that are crucial for physiological functions, development and disease development. Brief history of the field, various categories and definitions of non-coding RNAs, research methodologies and animal models, break-through advances in the area of clinical applications. The course is also designed to stimulate the creative thinking about the biological definitions in the developmental and disease models that are related to non-coding RNA regulatory networks.

Learning Outcomes:
Graduate students will investigate the essential concepts and major classes of non-coding RNAs; explore the regulatory networks that are involved in non-coding RNAs biogenesis and function; capture the major techniques and their applications and limitations in non-coding RNA research and therapeutic application; develop creative thinking for major unanswered questions and future directions in the field of non-coding RNA research.
Assignments & Grading:

Class Participation 60%
  Including: Presentation 40%
  Discussions in class 20%

Homework/Quiz 40%
  Quiz 10%
  one mini-review (not to exceed 5 pages) 30%

Submit at the end of the semester (May 1st, 2015).

Grading Scale:  
A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = 0-59

Course Topics: RNA interference, endogenous microRNAs, microRNA biogenesis pathway, regulation of microRNAs in development, small non-coding RNAs, piRNAs, long non-coding RNAs, Therapeutic application of RNAi, microRNAs, and long non-coding RNAs

Attendance and Make-up Policies: Students are required to attend class and actively participate in class discussions. Excused absences require instructors’ permission and comply with student rule 7 (http://student-rules.tamu.edu/rule07). Student will submit a discussion assignment for the topic of the session for the make-up of excused absences.

Course Schedule:

The class will be divided into 2 modules.

The first module will be lectures to introduce fundamental knowledge and concepts of non-coding RNAs. Various types of non-coding RNAs will be illustrated in each section. Quizzes will be provided at the end of each section.

The second module will be discussion sessions. Selected periodicals will be assigned to students in groups for preparation and presentation.

A non-coding RNAs related mini-review (not exceed 2 pages) will be due at the end of semester.
| Week 1-Tue | First Meeting about course plan for the semester |
| Week 1-Thur | Introduction to non-coding |
| Week 2-Tue | Introduction to non-coding |
| Week 2-Thur | RNA interference |
| Week 3-Tue | RNA interference |
| Week 3-Thur | RNAi applications |
| Week 4-Tue | microRNAs: Drasha |
| Week 4-Thur | microRNAs: DGCRs |
| Week 5-Tue | microRNAs: Exportins |
| Week 5-Thur | microRNAs: Dicer |
| Week 6-Tue | microRNAs: RISC formation/ Argonauts |
| Week 6-Thur | microRNAs: RNA editing |
| Week 7-Tue | microRNAs: Targeting |
| Week 7-Thur | microRNAs: Function localization |
| Week 8-Tue | microRNAs: Function localization |
| Week 8-Thur | microRNAs: Function localization |
|            | Spring Break |
| Week 9-Tue | piRNAs |
| Week 9-Thur | piRNAs |
| Week 10-Tue | long-non-coding RNAs |
| Week 10-Thur | long-non-coding RNAs |
| Week 11-Tue | long-non-coding RNAs |
| Week 11-Thur | long-non-coding RNAs |
| Week 12-Tue | long-non-coding RNAs |
| Week 12-Thur | long-non-coding RNAs |
| Week 13-Tue | Other non-coding RNAs and Evolutionary discoveries |
| Week 13-Thur | Other non-coding RNAs and Evolutionary discoveries |
| Week 14-Tue | Other non-coding RNAs and Evolutionary discoveries |
| Week 14-Thur | Other non-coding RNAs and Evolutionary discoveries |

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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Form Instructions

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Veterinary Physiology and Pharmacology
   Stem Cell Physiology

3. Course prefix, number and complete title of course: VTPP 450 Stem Cell Physiology

4. Catalog course description (not to exceed 50 words):
   Advanced topics in stem cell biology. Exploration of mammalian stem cells, stem cell characteristics, cell differentiation potency, molecular basis of stem cell signaling, regulatory pathways, research tools and experimental models.

5. Prerequisite(s): Junior or senior classification or approval of instructor.

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

7. Is this a repeatable course? [ ] Yes [x] No
   If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester? [ ] Yes [x] No

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

10. How will this course be graded? [x] Grade [ ] S/U [ ] P/F (CLMD)

11. 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)

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>VTPP</td>
<td>450</td>
<td>Stem Cell Physiology</td>
</tr>
</tbody>
</table>

Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
3.00 0.00 0.00 3.00 2604060000 2926 15 - 16 0 0 3 6 3 2

Approval recommended by:

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

Chair, College Review Committee

Dean of College

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14

(RECEIVED)
CURRICULAR SERVICES

SEP 05 2014

Effective Date

Level
VTPP 450: Stem Cell Physiology

Course Description: Advanced topics in stem cell biology. Credit 3. Exploration of mammalian stem cells, stem cell characteristics, cell differentiation potency, molecular basis of stem cell signaling, regulatory pathways, research tools and experimental models.

Objectives: Overview of fundamental concepts and progress in the stem cell research, including fundamental properties about stem cells, normal stem cells, engineered stem cells and cancer stem cells. The course is also designed to stimulate the creative thinking about the biological definitions in developmental and disease models that are related to stem cells.

Learning Outcomes:
Undergraduate students will investigate the essential properties of stem cells; explore the regulatory networks that are involved in stem cell function, involving matter regulatory genes, interactive pathways, and other regulatory factors; to update the novel ideas in the fast developing stem cell area that can prepare researchers for the future research direction with logical system.

Instructor Information:
Instructors: Beiyan Zhou, Rajesh Miranda
Email: bzhou@cvm.tamu.edu
        miranda@medicine.tamhsc.edu
Office Location: VMRB Room 422B
Office Phone: 979-845-7175
Office Hours: TBA
Meeting Time: Tuesday and Thursday, 2:00-3:30pm
Meeting Location: VMRB Room 423

Recommended Texts and Materials: Selected periodicals and class notes.

Prerequisites: Approval of Instructor

Assignments & Grading:
Homework/Projects 40%
Including one mini-review (not to exceed 2 pages) submit at the end of semester.

Class Participation 60%
Including: Presentation 45%
Discussions in class 15%

Grading Scale: A =90-100
B =80-89
C =70-79
D =60-69
F =0-59
**Course Topics:** General Embryology; Major cell classes and introduction to tissue differentiation; organ development; Types of Stem cells (embryonic fetal adult engineered); Hematopoiesis as a model system for stem cell function; tissue repair and regeneration; Cancer stem cells

**Attendance and Make-up Policies:** Students are required to attend class and actively participate in class discussions. Excused absences require instructors’ permission and comply with student rule 7 (http://student-rules.tamu.edu/rule07). Student will submit a discussion assignment for the topic of the session for the make-up of excused absences.

**Course Schedule:** The class will be divided into 2 modules.

The first module will be lectures to introduce essential knowledge and concepts of stem cells, including a brief history about stem cell research, categories and properties of various types of stem cells, technology advances for stem cell engineering and application in both clinical and research fields.

The second module will be literature discussion by groups: selected periodicals will be assigned to students in groups for preparation and presentation. Each student will submit a mini-review of a topic related to stem cell research by the end of semester.

<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Tue</td>
<td>First Meeting about course plan for the semester</td>
</tr>
<tr>
<td>1</td>
<td>Thur</td>
<td>Introduction to Stem Cell Biology/Resources I</td>
</tr>
<tr>
<td>2</td>
<td>Tue</td>
<td>Introduction to Stem Cell Biology/Resources II</td>
</tr>
<tr>
<td>2</td>
<td>Thur</td>
<td>Introduction to Stem Cell Biology/Resources III</td>
</tr>
<tr>
<td>3</td>
<td>Tue</td>
<td>Embryology and Tissue Differentiation</td>
</tr>
<tr>
<td>3</td>
<td>Thur</td>
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**Academic Integrity Statement and Policy**

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VTPP 650: Stem Cell Physiology

Course Description: Advanced topics in stem cell biology. Credit 3. Exploration of mammalian stem cells, stem cell characteristics, cell differentiation potency, molecular basis of stem cell signaling, regulatory pathways, research tools and experimental models.

Objectives: Overview of fundamental concepts and progress in the stem cell research, including fundamental properties about stem cells, normal stem cells, engineered stem cells and cancer stem cells. The course is also designed to stimulate the creative thinking about the biological definitions in developmental and disease models that are related to stem cells.

Instructors: Beiyan Zhou, Rajesh Miranda
Instructor: bzhou@cvm.tamu.edu
miranda@medicine.tamhsc.edu
Office Location: VMRB Room 422B
Office Phone: 979-845-7175
Office Hours: TBA
Credit Hours: 3
Meeting Time: Tuesday and Thursday, 2:00pm-3:30pm
Meeting Location: VMRB Room 423

Recommended Texts and Materials: Selected periodicals and class notes.

Prerequisites: BIOL 111&112, Graduate Student status or permission from instructors

Learning Outcomes:
Graduate students will understand the essential concepts and update the novel ideas about stem cells, including stem cell categories, self-renewal, and potency; understand the regulatory networks that are involved in stem cell function; involving matter regulatory genes, interactive pathways, and other regulatory factors; capture the major techniques and their applications and limitations in stem cell research and therapeutic application; develop creative thinking for major unanswered questions and future directions in the field of stem cell research.

Assignments & Grading:
Class Participation 60%
   Including: Presentation 40%
   Discussions in class 20%

Homework/Projects 40%
   One mini-proposal (not to exceed 5 pages) or a short assay examine
   Submit at the end of the semester.

Guideline for mini-proposal:
Prepare 3-5 pages (double spaced, font: Arial 11) on a topic related to stem cell research:
Proposal Title
Introduction
Rationale and Significance
Research Methods
Pitfall and limitations
Reference (not included in the page limit)

Grading Scale:  
A = 90-100  
B = 80-89  
C = 70-79  
D = 60-69  
F = 0-59

Attendance and Make-up Policies: Students are required to attend class and actively participate in class discussions. Excused absences require instructors' permission and comply with student rule 7 (http://student-rules.tamu.edu/rule07). Student will submit a discussion assignment for the topic of the session for the make-up of excused absences.

Course Topics: General Embryology; Major cell classes and introduction to tissue differentiation; organ development; Types of Stem cells (embryonic fetal adult engineered); Hematopoiesis as a model system for stem cell function; tissue repair and regeneration; Cancer stem cells

Course Schedule: The class will be divided into 2 modules.

The first module will be lectures to introduce essential knowledge and concepts of stem cells, including a brief history about stem cell research, categories and properties of various types of stem cells, technology advances for stem cell engineering and application in both clinical and research fields.

The second module will be literature discussion by groups: selected periodicals will be assigned to students in groups for preparation and presentation. Each student will submit a mini-review of a topic related to stem cell research by the end of semester.

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CHANGE IN COURSES
Texas A&M University

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

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Agricultural Economics
3. Course prefix, number and complete title of course:  AGEC 424 Rural Entrepreneurship I
4. Change requested

AGEC 217; AGEC 317 or concurrent enrollment; AGEC 330 or FINC 341 or FINC 409; ACCT 209 or ACCT 229; ACCT 210 or ACCT 230; and junior or senior classification; or approval of department head

AGEC 105 or ECON 202; ACCT 209 or ACCT 210 or ACCT 229 or ACCT 230 or AGEC 325 or AGEC 330 or FINC 341 or FINC 409; junior or senior classification; or approval of instructor.

a. Prerequisite(s):  From:  or approval of department head  To:

b. Withdrawal (reason):

c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Is this an existing core curriculum course?

6. If grade type is changing for existing course, indicate the new grade type:

7. If this course will be stacked, please indicate the course number of the stacked course:

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

9. Complete current course title and current catalog course description:  Strategic planning regarding economics and financial feasibility of rural business ventures: emphasis on processes for developing a comprehensive enterprise analysis; including management information system components; production, marketing, and financial plans; enterprise budget(s); and evaluation of risk management alternatives; and exchanges with "real-world" lenders, entrepreneurs, and other agribusiness management personnel.

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

Strategic planning regarding economic feasibility of a single-enterprise rural or metropolitan business venture; emphasis on processes for developing a comprehensive enterprise budget and construction and evaluation of risk management alternatives; exchanges with "real-world" entrepreneurs, financial experts and other management personnel; computer capabilities essential.

11. a. As currently in course inventory:

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Approval recommended by:  

C. PARR ROSSON  8/22/11  Department Head or Program Chair (Type Name & Sign) Date

ROBERT W. KNIGHT  9/1/2011  Chair, College Review Committee Date

KIM E. DOOLEY  9/1/2011  Dean of College Date

DECEIVED  SEP 15 2014  CURRICULAR SERVICES

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

Curricular Services – 07/14
As I have tracked my students’ performance in recent years, and also learned of several non-major students interested in AGEC 424 and AGEC 425, I have reflected on what the minimum academic essentials are for success in my course and the way I am currently teaching both courses. In addition, discussions with my teaching assistants and several former students affect and reinforce my conclusions. I am convinced that these revised prerequisites for AGEC 424 and course descriptions for both AGEC 424 and AGEC 425 best serve our students in the Department of Agricultural Economics and students from other majors. I also believe these changes do not adversely affect my abilities to teach these classes as a whole.

M. Edward Rister, Professor, Associate Department Head, and Instructor for AGEC 424

Sept 10, 2014
Date
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instruction:
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Agricultural Economics
3. Course prefix, number and complete title of course:  AGE 425 Rural Entrepreneurship II

Attach a brief supporting statement for changes made to items 4a thru 4d, and 6 below.

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☐ S/U  ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

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

9. Complete current course title and current catalog course description:  Strategic planning regarding feasibility of rural business ventures; processes for developing comprehensive economic and financial prospectuses, including enterprise budgets, risk management planning, cash flow budgeting, net worth statements, income budgets, reconciliation statements and shock analysis; and exchanges with "real-world" lenders, entrepreneurs, and other agribusiness management personnel.

10. Complete proposed course title and proposed catalog course description (not to exceed 100 words):  Strategic planning regarding rural and metropolitan business ventures; emphasis on processes for developing comprehensive economic and financial prospectuses, including enterprise budgets, risk management planning, cash flow budgeting, net worth statements, income budgets, reconciliation statements and shock analysis; mentoring exchanges with "real-world" entrepreneurs, financial experts, and other management personnel are emphasized.

11. **Prefix Course # Title (excluding punctuation)**
   - AGE 425 RURAL ENTREPRENEURSHIP II
     - Lect. 2.00 Lab 2.00 Other 3.00 SCH 101020005 Admin. Unit 140 FICE Code 0 0 3 6 3 2 4

   b. Change to:

   - **Prefix Course # Title (excluding punctuation)**
     - Lect. 2.00 Lab 2.00 Other 3.00 SCH 101020005 Admin. Unit 140 FICE Code 0 0 3 6 3 2 4

   Approval recommended by:
   C. PARR ROSSON  Date: 9/11/2014
   Department Head or Program Chair (Type Name & Sign)
   ROBERT W. KRAMER Date: 9/13/2014
   Chair, College Review Committee
   KIM E. DOOLEY Date: 9/13/2014
   Dean of College

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
SUPPORTING STATEMENT FOR CHANGES MADE 4a THRU 4d and 10
AGEC 424 RURAL ENTREPRENEURSHIP I AND AGEC 425 RURAL ENTREPRENEURSHIP II
AUGUST 2014

As I have tracked my students' performance in recent years, and also learned of several non-major
students interested in AGEC 424 and AGEC 425, I have reflected on what the minimum academic
essentials are for success in my course and the way I am currently teaching both courses. In addition,
discussions with my teaching assistants and several former students affect and reinforce my
conclusions. I am convinced that these revised prerequisites for AGEC 424 and course descriptions for
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these classes as a whole.

M. Edward Rister, Professor, Associate
Department Head, and Instructor for AGEC 424

Sept 10 2014
Date
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments •

Form Instructions

1. Course request type: ☑ Undergraduate   ☐ Graduate   ☐ First Professional (DDS, MD, JD, PhamD, DVM)

2. Request submitted by (Department or Program Name): Department of Architecture

3. Course prefix, number and complete title of course: ARCH 327 - Conceptual Structural Analysis

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

   f. If course type is changing for existing course, indicate the new grade type: ☑ Grade   ☐ S/U   ☐ P/F (CLMD)

   g. If this course will be stacked, please indicate the course number of the stacked course:  

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

5. Is this an existing core curriculum course?  ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:  ☑ Grade   ☐ S/U   ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:  

8. Complete current course title and current catalog course description:  
   Conceptual Structural Analysis. (3-0). Credit 3. A non-mathematical investigation of structural systems and components with respect to behavior; selection of the most appropriate structural system for various building typologies. Prerequisite: Junior or senior classification or approval of instructor

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   Conceptual Structural Analysis. (3-0). Credit 3. A non-mathematical investigation of structural systems and components with respect to behavior; selection of the most appropriate structural system for various building typologies. Prerequisite: Junior or senior classification or approval of instructor

11. a. As currently in course inventory:  

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Approval recommended by: 

Ward Wells  
Department Head or Program Chair (Type Name & Sign)  [Signature]  
Jorge Vanegas  
Dean of College  [Signature]  
Leslie Feigenbaum  
Chair, College Review Committee  [Signature]  

Submitted to Coordinating Board by:  

Chair, GC or UCC  [Signature]  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services — 08/14
ARCH 327 – Conceptual Structural Analysis
Spring 2015
T – TH 9:35 – 11:35 AM ARCA 107 B
Credit 3 : Lecture 1 / Lab 4

Course Description and Prerequisites
A non-mathematical investigation of structural systems and components with respect to behavior; selection of the most appropriate structural system for various building typologies. Junior or Senior classification or approval of instructor.

Learning Outcomes or Course Objectives
- Students will investigate and gain an understanding of the fundamental structural theory and behavior through a non-mathematical investigation within a studio setting.
- Students will gain an awareness of appropriate structural elements/systems and their relation to architectural form and building type.
- Students will understand structure through investigations at multiple scales (architectural form structural details).

Instructor Information
Name: Shelley D. Holliday
Telephone number: 979.845.7885 (Office)
Email address: sholliday@tamu.edu
Office hours: T–TH 3:45 – 4:45 PM M-W 10:00 – 11:00 AM
Office location: ARCA 331

Reference Textbooks and/or Resource Material
Designing Tall Buildings: Structure as Architecture by Mark Sarkisian
Understanding Structures by Fuller Moore
Form and Forces by Edward Allen and Waclaw Zalewski
Building Structures Illustrated Ching, Onouye, and Zuberbuhler
Structure in Architecture by Mario Salvadori with Robert Heller
Why Buildings Stand Up by Mario Salvadori
Why Buildings Fall Down by Mario Salvadori
The Architect’s Studio Companion by Edward Allen and Joseph Iano
Grading Policies

Throughout this course you will be required to solve problems and answer questions that are based on the material presented in the lectures and text or notes in order to achieve our goal of being able to integrate structural systems into a building through good design. Specifically, your letter grade for the course will be determined based on homework assignments, projects, attendance and participation. Late submissions will not be accepted without university excused absence documentation. Students should refer to the Academic section in Student Rules and Regulations http://student-rules.tamu.edu.

Other Pertinent Grading Information (Rubric Included)

Three Projects – total of 700 points 70%
Homework (and in class experiments) – total of 200 points 20%
Attendance, Participation (must be in attendance to participate) and professional evaluation – total of 100 points 10%

Grades:
A ≥ 90%
90% > B ≥ 80%
80% > C ≥ 70%
70% > D ≥ 60%
F < 60%

A (Excellent) Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The students work is of exceptional quality and the solutions to the problems show a depth of understanding of the program requirements. The project is fully developed and presented well—both orally and graphically. The student has developed a strong and appropriate concept which clearly enhances the overall solution. Project demonstrates the result of insights learned from program, precedents, and context. Demonstrates a range of scales of inquiry from detail to component to an overall whole. Relevant to historical precedent play a meaningful part of your study. Alternatives demonstrate the development of a single train of thought across program, core, structure, and envelope. The work of an "A" indicates that work is exceptional, beyond what was required. Perfect attendance, several "all nighters" and/or hard work do not however always constitutes an "A".

B (Good) Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work shows above average understanding and clear potential. All program requirements are fulfilled and are clearly and concisely presented, both orally and graphically. Project demonstrates the result of insights learned from program, precedents, and context. Demonstrates a range of scales of inquiry from detail to component to an overall whole. Relevant to historical precedent play a meaningful part of your study. A "B" indicates the work is good and above average. It is more than what is required to satisfactorily complete the problem. Perfect attendance, several "all nighters" and/or hard work do not however always constitutes a "B".

C (Fair) Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work meets minimum objectives of the course and solves major problem requirements. Project demonstrates the result of insights learned from program, precedents, and context. The work shows normal understanding and effort. The quality of the project as well as the development of knowledge and skill is average.

D (Poor) Deliverables complete and submitted on time clearly identified, student’s name, course number, and semester. The student’s work shows limited understanding and/or effort. Minimum problem requirements have not been met. The quality of the project or the performance, as well as development and skills is below average. It is possible to have perfect attendance, do several "all nighters" and work hard and still earn a "D" for the project or course.

F (Failure) The student’s work is unresolved, incomplete and/or unclear. Minimum course objectives or project requirements are not met, and the student’s work shows a lack of understanding and/or effort. The quality of project or performance is not acceptable or solving the problem.
Projects
Project 1: Worth 200 total points

A Vertical Construct
Structure and Design

The practice of Architecture is a complex integration of aesthetic and technical systems that typically requires a team of experts in a related field working together to solve a design problem. The primary role of the architect is to work with a client to establish a design direction - a concept - that is a direct result of the project goals, the needs of the user group, and the vision of the architects and engineers.

A Skyscraper is nothing but a slender, vertical, cantilevered beam resisting lateral and vertical loads.

Project Objectives
- To further apply basic design principles
- To further develop the ability to conceptualize and think three dimensionally
- To experiment with form, space, and order
- To understand basic structural notions
- To further develop the ability to communicate ideas through study and finished models

The Project
Through Walter P. Moore a firm-wide internal design competition was held to inaugural Walter P Moore's Tall Building Community of Practice. Each team is challenged to conceive the best tower that creatively integrates the structural frame with the architecture.

Mission:
Create a viable and interesting office tower that creatively integrates the structural frame with the architectural form.

Each team will be responsible for the design of a vertical construct or “tower”.

Your design must exhibit the following basic design principles:
Structural Soundness: The ability of the vertical construct to... STAND UP! Utilizing structural logic and innovation in the design of the structural system is very important. Whatever you do, don’t limit yourself to preconceived notions of structural systems... experiment and have fun!!

Rules
- 1.5 million sf office space minimum
- 60 floor minimum
- 13’-6” floor to floor height
- Target 40-45 ft column-free lease depth
- 90 mph, 3 second gust design wind speed
- (1) - 10’ x 10’ elevator lift for every 2 1/2 floors
- 175 sf stair wells per 2000 occupants (100 sf per occupant)
- (2) - 60 sf MEP chases per floor
- Both Steel and Concrete are readily available

Project 2: Worth 200 points

Bridging the Gap between Structures and Architecture

Intention
Structures with relationship to architecture. The vehicle in which this is going to be carried out is a design for a long span structure.

We will be investigating structures and how they have had an impact on architecture. Structures play a vital role in architecture from the beginning of time to today's contemporary buildings. Structures have played a critical part in architecture and looking back in history there are numerous examples of great architecture defined by structures. For example:

1. The great pyramids of Egypt
2. The Greek Temples
3. The Roman Arches
4. The Gothic Cathedrals
5. The Crystal Palace

The emphasis for this project will be long span structures and you should each spend the first day researching long span structures and have examples of them. Look in the Francis Ching books, Form and Forces, or Understanding Structures. Also look at Christian Menn, David Billington, Santiago Calatrava, SOM, Richard
Rogers, Norman Foster, and Helmut Jahn. I will make sure to have books available as well.

The primary emphasis for this project will be the development of structures with architecture and how the two relate to one another. Each of you will be required to design a long span structure. The structure will be required to span between two (2) flat top drafting tables. The distance between the two tables is exactly twenty (20) inches. The materials for the structures will be limited to basswood, sewing thread and glue. I recommend using super glue or similar product for gluing together your project. Other types of glues may be acceptable, but must be approved by the instructor. The structure must be able to support a minimum of a bucket at one point with sand totaling one pound in weight and hung at mid span for a time of one minute. After the first minute, additional weight will be added until the structure totally fails. The structure will be weighed and the ratio in the weight of the structure vs. the weight it can carry will be calculated out. The project will be graded with 65% of grade towards the strength of the structure and 35% on the architectural character of the structure.

We will be investigating function and form with the emphasis in materials and construction systems. Other equally important issues of concern will be as follows:
- Establish a concept.
- Establish your definition of a long span architectural structure.
- Research long span structures
- Create study models

Project #3: Worth 300 points
AISC/ACSA Steel Competition (or similar with approval of instructor)

INTRODUCTION
The Association of Collegiate Schools of Architecture (ACSA) is pleased to announce the fourteenth annual steel design student competition for the academic year. Administered by the Association of Collegiate Schools of Architecture (ACSA) and sponsored by the American Institute of Steel Construction (AISC), the program is intended to challenge students, working individually or in teams, to explore a variety of design issues related to the use of steel in design and construction. Steel must be used as the primary structural material and contain at least one space that requires long-span steel structure, with special emphasis placed on innovation in steel design.

STRUCTURAL STEEL
Steel should be used as the primary structural material with special emphasis placed on innovation in steel design. Structural steel offers a number of strengths in building design including high resiliency and performance under harsh and difficult conditions, (e.g., earthquakes and hurricanes) and offers the ability to span great distances with slenderness and grace. Steel can be shaped to achieve curved forms and can be erected quickly to meet tough construction schedules under almost any weather condition. Steel can be easily modified to satisfy the life cycle of a building including changing occupant requirements. Steel is the most recycled material in the world. Today structural steel is 97% recycled with the primary source of material being automobiles. It is the environmentally sound choice for a building material. Architects have praised the natural beauty of steel and are excited about exposing it in the design of their structures to emphasize grace, slenderness, strength and transparency of frame.

THE DESIGN
The design of your Border-Crossing Station should be guided by the principles of innovation, creativity, iconic identity, sustainability, functionality, efficiency, and either harmony or purposeful disharmony with the neighboring context border depending on the story that you wish to tell through your project. Design solutions should be driven by culturally significant imagery based on the border and the site's visual and literal unifying elements.

The main design challenges are to determine a suitable scale of the station, and to resolve the specific program requirements to work with complex site circulation needs and other contextual restrictions. Buildings may become a network of spaces for determined vehicle crossing checkpoints and/or a series of ancillary support spaces to accommodate the increase in border-crossing activities that might be seasonal.

CIRCULATION
Your design proposal must address the following circulation challenges:
1. Provide clear circulation patterns;
2. Offer simple, direct movement of traffic and staff;
3. Locate service counters so that staff members are visible to the public;
4. Consider the visual impact of approach sequence;
5. Accommodate inspections of basic traffic types (determine the types of transportation mode(s) that will use
your border crossing station): **Pedestrians:** on foot, on a bicycle, on a Segway, on a skateboard, etc.; **Non-commercial vehicles:** defined as traffic ‘not carrying materials for resale or use in manufacturing’; **Commercial vehicles:** defined as traffic ‘carrying goods and cargo for resale or use in manufacturing’; **Buses:** normally bus passengers disembark, then the bus is inspected before the passengers board again; **Boat:** normally boat passengers disembark, then the boat is inspected before the passengers board again.

**SITE**

Your Border-Crossing Station should be sited on a border between two countries chosen by the faculty sponsor and/or the student(s). Some examples include, but of course not limited to: US/Canada, US/Mexico, Syria/Jordan, India/Pakistan, Egypt/Jordan, China/Russia, etc. The criteria for site selection include the following:

**Size:** The size of your Border-Crossing Station and surrounding grounds may range from 45,000 - 100,000 square feet. The size should be determined by the story that you want to tell with your design, and should be influenced by the modes of transportation that you choose.

**Context:** The site location is open to anywhere in the world! Sites can be urban, suburban, or rural. It is important to convey how your site is accessed, especially for remote locations.

**Access:** If your site is urban or suburban (or even rural) consider the use of public transportation such as light rail, commuter rail, subway, bus, bicycles, etc that provide the opportunity to use your border station.

**PROGRAM**

Following are the required building components to be incorporated in your design proposal:

1. Develop a station that celebrates the entry and exit points between two countries;
2. Select a border site and establish the mode(s) of transportation;
3. Determine the scale of program. Program varies (see outline of suggested spaces on page 5) depending on the particular border site selected;
4. Develop a program that provides for the strongest connection for your border crossing station to selected site. The program should guide development of a rich sequence of spaces connected to concept of project;
5. Explore the design of the architectural vocabulary of the station that reflects the stories of the selected border.

**Attendance Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

**Other Pertinent Attendance Information**

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for an absence. Students are advised to consult the University regulations for a list of authorized absences.

**Excused Absences:** Except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (accident or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence.

**Unexcused Absences:** There will be no opportunity for the students to make up work missed because of an unexcused absence.

**Excused Absences for Religious Holy Days:** Texas House Bill 256 (effective 9/1/03) states "An institution of higher education shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable amount of time after the absence."
# Course Topics, Calendar of Activities, Major Assignment Dates

<table>
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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Task</th>
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<tbody>
<tr>
<td>1</td>
<td>January 20: Nature</td>
<td>Introduction</td>
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<tr>
<td></td>
<td>January 22: Structures in Nature</td>
<td>In class experiment</td>
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<td>2</td>
<td>January 27: Form follows Function follows Structure</td>
<td>Nature Presentations</td>
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<td>January 29: Introduction of Towers</td>
<td>Introduction of Project 1 - Towers</td>
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<td>February 3: Reaching Great Heights</td>
<td>Tower work day</td>
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<td>February 5: Tower structural systems</td>
<td>Tower desk crit</td>
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<td>4</td>
<td>February 10: Towers</td>
<td>Tower work day</td>
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<td>February 12: Tower Mid-Review</td>
<td>Pre-Lim Review of Towers</td>
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<tr>
<td>5</td>
<td>February 17: Successes</td>
<td>Tower work day</td>
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<td></td>
<td>February 19: Failures</td>
<td>Tower desk crit</td>
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<tr>
<td>6</td>
<td>February 24: Long Span</td>
<td>Tower work day</td>
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<td>February 26: Tower Final Presentation</td>
<td>Project 1 Due</td>
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<td>7</td>
<td>March 3: Intro to Bridges</td>
<td>Introduction to Project 2 – Bridges</td>
</tr>
<tr>
<td></td>
<td>March 5: Bridge Systems</td>
<td>Bridge desk crit</td>
</tr>
<tr>
<td>8</td>
<td>March 10: Bridges</td>
<td>Bridge work day</td>
</tr>
<tr>
<td></td>
<td>March 12: Break Bridges</td>
<td>Project 2 – Part 1 Due</td>
</tr>
<tr>
<td></td>
<td>March 16-20: Spring Break</td>
<td>Work on Bridge Efficiency</td>
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<tr>
<td>9</td>
<td>March 24: Structural Systems</td>
<td>Project 2 – Part 2 Due</td>
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<td>March 26: Cantilevers</td>
<td>Project 3 Introduction</td>
</tr>
<tr>
<td>10</td>
<td>March 31: Competitions</td>
<td>Project 3 Desk Crit</td>
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<td>April 2: Tensile Structures</td>
<td>Project 3 work day</td>
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<tr>
<td>11</td>
<td>April 7: Tensile Structures</td>
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<td>April 9: Final Project Mid-Review</td>
<td>Project 3 work day</td>
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<tr>
<td>12</td>
<td>April 14: Connections</td>
<td>Pre-Final review of Project 3</td>
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<td>April 16: 5 types of Details</td>
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<tr>
<td>13</td>
<td>April 21: Final Project Mid-Review</td>
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<td>April 23: Production</td>
<td>Project 3 Presentations</td>
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<tr>
<td>14</td>
<td>April 28: Final Presentations</td>
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<tr>
<td>14</td>
<td>April 30: Final Presentations</td>
<td>Project 3 Presentations</td>
</tr>
</tbody>
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**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

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

**Care of Facilities**

The use of spray paint or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces. At the end of the semester, your area must be clean of all trash.
Studio Policy (required of all studios)

All students, faculty, administration and staff of the Department of Architecture at Texas A&M University are dedicated to the principle that the Design Studio is the central component of an effective education in architecture. They are equally dedicated to the belief that students and faculty must lead balanced lives and use time wisely, including time outside the design studio, to gain from all aspects of a university education and world experiences. They also believe that design is the integration of many parts, that process is as important as product, and that the act of design and of professional practice is inherently interdisciplinary, requiring active and respectful collaboration with others.

Students and faculty in every design studio will embody the fundamental values of optimism, respect, sharing, engagement, and innovation. Every design studio will therefore encourage the rigorous exploration of ideas, diverse viewpoints, and the integration of all aspects of architecture (practical, theoretical, scientific, spiritual, and artistic), by providing a safe and supportive environment for thoughtful innovation. Every design studio will increase skills in professional communication, through drawing, modeling, writing and speaking.

Every design studio will, as part of the syllabus introduced at the start of each class, include a clear statement on time management, and recognition of the critical importance of academic and personal growth, inside and outside the studio environment. As such it will be expected that faculty members and students devote quality time to studio activities, while respecting the need to attend to the broad spectrum of the academic life. Every design studio will establish opportunities for timely and effective review of both process and products. Studio reviews will include student and faculty peer review. Where external reviewers are introduced, the design studio instructor will ensure that the visitors are aware of the Studio Culture Statement and recognize that the design critique is an integral part of the learning experience. The design studio will be recognized as place for open communication and movement, while respecting the needs of others, and of the facilities.

Important Links Below

- Department of Architecture Website: http://dept.arch.tamu.edu/
- Department Financial Assistance: http://dept.arch.tamu.edu/financial-assistance/
- Academic Calendar: http://admissions.tamu.edu/registrar/general/calendar.aspx
- Final Exam Schedule Online: http://admissions.tamu.edu/registrar/general/finalschedule.aspx
- On-Line Catalog: http://catalog.tamu.edu
- Student Rules: http://student-rules.tamu.edu/
- Aggie Honor System Office: http://aggiehonor.tamu.edu/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
Submit original form and attachments.

Form Instructions
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (DVM, MD, JD, PharmD, D/VMD)
2. Request submitted by (Department or Program Name): Department of Atmospheric Sciences
3. Course prefix, number and complete title of course: ATMO 202 Atmospheric Science Laboratory

4. Change requested: Concurrent enrollment in ATMO 201
   a. Prerequisite(s): From: To: None
   b. Withdrawal (reason): 
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpfa.aamu.edu/resources-export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Atmospheric Science Laboratory. (0-2), Credit 1. Practical laboratory experiments and exercises, conducted in the meteorology and computer laboratory, concerning the fundamental physical processes underlying atmospheric phenomena, and the collection, display, and interpretation of meteorological information. For non-majors only. 
   Prerequisite: Concurrent enrollment in ATMO 201

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Atmospheric Science Laboratory. (0-2), Credit 1. Practical laboratory experiments and exercises, conducted in the meteorology and computer laboratory, concerning the fundamental physical processes underlying atmospheric phenomena, and the collection, display, and interpretation of meteorological information. For non-majors only.

11. a. As currently in course inventory:
   Prefix Course# Title (excluding punctuation)
   ATMO 202 Atmospheric Science Laboratory
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   0.00 2.00 1.00 4004010002 0351 0 3 6 3 2 2

   b. Change to:
   Prefix Course# Title (excluding punctuation)
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level

   Approval recommended by:
   Ping Yang
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College 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 sundra.williams@tamu.edu
Curricular Services – 08/14
September 9, 2014

MEMORANDUM

TO: Office of the Registrar

THROUGH: Dr. Chris Houser
AOC Dean of Geosciences

FROM: Dr. Ping Yang
Department Head
Department of Atmospheric Sciences

SUBJECT: Change in Prerequisites for ATMO 202

ATMO 202 is taught as a standalone course and does not require concurrent enrollment in ATMO 201, which is presently listed as a prerequisite. Each laboratory topic is introduced in a reading assignment prior to start of the lab session. Each lab period begins with a short lecture relating the importance of this background information to the hands-on meteorological lab exercises done in class. If you have any questions please contact our Advisor, Missy Mathews, by email at missy@tamu.edu, or by phone at 979-845-7688.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Atmospheric Sciences

3. Course prefix, number and complete title of course: ATMO 484, Internship

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ☑ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:

   ☐ 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).

8. Complete current course title and current catalog course description:

   Supervised internship at National Weather Service or in broadcast meteorology or elsewhere with faculty advisor approval; must complete a report and have a letter from supervisor for credit. May be taken 3 times for credit.

   Supervised internship at National Weather Service or in broadcast meteorology or elsewhere with faculty advisor approval; must complete a report and have a letter from supervisor for credit. Must be taken on a satisfactory/unsatisfactory basis. May be taken 3 times for credit.

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

   Supervised internship at National Weather Service or in broadcast meteorology or elsewhere with faculty advisor approval; must complete a report and have a letter from supervisor for credit.

11. a. As currently in course inventory:

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   b. Change to:

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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</tbody>
</table>

   Approval recommended by:

   Ping Yang 9/9/2014

   Chair, College Review Committee 9/10/14

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

   Dean of College Date

   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 – 08/14
September 9, 2014

MEMORANDUM

TO: Office of the Registrar

THROUGH: Dr. Chris Houser
AOC Dean College of Geosciences

FROM: Dr. Ping Yang
Department Head
Department of Atmospheric Sciences

SUBJECT: Change Grading for ATMO 484-Internship

When students enroll in an internship, they are required to turn in a report with the signature of their supervisor for the internship. Our faculty feel more comfortable awarding a grade of S/U, rather than a letter grade since they are not directly supervising the student participating in an internship. Please set up all ATMO 484 sections in the future as S/U grades. If you have any questions please contact our Advisor, Missy Mathews, by email at missy@tamu.edu, or by phone at 979-845-7688.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate + Graduate + Professional
* Submit original form and attachments *

Form Instructions:
1. Course request type: ✗ Undergraduate    ☐ Graduate    ☐ First Professional (e.g., MD, JD, MD, etc.)
2. Request submitted by (Department or Program Name): BIO MEDICAL ENGINEERING
3. Course prefix, number and complete title of course: BMEN 207 - Computing for Biomedical Engineering

4. Change requested
   a. Prerequisite(s): From: Admitted to major degree sequence To: Admitted to major degree sequence; PHYS 208, CHEM 101/111, MATH 152, ENGR 112
   b. Withdrawal (reason): 
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
   f. Is this an existing core curriculum course? Yes ☐ No ☐
   g. If this course will be stacked, please indicate the course number of the stacked course: 
   h. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

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

7. As currently in course inventory:

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<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
<th>Lect.</th>
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<th>Admin. Unit</th>
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</table>

8. Approval recommended by:

Gerard L. Cost
Department Head or Program Chair (Type Name & Sign) Date: 7-9-14

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date: [Signature]

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

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

CURRICULAR SERVICES
July 9, 2014

TO: University Curriculum Committee

THROUGH: Dr. Prasad Enjeti
Associate Dean for Undergraduate Programs

FROM: Dr. Gerard L. Coté
Department Head and Charles H. & Bettye Barclay Professor of Biomedical Engineering

RE: Reason for Change in Course Prerequisite for BMEN 207

The Look College of Engineering has amended the manner by which students enter into the major degree sequence. Starting with Catalog 137, students will no longer be required to complete a series of courses called Common Body of Knowledge (CBK), which included MATH 151, MATH 152, PHYS 218, PHYS 208, ENGR 111, ENGR 112, CHEM 101/111, and ENGL 104, prior to moving into the major degree sequence. This set of courses will still be required in the degree plan and called Engineering Common First-year Curriculum. Also, the new method of entering into a major degree sequence only requires that students complete one math, one science, and one engineering course.

The solution: add essential prerequisites to the first major-specific course in the degree plan. BMEN 207, Computing for Biomedical Engineering, is the first major-specific course in the degree plan. Prerequisites to BMEN 207 will serve as a mechanism to ensure that students complete degree plan courses in an orderly and prescribed manner in keeping with ABET accreditation standards.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional

Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
3. Course prefix, number and complete title of course: HORT 484 Internship
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________________________________________
   c. Cross-list with: ___________________________

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
8. 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).
9. Complete current course title and current catalog course description:
On-the-job experience program in the student's area of horticultural specialization.
Must be taken satisfactory/unsatisfactory. May be taken three times. Prerequisites: Sophomore, junior or senior classification; approval of instructor; 2.0 GPR in major and overall.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
On-the-job experience program in the student's area of horticultural specialization.
May be taken three times. Prerequisites: Sophomore, junior or senior classification; approval of instructor; 2.0 GPR in major and overall.

11. a. As currently in course inventory:

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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by: ___________________________ Date: 9/24/14

Chair, College Review Committee Date: 9/11/2014

Dean of College Date: 9/12/2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14

CURRICULAR SERVICES

RECEIVED
SEP 15 2014
September 9, 2014

Subject: HORT 484 Grade Change Supporting Statement

We are requesting to change HORT 484 from a pass/fail course to a letter grade system because we believe that this would be a better way to evaluate the students conducting a professional internship. Recently, our internship program has grown considerably, and we have added more components to obtain a more well-rounded evaluation of the student’s performance. However, all these components cannot be taken into account in a simple pass/fail system. We now track if the student respects the deadlines to apply for the internship and to turn in the assignments, we evaluate the quality of the main assignment (written report or blog option) and of their final presentation (oral or video option). Additionally, we highly take into consideration the evaluation from their on-site supervisor. Because of that, the pass/fail option is very limiting and makes it impossible to reflect the actual performance of the student. This actually happened this summer when the student completed all of the appropriate requirements for the department but received an unsatisfactory evaluation from the internship supervisor. Because the system in place did not allow to reflect well this situation, the student was assigned a pass grade, just like all students who received high marks in their supervisor evaluations. Since then, we have created a grading rubric which could be used for grading HORT 484 assuming changing to a grade evaluation. This rubric includes all the above-mentioned grade components and would better reflect the student’s performance during their professional internship.

Sincerely,

Leonardo Lombardini
Associate Professor – Pecan Research, Horticulture
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments •

Form Instructions
1. Course request type:  
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [ ] First Professional (DVS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Health and Kinesiology
3. Course prefix, number and complete title of course:  
   KINE 223 Introduction to the Science of Health and Fitness
4. Change requested
   a. Prerequisite(s):  
      From:  
      To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?
   - [ ] Yes  
   - [ ] No
6. If grade type is changing for existing course, indicate the new grade type:  
   - [ ] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   - [ ] I certify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:  
   Introduction to the Science of Health and Fitness: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software, and other technology.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
   Introduction to the Science of Health and Fitness: Overview of the human body systems; interdisciplinary focus on wellness, fitness, nutrition, disease, drug use; integrated physical activity centering on principles and applications of conditioning; collect data, evaluate information, formulate plans based on findings; experience with pedometers, heart rate monitors, bioelectrical impedance devices, software, and other technology. Not open to students who have taken KINE 120.
10. As currently in course inventory:
   a. Current Course Information:
      - Prefix:  
      - Course #: 223  
      - Title: INTRO SCI HLTH & FITNESS
      - Lect.: 2.00  
      - Lab: 2.00  
      - Other: 3.00  
      - SCH: 5.00  
      - CIP and Fund Code: 5100000014  
      - Admin. Unit: 1402  
      - FICE Code: 00  
      - Level: 3  
      - 6  
      - 3  
      - 2
   b. Change to:
      - Prefix:  
      - Course #:  
      - Title: (excluding punctuation)
      - Lect.:  
      - Lab:  
      - Other:  
      - SCH:  
      - CIP and Fund Code:  
      - Admin. Unit:  
      - Acad. Year:  
      - FICE Code:  
      - Level:  
      - 2
   Approval recommended by:
   - [ ] Richard B. Kreider
   - [ ] Chris Cherry
   - [ ] Tim Scott

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

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8291 or sandra.williams@tamu.edu
Curricular Services – 08/14

[Stamp: RECEIVED SEP 23 2014]
September 17, 2014

MEMORANDUM

TO: Dr. Tim Scott
University Curriculum Committee

FROM: Dr. Christopher Cherry
Assistant Dean for Undergraduate Academic Affairs

SUBJECT: KINE 223 Course Change and BS University Studies Sport Leadership Curriculum Change

The College of Education requests the following course change and curriculum change be reviewed at the next UCC meeting.

The requested changes have been approved by the CEHD Curriculum Committee.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (JD, MD, PharmD, DO, PA)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 335 Personal Selling

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vcr.tamu.edu/resources/export-controlbasics-for-distance-education).

8. Complete current course title and current catalog course description:
   Personal Selling. General principles of personal selling in both consumer and industrial markets plus specialty selling.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Professional Selling.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | MKTG   | 335      | Personal Selling              |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 5214010016       | 1830        | 0 0 6 3 2| 3     |

   b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | MKTG   | 335      | Professional Selling          |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acud. Year | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 5214010016       | 1830        | 15 16      | 0 0 3 6 2| 3     |

   Approval recommended by:

   Mark Houston, Department Head or Program Chair (Type Name & Sign) Date: 8/16/14

   Chair, College Program Assurance Date: 9/29/14

   Dean of College Date: 9/29/14

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date: 9/29/14

   Effective Date: SEP 29 2014

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
The new title more accurately reflects the content and scope of the course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (D.D.S, M.D, J.D, Ph.D, D.V.M)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 345 Alternative Media, Public Relations and Sales Promotion

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

5. Is this an existing core curriculum course? ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ F/F (CMG)

7. If this course will be stacked, please indicate the course number of the stacked course:

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

9. Complete current course title and current catalog course description:
   Alternative Media, Public Relations, and Sales Promotion. Alternative media, direct marketing, the internet and interactive media, sales promotion, public relations, publicity, event planning and marketing, and social media.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Social Media and Public Relations. Marketing and promotional strategy related to social media, the internet and interactive media; managing publicity and public relations with a wide variety of stakeholders.

11. a. As currently in course inventory:

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b. Change to:

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</table>

Approval recommended by:

Mark Houston

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

Extent of College

Date

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 • 07/14

RECEIVED

SEP 29 2014

CURRICULAR SERVICES
The new title and description more accurately reflects the content and scope of the course.
Texas A&M University

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

Submit original form and attachments

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 426 Advanced Retail Case Competition

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☐ Yes ☑ No

6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F [credit]

7. If this course will be stacked, please indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Advanced Retail Case Competition. Problems and opportunities faced by retailing organizations; development of an effective strategy through application-oriented seminars and activities, interaction with industry guest speakers and executives; analysis of retail strategies in field settings and completion of a semester long retail audit; participation in a national case competition.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Advanced Retail Case Study

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

11. As currently in course inventory:

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Approval recommended by:
Mark Houston, Department Head or Program Chair (Type Name & Sign) Date 9/1/14

Chair, College Faculty Committee Date 9/1/14

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8221 or sandra.williams@tamu.edu
Curricular Services – 08/14

[Stamp: Received SEP 29 2014]
The new course title more accurately reflects the course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: 
   ☑ Undergraduate ☐ Graduate ☐ First Professional (DDE, MD, JD, PharmD, D-VET)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 445 Advertising Account Planning
4. Change requested: 
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

c. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLM)
7. If this course will be stacked, please indicate the course number of the stacked course:

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

9. Complete current course title and current catalog course description:
Advertising Account Planning. Concepts in account planning; gathering and analyzing data (database analysis, focus groups, interviews, surveys); compilation of research into a situation analysis and creative brief for use in a national advertising case competition.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
Account Planning and Research.

11. As currently in course inventory:

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b. Change to:

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<th>Prefix</th>
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Approval recommended:

Mark Houston

Department Head or Program Chair (Type Name & Sign) Date: 8/6/14

Chair, College Review Committee Date: 9/29/14

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: Effective Date

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
The new title more accurately reflects the content and scope of the course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

Form Instructions
1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (DDR, M.D., J.D., PharmD, DVMD)
2. Request submitted by (Department or Program Name): Department of Marketing
3. Course prefix, number and complete title of course: MKTG 448 Marketing Management

Attach a brief supporting statement for changes made to items 4 and 6-10 below.

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [ ] No
6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLM/)
7. If this course will be stacked, please indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://prr.tamu.edu/resources/export-
   control/export-contro1-basics-for-distance-education)

8. Complete current course title and current catalog course description:
   Marketing Management. Marketing decision-making and strategies in case situations; integration of product, pricing, distribution, and promotion considerations for the purposes of determining and evaluating the optimal marketing strategy.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Marketing Strategy.

10. As currently in course inventory:

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<tr>
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<th>Title (excluding punctuation)</th>
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Approval recommended by:
Mark Houston
Department Head or Program Chair (Type Name & Sign) Date
8/15/14
Department Head or Program Chair (Type Name & Sign) Date
8/15/14

Submitted to Coordinating Board by:
Chair, GC or UCC Date
9/26/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14
The new title more accurately reflects the content and scope of the course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  ✔ Undergraduate  □ Graduate  □ First Professional (ex: DVM, JD, MD, etc.)
2. Request submitted by: (Department or Program Name):  Department of Oceanography
3. Course prefix, number and complete title of course:  OCNG 252, Oceanography Laboratory

4. Change requested
   a. Prerequisite(s):  From: OCNG 251 or concurrent registration
   b. Withdrawal (reason):  Tbc
   c. Cross-list with:  

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
5. Is this an existing core curriculum course?  ✔ Yes  □ No
6. If this course will be stacked, please indicate the course number of the stacked course:
7. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://type.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:
   Oceanography Laboratory. (0-2). Credit 1. Practical laboratory experiments and exercises demonstrating principles of ocean sciences. Honors sections are also available. A weekend field trip for the Honors sections only is required for which a fee is assessed. Prerequisite: OCNG 251 or concurrent registration.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Oceanography Laboratory. (0-2). Credit 1. Hands-on laboratory experiments and exercises demonstrating principles of ocean sciences; emphasis on the unique interdisciplinary nature of the ocean and current ocean issues relevant to today's society; tailored for the non-scientist. Honors sections are also available. Prerequisite: none.

10. a. As currently in course inventory:

<table>
<thead>
<tr>
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b. Change to:

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Approval recommended by:  
Debbie Thomas  
Department Head or Program Chair (Type Name & Sign)  
Date  

Chair, College Review Committee  
Date  

Dean of College  
Date  

Submitted to Coordinating Board by:  
Associate Director, Curricular Services  

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

TO: Office of the Registrar

THROUGH: Dr. Sarah Bednarz
          AOC Dean College of Geosciences

FROM: Dr. Debbie Thomas
       Department Head
       Department of Atmospheric Sciences

SUBJECT: Change in Prerequisites for OCNG 252

OCNG 252 is taught as a standalone course and does not require OCNG 251 as a prerequisite. Each laboratory topic is introduced in a reading assignment before the start of lab. Each lab period begins with a mini-lecture relating the importance of this pertinent background information to the hands-on oceanographic lab exercises. If you have any questions please contact our Advisor, Missy Mathews, by email at missy@tamu.edu, or by phone at 979-845-7688.
Texas A&M University

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

* Submit original form and attachments *

Form Instructions
1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Oceanography
3. Course prefix, number and complete title of course:  OCNG 401 - Introductory Oceanography

Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below:

4. Change requested
   a. Prerequisite(s):  From:  CHEM 101; MATH 131  To:  CHEM 101 or 107; MATH 131, MATH 151, or MATH 171
   b. Withdrawal (reason):  
   c. Cross-list with:  

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

   f. Is this an existing core curriculum course?  □ Yes  □ No

   g. If grade type is changing for existing course, indicate the new grade type:  □ Grade  □ S/U  □ P/F (CLMD)

   h. If this course will be stacked, please indicate the course number of the stacked course:

5. 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).

6. Complete current course title and current catalog course description:

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

8. As currently in course inventory:

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11a. Change to:

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<th>Title (excluding punctuation)</th>
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<th>Lab</th>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

Approval recommended by:

Debbie Thomas  Signature  9/3/14
Department Head or Program Chair (Type Name & Sign)  Date

Chris Houser  Signature  9/10/14
Chair, College Review Committee  Date

Debbie Thomas  Signature  9/10/14
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 – 08/14
September 3, 2014

MEMORANDUM

TO: Office of the Registrar
THROUGH: Dr. Chris Houser
AOC Dean College of Geosciences
FROM: Dr. Debbie Thomas
Department Head
Department of Atmospheric Sciences
SUBJECT: Change in Prerequisites for OCNG 401

OCNG 401 has CHEM 101 and MATH 131 listed as prerequisites currently. Many students that take this course come from the Ocean Engineering department and these students are required to take CHEM 107 and MATH 151 or MATH 171. Since these are equivalent or more difficult courses we would like to include them as prerequisites. If you have any questions please contact our Advisor, Missy Mathews, by email at missy@tamu.edu, or by phone at 979-845-7688.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions
1. Course request type: ☒ Undergraduate  ☐ Graduate  ☐ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Recreation, Park and Tourism Sciences
3. Course prefix, number and complete title of course: RPTS 402 Park Planning and Design
4. Attach a brief supporting statement for changes made to items 4a thru 4d, and 6 below.
   a. Prerequisite(s): From: ___________ To: ___________
   b. Withdrawal (reason): ____________________________________________________________________________
   c. Cross-list with: _________________________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes  ☒ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade  ☐ S/U  ☒ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
8. Controls/Export Controls Basics or Distance Education (http://vpr.tamu.edu/resources/export-
controls/export-Controls-Basics-or-Distance-Education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   RPTS | 402 | PARK PLANNING AND DESIGN

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   --- | --- | --- | --- | --- | --- | --- | ---
   2.00 | 2.00 | 3.00 | 3101010001 | 2502 | 0 0 3 6 3 2 | 4

   b. Change to:

   Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
   --- | --- | --- | --- | --- | --- | --- | --- | ---

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

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date
   Effective Date  SEP 15 2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Justification for change in pre-requisites for RPTS 402: The instructor no longer considers the content from these pre-requisites to be vital to student success in RPTS 402, and has been approving force requests for several semesters.