The Undergraduate Curriculum Committee recommends approval of the following:

1. **New Courses**

   **ARTS 210. Introduction to Photography. (2-3). Credit 3.** Introduction to the digital camera, creation, manipulation and critique of the digital image; composition and aesthetics; exposure control; digital workflow; post-processing techniques; layering and compositing; history of the photographic image. Prerequisite: Non-visualization majors only.

   **BAEN 201. Analysis of Biological and Agricultural Engineering Problems. (2-3). Credit 3.** Overview of Biological and Agricultural Engineering discipline through case studies and contemporary problems; introduction to computer programming; engineering analysis and problem solving using computer programming. Prerequisites: ENGR 111; MATH 151; CHEM 107 and CHEM 117 or BIOL 113 or PHYS 218.

   **COMM 321. Strategic Communication Case Studies. (3-0). Credit 3.** Strategic communication practice; application of skills including communication research, media writing and advanced media writing, visual media and public speaking; service-learning as not-for-fee consultant to a community organization. Prerequisites: COMM 323 and junior or senior classification or approval of instructor.

   **COMM 403. Media, Children and Adolescents. (3-0). Credit 3.** Critical analysis of popular culture and mass media issues related to children and adolescents; deconstruction of media created by, for and about children and youth. Prerequisite: Junior or senior classification or approval of instructor.

   **EHRD 210. Legal and Ethical Environment of Human Resource Development. (3-0). Credit 3.** Development of knowledge towards legal and ethical work environment in a corporate and educational setting in human resource development. Prerequisite: Sophomore classification.

   **EHRD 315. Applied Human Resource Development in the Workplace. (3-0). Credit 3.** Training and development context and synthesis of general industry-standard human resource practices in workplace environments for human resource practitioners. Prerequisites: EHRD 203 and EHRD 210 with a grade of C or better; junior or senior classification.

   **EHRD 413. Conflict Management and Dialogue. (3-0). Credit 3.** Conflict management principles and practices in the workplace; engagement in meaningful conflict from a training and development perspective. Prerequisite: Junior or senior classification or approval of instructor.

   **ENDS 114. Introduction to Design Communication. (1-4). Credit 3.** Introduction to drawing methods for non-majors; free hand drawing as a creative and communicative tool to express design thinking, architectural form and space.

   **FINC 446. Technical Analysis of Financial Markets. (3-0). Credit 3.** Use of price, volume and other non-fundamental, market and behavioral data to analyze and predict security prices; emphasis on pattern recognition and correlation analysis over theory and casual analysis; application of technical analysis as an investment discipline for institutional portfolio management; principles, terminology, techniques and emerging theories of technical analysis. Prerequisites: FINC 351 and FINC 361.

   **FINC 448. Advanced Investments. (3-0). Credit 3.** Application of finance theory to complex investment problems; implementation of asset pricing models, portfolio theory and arbitrage strategies; implication of principles of market efficiency and behavioral finance for selection of individual securities and portfolios. Prerequisites: FINC 351 and FINC 361.
GEOL 484. Internship. (0-0). Credit 0. Directed internship in a private firm, government agency or non-governmental organization to provide work experience related to the student’s degree program and career objectives. May be taken two times. Prerequisites: Junior or senior classification and approval of internship agency and approval of instructor.

GEOP 484. Internship. (0-0). Credit 0. Directed internship in a private firm, government agency or non-governmental organization to provide work experience related to the student’s degree program and career objectives. May be taken two times. Prerequisites: Junior or senior classification and approval of internship agency and approval of instructor.

HBRW 101. Elementary Modern Hebrew I (3-2). Credit 4. Elementary language study with oral, written and reading practice; preparation for conversation; part of class preparation to be done in the language laboratory.

HBRW 102. Elementary Modern Hebrew II. (3-2). Credit 4. Continuation of HBRW 101; part of class preparation to be done in the language laboratory. Prerequisite: HBRW 101

INTS 410. Gender and the Global Modern. (3-0). Credit 3. Relationship of the concepts of gender and modernity in the 20th and the 21st centuries from an international perspective; global theories of gender and sex across genres. Prerequisites: INTS 201; junior or senior classification or approval of instructor.

ISYS 281. Professional Development Information Systems Seminar. (1-0). Credit 1. Exposure to professional issues, contemporary information systems topics, potential MIS careers and employers. May be taken three times for credit. Prerequisite: Admission to Mays Business School; intend to major in management information systems.

ISYS 481. Information Systems Seminar (1-0). Credit 1. Exposure to professional issues, contemporary information systems topics, potential MIS careers and employers. May be taken three times for credit. Prerequisite: Admission to upper division in Mays Business School; or approval of instructor.

MEEN 210. Geometric Modeling for Mechanical Design. (1-2). Credit 2. Foundations of geometric modeling as applied to mechanical design through use of modern computer-aided design (CAD) and physical prototyping tools; basics of systematic design methodology; geometric visualization concepts: multiview orthographic, isometric, oblique, perspective; three-dimensional representations, surface and solid modeling; dimensioning and tolerancing; rapid prototyping using 3D printing. Prerequisites: Mechanical engineering major; ENGR 111.

MEEN 225. Engineering Mechanics. (2-2). Credit 3. Application of the laws of classical mechanics to simplified, plausibly real world problems or interest to mechanical engineering, including the analysis of cables, frames, trusses, beams, machines and mechanisms. Prerequisites: Mechanical engineering major; MATH 251 or MATH 253 or registration therein; PHYS 218.

MKTG 431. Marketing Analytics (3-0). Credit 3. Data driven marketing strategy, data handling and management techniques, use of statistical software to estimate marketing models, project based course focused on marking decision making. Prerequisite: MKTG 321.

PERF 284. Performance Studies Internship. Credit 0 to 4. Supervised experience program conducted in the area of the student’s interest in performance studies. May be taken three times for credit. Prerequisite: PERF 101.
PERF 292. Cooperative Education in Performance Studies. Credit 0 to 3. Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; technical report on a related subject area approved by the instructor. May be taken two times for credit. Prerequisite: PERF 101.

PERF 484. Performance Studies Internship. Credit 0 to 4. Supervised experience program conducted in the area of the student’s interest in performance studies. May be taken three times for credit. Prerequisites: PERF 101; junior or senior classification.

PERF 492. Cooperative Education in Performance Studies. Credit 0 to 3. Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; technical report on a related subject area approved by the instructor. May be taken two times for credit. Prerequisites: PERF 101; junior or senior classification.


VTPB 212. Genetics in the News. (3-0). Credit 3. Use of contemporary news articles from the popular press to delve into the science of genetics and genomics and their methodologies to gain a deeper understanding of how data is analyzed and interpreted leading to news headlines. Prerequisites: Sophomore classification or approval of instructor; high school or college course in biology recommended.

VTPP 444. Practicum in Biomedical Research. (3-0). Credit 3. Team or group development of sustainable collaborations that include biomedical research, high-impact educational practices and community service; focus on connecting research experience to future career goals. Prerequisites: VTPP 423 and VTPP 427 or VTPP 434 and VTPP 435; junior or senior classification.

WFSC 404. Aquatic Ecosystems. (3-0). Credit 3. Inland and coastal zone aquatic ecosystems, lower foodweb structure, functioning and influence on living resources; lakes, rivers, estuaries, open bay systems, factors impacting ecosystem health and fisheries; harmful algal blooms, reduced water inflows, eutrophication and hypoxia formation as they affect foodwebs, recruitment of commercially and recreationally important fisheries. Prerequisite: Junior or senior classification or approval of instructor.

WFSC 444. Aquaculture I: Principles and Practices. (3-3). Credit 4. Scientific perspectives concerning major principles associated with fish production under controlled conditions; production techniques associated with prominent species produced via aquaculture throughout the world with emphasis on those cultured in the United States. Prerequisite: Junior or senior classification or approval of instructor.

2. Withdrawal of Courses

CSCE 332. Programming Language Design

3. Change in Courses

AERO 201. Introduction to Flight.

Prerequisites
From: Admitted to major degree sequence in aerospace engineering and completion of CBK courses with a grade of C or better; MATH 251 or MATH 253 or registration therein.
To: Admitted to major degree sequence in aerospace engineering; grade of C or better ENGR 111, MATH 151, MATH 152, PHYS 218; grade of C or better in MATH 251 or MATH 253 or registration therein.

**AERO 210. Introduction to Aerospace Mechanics.**

Prerequisites
From: AERO 201 and MATH 308 or registration therein.
To: Grade of C or better AERO 201; grade of C or better in MATH 308 or registration therein.

**AERO 212. Introduction to Aerothermodynamics.**

Prerequisites
From: AERO 201; MATH 308 or registration therein.
To: Grade of C or better in CHEM 107, CHEM 117; grade of C or better in AERO 201 and MATH 251, or registration therein.

**AERO 214. Introduction to Aerospace Mechanics of Materials.**

Prerequisites
From: AERO 201; AERO 210 and MATH 308 or registration therein.
To: Grade of C or better in PHYS 208; grade of C or better in AERO 210 and MATH 308, or registration therein.

**AERO 220. Introduction to Aerospace Computation.**

Prerequisites
From: AERO 201; MATH 308 or registration therein.
To: Grade of C or better in AERO 201, ENGR 112; grade of C or better in MATH 308 or registration therein.

**AERO 301. Theoretical Aerodynamics.**

Prerequisites
From: AERO 201, AERO 212, AERO 220, MATH 308.
To: Grade of C or better in AERO 212, AERO 220, MATH 308.

**AERO 302. Aerospace Engineering Laboratory.**

Prerequisites
From: AERO 301, AERO 304, AERO 310 and ECEN 215, or registration therein.
To: Grade of C or better in ENGL 104; grade of C or better in AERO 301, AERO 304, AERO 310, ECEN 215, or registration therein.

**AERO 303. High Speed Aerodynamics.**

Prerequisites
From: AERO 301.
To: Grade of C or better in AERO 301.
AERO 304. Aerospace Structural Analysis I.

Prerequisites
From:  AERO 214, AERO 220, MATH 308.
To:  Grade of C or better in AERO 214, AERO 220, MATH 308.

AERO 306. Aerospace Structural Analysis II.

Prerequisites
From:  AERO 304.
To:  Grade of C or better in AERO 304.

AERO 310. Aerospace Dynamics.

Prerequisites
From:  AERO 210, AERO 214, AERO 220, MATH 308.
To:  Grade of C or better in AERO 210, AERO 214, AERO 220, MATH 308.

AERO 321. Dynamics of Aerospace Vehicles.

Prerequisites
From:  AERO 301 and AERO 310.
To:  Grade of C or better in AERO 301 and AERO 310.

AERO 351. Aerothermodynamics and Propulsion.

Prerequisites
From:  AERO 303 or registration therein.
To:  Grade of C or better in AERO 303 or registration therein.

AERO 401. Aerospace Vehicle Design I.

Prerequisites
From:  AERO 302, AERO 303, AERO 306, AERO 321, AERO 351.
To:  Grade of C or better in AERO 302, AERO 303, AERO 306, AERO 321, AERO 351.

AERO 402. Aerospace Vehicle Design II.

Prerequisites
From:  AERO 401.
To:  Grade of C or better in AERO 401.


Prerequisites
From:  AERO 304 and junior or senior classification.
To:  Grade of C or better in AERO 304 and junior or senior classification.

AERO 405. Aerospace Structural Design.

Prerequisites
From: AERO 306. 
To: Grade of C or better in AERO 306.

AERO 406. Polymer Nanocomposites and their Applications.

Prerequisites
From: AERO 413. 
To: Grade of C or better in AERO 413.

AERO 413. Aerospace Materials Science.

Prerequisites
From: AERO 306. 
To: Grade of C or better in AERO 306.

AERO 417. Aerospace Propulsion.

Prerequisites
From: AERO 351. 
To: Grade of C or better in AERO 351.


Prerequisites
From: AERO 351. 
To: Grade of C or better in AERO 351.

AERO 420. Aeroelasticity.

Prerequisites
From: AERO 303, AERO 306, AERO 310. 
To: Grade of C or better in AERO 303, AERO 306, AERO 310.

AERO 422. Active Controls for Aerospace Vehicles.

Prerequisites
From: AERO 321. 
To: Grade of C or better in AERO 321.

AERO 423. Orbital Mechanics.

Prerequisites
From: AERO 321. 
To: Grade of C or better in AERO 321.

AERO 424. Spacecraft Attitude Dynamics and Control.

Prerequisites
From: AERO 321. 
To: Grade of C or better in AERO 321.

AERO 425. Flight Test Engineering.
AERO 426. Space System Design.
Prerequisites
From: AERO 306, AERO 321, AERO 351.
To: Grade of C or better in AERO 306, AERO 321, AERO 351.

Prerequisites
From: AERO 306, AERO 321, AERO 351.
To: Grade of C or better in AERO 306, AERO 321, AERO 351.

AERO 430. Numerical Simulation.
Prerequisites
From: AERO 220 or MATH 417.
To: Grade of C or better in AERO 220 or MATH 417.

AERO 435. Aerothermochemistry.
Prerequisites
From: AERO 303.
To: Grade of C or better in AERO 303.

AERO 440. Cockpit Systems and Displays.
Prerequisites
From: AERO 321 or junior or senior classification in computer science.
To: Grade of C or better in AERO 321 or junior or senior classification in computer science.

Prerequisites
From: AERO 422.
To: Grade of C or better in AERO 422.

Prerequisites
From: AERO 351; MATH 308.
To: Grade of C or better in AERO 351.

AERO 472. Airfoil and Wing Design.
Prerequisites
From: AERO 303.
To: Grade of C or better in AERO 303.

**AGSM 439. Management of Agricultural Systems I.**

Lecture and lab contact hours and semester credit hours
From: (1-2). Credit 2.
To: (3-0). Credit 3.

**AGSM 440. Management of Agricultural Systems II.**

Lecture and lab contact hours
From: (1-5). Credit 3.
To: (2-3). Credit 3.

**ANTH 484. Anthropology Internship.**

Prerequisites
From: ANTH 202, ANTH 210 and ANTH 225 with a grade of B or higher.
To: Junior or senior classification.

**ARTS 104. Introduction to Graphic Design.**

Prerequisites
From: Major in visualization only.
To: Major in visualization or minor in art.

**ARTS 212. Life Drawing.**

Course description and prerequisite
From: Life drawing course emphasizing structure and action of the human figure. Prerequisite:
ARTS 115 or equivalent or approval of instructor and undergraduate program coordinator.
To: Emphasis on structure and action of the human figure. Prerequisite: ARTS 111 or ARTS 115 or equivalent, or approval of instructor and undergraduate program coordinator.

**ARTS 305. Painting I.**

Prerequisites
From: ARTS 111, ARTS 115 or any drawing class or approval of instructor and undergraduate program coordinator; junior or senior classification.
To: ARTS 111 or ARTS 115 or approval of instructor and undergraduate program coordinator; junior or senior classification.

**ARTS 310. Digital Photography.**

Course prefix
From: ARTS 310.
To: VIST 310.

Course title
From: Digital Photography.
To: Photography for Visualization
Course description and prerequisites

From:  Creation, manipulation and critique of the digital image; composition and aesthetics; digital camera controls; exposure refinement; lighting techniques; digital work-flow; image conversion and control; color management; post-processing techniques; layering and compositing; printing technology and processes. Prerequisite: Junior or senior classification.

To:  Advanced aesthetic and thematic control of the digital image; exposure refinement; advanced lighting techniques and digital compositing; digital work-flow; image conversion and control; color management; digital forensics; printing technology, processes and presentation. Prerequisites: Visualization major or approval of instructor; junior or senior classification.

ARTS 311. Black and White Photography.

Prerequisites
From: ARTS 115; VIST 106 or equivalent or approval of instructor and undergraduate program coordinator; junior or senior classification.

To: Approval of instructor and undergraduate program coordinator; junior or senior classification.

ARTS 312. Advanced Photography.

Prerequisites
From: ARTS 310 or ARTS 311.

To: ARTS 210, VIST 310 or ARTS 311.

ARTS 325. Digital Painting.

Prerequisites
From: Any drawing course or approval of instructor and undergraduate degree coordinator; junior or senior classification.*

To: ARTS 103, ARTS 115 or equivalent; junior or senior classification.*

ARTS 350. The Arts and Civilization.

Course description
From: Investigation of the image of work of selected periods in terms of criticism, aesthetic rationale, specific masters and social significance by going beyond historical chronology. May be repeated for up to 6 credit hours.

To: Investigation of the image of work of selected periods in terms of criticism, aesthetic rationale, specific masters and social significance by going beyond historical chronology.

ARTS 353. Color Theory.

Prerequisites
From: Environmental design, landscape architecture and visualization majors; junior or senior classification.

To: College of Architecture majors or art minors; junior or senior classification.
ATMO 291. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

ATMO 435. Synoptic-Dynamic Meteorology.

Prerequisites
From: ATMO 336 or equivalent.
To: ATMO 336 or equivalent; MATH 308.

ATMO 484. Internship.

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 3.

ATMO 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

BAEN 301. Biological and Agricultural Engineering Fundamentals I.

Lecture contact hours and semester credit hours
From: (3-3). Credit 4.
To: (2-3). Credit 3.

BAEN 302. Biological and Agricultural Engineering Fundamentals II.

Lecture contact hours and semester credit hours
From: (3-3). Credit 4.
To: (2-3). Credit 3.

BMEN 211. Biomedical Applications of Circuits, Signals and Systems.

Prerequisites
From: Admitted to major degree sequence in biomedical engineering, BMEN 207, and MATH 308 or concurrent enrollment.
To: Admitted to major degree sequence in biomedical engineering, BMEN 207, MATH 308 or concurrent enrollment, or approval of instructor.

BMEN 305. Bioinstrumentation.

Prerequisites
From: Admitted to major degree sequence in biomedical engineering; ECEN 214, VTPP 434 and 435; junior or senior classification.
To: Admitted to major degree sequence in biomedical engineering; BMEN 211, VTPP 434 and 435; junior or senior classification; or approval of instructor.
BMEN 321. Biomedical Electronics.

Prerequisites
   From: ECEN 214, VTPP 434 and VTPP 435; junior or senior classification.
   To: BMEN 211; VTPP 435; junior or senior classification; or approval of instructor.


Prerequisites
   From: BMEN 240; junior or senior classification.
   To: Admitted to major degree sequence in biomedical engineering; VTPP 435; MATH 308; junior or senior classification; or approval of instructor.

BMEN 343. Introduction to Biomaterials.

Prerequisites
   From: BMEN 240, MATH 308, PHYS 208 and junior or senior classification.
   To: Admitted to major degree sequence in biomedical engineering; VTPP 435; MATH 308; junior or senior classification; or approval of instructor.

BMEN 420. Medical Imaging.

Prerequisites
   From: MATH 253; junior or senior classification.
   To: Admitted to major degree sequence in biomedical engineering; MATH 308; junior or senior classification; or approval of instructor.

BMEN 427. Magnetic Resonance Engineering.

Prerequisites
   From: BMEN 420, ECEN 410, ECEN 411 or approval of instructor; junior or senior classification.
   To: BMEN 420 or ECEN 410 or ECEN 411 or approval of instructor; junior or senior classification.

BMEN 450. Case Studies.

Prerequisites
   From: BMEN 240, BMEN 305 and BMEN 342; junior or senior classification.
   To: BMEN 361, BMEN 305 and BMEN 344; junior or senior classification; or approval of instructor.

BMEN 453. Analysis and Design Project I.

Prerequisites
   From: BMEN 321, BMEN 322 and BMEN 342; senior classification.
   To: BMEN 321, BMEN 322; BMEN 344; BMEN 253 and BMEN 353; senior classification or approval of instructor.

BMEN 454. Analysis and Design Project II.

Prerequisites
From: BMEN 321, BMEN 322, BMEN 342 and BMEN 453; senior classification.
To: BMEN 321, BMEN 322, BMEN 344 and BMEN 453; senior classification; or approval of instructor.

**CLAS 410. Seminar in Classical Studies.**

**Prerequisites**
From: 3 hours of CLAS 300-329 or approval of instructor.
To: Junior or senior classification, or approval of instructor.

**CSCE 310. Database Systems.**

**Prerequisites**
From: CSCE 221.
To: CSCE 221 with a grade of C or better; junior or senior classification.

**CSCE 312. Computer Organization.**

**Prerequisites**
From: CSCE 221.
To: CSCE 221 with a grade of C or better; junior or senior classification or approval of instructor.

**CSCE 313. Introduction to Computer Systems.**

**Prerequisites**
From: CSCE 312 or corequisite CSCE 350.
To: CSCE 221 with a grade of C or better; CSCE 312 or corequisite CSCE 350.

**CSCE 314. Programming Languages.**

**Prerequisites**
From: CSCE 221.
To: CSCE 221 with grade of C or better; junior or senior classification or approval of instructor.

**CSCE 350. Computer Architecture and Design.**

**Prerequisites**
From: ECEN 248.
To: ECEN 248 with a grade of C or better; junior or senior classification.

**CSCE 410. Operating Systems.**

**Prerequisites**
From: CSCE 315.
To: CSCE 313 and CSCE 315.

**CSCE 411. Design and Analysis of Algorithms.**

**Prerequisites**
From: CSCE 315.
To: Grade of C or better in CSCE 221 and CSCE 222; junior or senior classification or approval of instructor.

**CSCE 441. Computer Graphics.**

Prerequisites  
From: CSCE 221 or approval of instructor.  
To: CSCE 315 or approval of instructor.

**CSCE 442. Scientific Programming.**

Prerequisites  
From: Knowledge of C, C++ or Fortran; MATH 304 or MATH 308 or concurrent enrollment in one of these.  
To: CSCE 221 with a grade of C or better; MATH 304 or MATH 308 or concurrent enrollment.

**CSCE 456. Real-Time Computing.**

Prerequisites  
From: ECEN 248; MATH 251; knowledge of C or Ada, or approval of instructor.  
To: CSCE 313 and MATH 152.

**CSCE 465. Computer and Network Security.**

Prerequisites  
From: CSCE 313; junior or senior classification or approval of instructor.  
To: CSCE 313 and CSCE 315; junior or senior classification; or approval of instructor.

**CSCE 482. Senior Capstone Design.**

Prerequisites  
From: Senior classification; at least two CSCE courses from one track including 411.  
To: Senior classification; CSCE 315, CSCE 411, and two additional CSCE tracked courses.

**ECEN 350. Computer Architecture and Design.**

Prerequisites  
From: ECEN 248.  
To: Grade of C or better in ECEN 248; junior or senior classification.

**ECEN 403. Electrical Design Laboratory I.**

Lab contact hours  
From: (2-2). Credit 3.  
To: (2-3). Credit 3.

Prerequisites  
From: ECEN 303, ECEN 314, ECEN 322, ECEN 325, ECEN 350, and ECEN 370 with a grade of C or better; COMM 205 or COMM 243 or ENGL 210; senior classification.
To: COMM 205 or COMM 243 or ENGL 210; grade of C or better in ECEN 314, ECEN 325, ECEN 350; grade of C or better in ECEN 303, ECEN 322, ECEN 370 or grade C or better in CSCE 315, ECEN 449, STAT 211 or ECEN 303; senior classification.

ECEN 410. Medical Imaging.

Prerequisites
From: MATH 222 or MATH 251 or MATH 253; ECEN 314 or ECEN 444.
To: Grade of C or better in MATH 222 or MATH 251 or MATH 253; ECEN 444 or grade of C or better in ECEN 314; junior or senior classification.


Prerequisites
From: Junior or senior classification; MATH 251, PHYS 208.
To: Grade of C or better in MATH 251 and PHYS 208; junior or senior classification.

ECEN 412. Ultrasound Imaging.

Prerequisites
From: ECEN 314 or approval of instructor; junior or senior classification.
To: Grade of C or better in ECEN 314; junior or senior classification.


Prerequisites
From: ECEN 214, ECEN 420, ECEN 460 or approval of instructor.
To: Grade of C or better in ECEN 214; ECEN 420; ECEN 460; junior or senior classification.


Prerequisites
From: ECEN 314, junior or senior classification or approval of instructor.
To: Grade of C or better in ECEN 314; junior or senior classification.

ECEN 420. Linear Control Systems.

Prerequisites
From: ECEN 314; MATH 308.
To: Grade of C or better in ECEN 314 and MATH 308; junior or senior classification.


Prerequisites
From: ECEN 303 or STAT 211.
To: Grade of C or better in ECEN 303 or STAT 211; junior or senior classification.

ECEN 434. Optimization for Electrical and Computer Engineering Applications.

Prerequisites
From: MATH 304 or MATH 309 or MATH 311; MATH 251.
To: Grade of C or better in MATH 304 or MATH 309 or MATH 311; grade of C or better in MATH 251; junior or senior classification.

**ECEN 440. Introduction to Thin Film Science and Technology.**

Prerequisites

From: Junior or senior classification; admission to upper level in College of Engineering.

To: Junior or senior classification.

**ECEN 442. DSP Based Electromechanical Motion Control.**

Prerequisites

From: ECEN 314 or approval of instructor; junior or senior classification.

To: Grade of C or better in ECEN 314; junior or senior classification.

**ECEN 444. Digital Signal Processing.**

Prerequisites

From: ECEN 314.

To: Grade of C or better in ECEN 314; junior or senior classification.

**ECEN 445. Applied Electromagnetic Theory.**

Prerequisites

From: ECEN 322.

To: Grade of C or better in ECEN 322; junior or senior classification.

**ECEN 447. Digital Image Processing.**

Prerequisites

From: ECEN 314; junior or senior classification.

To: Grade of C or better in ECEN 314; junior or senior classification.

**ECEN 449. Microprocessor Systems Design.**

Prerequisites

From: ECEN 248.

To: Grade of C or better in ECEN 248; junior or senior classification.

**ECEN 451. Antenna Engineering.**

Prerequisites

From: ECEN 322.

To: Grade of C or better in ECEN 322; junior or senior classification.

**ECEN 453. Microwave Solid-State Circuits and Systems.**

Prerequisites

From: ECEN 322.

To: Grade of C or better in ECEN 322; junior or senior classification.

**ECEN 454. Digital Integrated Circuit Design.**
Prerequisites
  From:  ECEN 214 and ECEN 248.
  To:    Grade of C or better in ECEN 214 and ECEN 248; junior or senior classification.

ECEN 455. Digital Communications.

Prerequisites
  From:  ECEN 314.
  To:    Grade of C or better in ECEN 314; junior or senior classification.

ECEN 457. Operational Amplifiers.

Prerequisites
  From:  ECEN 326.
  To:    Grade of C or better in ECEN 325; junior or senior classification.

ECEN 458. Active Filter Analysis and Design.

Prerequisites
  From:  ECEN 325.
  To:    Grade of C or better in ECEN 325; junior or senior classification.


Prerequisites
  From:  ECEN 215 or ECEN 314.
  To:    Grade of C or better in ECEN 215 or ECEN 314; junior or senior classification.

ECEN 460. Power System Operation and Control.

Prerequisites
  From:  ECEN 215 or ECEN 314.
  To:    Grade of C or better in ECEN 215 or ECEN 314; junior or senior classification.


Prerequisites
  From:  ECEN 322 and ECEN 370.
  To:    Grade of C or better in ECEN 322 and ECEN 370; junior or senior classification.

ECEN 463. Magnetic Resonance Engineering.

Prerequisites
  From:  BMEN 420, ECEN 410, ECEN 411, or approval of instructor; junior or senior classification.
  To:    BMEN 420 or ECEN 410 or ECEN 411 or approval of instructor; junior or senior classification.

ECEN 464. Optical Engineering.

Prerequisites
  From:  ECEN 322 and ECEN 370.
To: Grade of C or better in ECEN 322 and ECEN 370; junior or senior classification.

**ECEN 468. Advanced Digital System Design.**

Prerequisites
From: ECEN 248.
To: Grade of C or better in ECEN 248; junior or senior classification.

**ECEN 472. Microelectronic Circuit Fabrication.**

Prerequisites
From: ECEN 325 and ECEN 370.
To: Grade of C or better in ECEN 325 and ECEN 370; junior or senior classification.

**ECEN 473. Microelectronic Device Design.**

Prerequisites
From: ECEN 325, ECEN 370.
To: Grade of C or better in ECEN 325 and ECEN 370; junior or senior classification.

**ECEN 475. Introduction to VLSI Systems Design.**

Prerequisites
From: ECEN 248 and ECEN 325.
To: Grade of C or better in ECEN 248 and ECEN 325; junior or senior classification.

**ECEN 477. Photonics: Fiber and Integrated Optics.**

Prerequisites
From: ECEN 322 and ECEN 370, or approval of instructor.
To: Grade of C or better in ECEN 322 and ECEN 370; junior or senior classification.

**ECEN 480. RF and Microwave Wireless Systems.**

Prerequisites
From: ECEN 322.
To: Grade of C or better in ECEN 322; junior or senior classification.

**EDCI 365. Using Technology in Elementary Classrooms.**

Course title
From: Using Technology in Elementary Classrooms.
To: Using Technology Classrooms.

**EDCI 453. Early Childhood Education.**

Course number
From: EDCI 453.
To: EDCI 353.

Course title
From: Early Childhood Education.
To: Early Childhood through Adolescent Education.

Course description and prerequisites
From: Early childhood approaches and instructional materials appropriate for early childhood school programs, kindergarten and primary grades. Prerequisites: EPSY 320; concurrent enrollment in EDCI 364.
To: Early childhood through adolescent approaches and instructional materials appropriate for EC through middle school programs; impact of research and theory on child development from gestation to early adolescence on instructional practices. Prerequisites: Admission to teacher education.

EDCI 454. Curriculum for Young Children.

Course number
From: EDCI 454.
To: EDCI 354.

Course title
From: Curriculum for Young Children.
To: Early Childhood and Adolescent Curriculum and Lesson Design.

Course description and prerequisites
From: Curriculum models used in educational environments designed for young children; assessment application. State-adopted curriculum materials, their use and expansion; curriculum organization and essential elements for young children. Prerequisites: EDCI 364 and EDCI 453; admission to teacher education.
To: Examination of curriculum models used in educational environments designed for young children through adolescents and the organization of the curriculum; investigation of state-adopted curriculum knowledge and skills standards and materials as well as their use and expansion.

ENGR 410. Global Engineering.

Course title
From: Global Engineering.
To: Global Engineering Design.

Course description
From: A framework for the systematic study of important facets of an international engineering project; decision making methods that allow the integration of quantitative and qualitative information; applications of the framework and decision methods using real case studies.
To: Intercultural models and their application to engineering design in diverse, multinational and multidisciplinary settings; engineering design project working in international teams of students, faculty and industry experts; applying engineering skills to the project; includes the study and application of intercultural models, global enterprise fundamentals and remote collaboration technologies; required for the International Engineering Certificate.

ENTC 181. Manufacturing and Assembly Processes I.

Prerequisites
From: ENDG 105 with a grade of C or better.
To: Grade of C or better in ENGR 111 and ENGR 112. Corequisite: ENDG 105.


Prerequisites
From: ENTC 275, PHYS 208, PHYS 218, CBK.
To: ENTC 275, ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, PHYS 218 with a grade of C or better.

ENTC 313. Industrial Welding Processes.

Prerequisites
From: Grade of C or better in ENTC 181 and ENTC 207; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology major.
To: Grade of C or better in ENTC 181 and ENTC 207 and ENTC 376; grade of C or better in ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218; junior or senior classification in manufacturing and mechanical engineering technology major.

ENTC 320. Quality Assurance.

Prerequisites
From: STAT 211 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology major.
To: STAT 211 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology major.


Prerequisites
From: Grade of C or better in ENTC 210 and MATH 152; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Grade of C or better in ENTC 210 and MATH 152; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 333. Product Development

Prerequisite
From: Completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 349. Microcontroller Architecture.
Prerequisites
From: Grade of C or better in ENTC 219 and ENTC 269; completion of CBK courses with a grade of C or better; electronic systems engineering technology major.
To: Grade of C or better in ENTC 219 and ENTC 269; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; electronic systems engineering technology.

ENTC 350. Analog Electronics.

Prerequisites
From: ENTC 211 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: ENTC 211 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 352. Electronics Testing I.

Prerequisites
From: ENTC 350 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: ENTC 350 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.


Prerequisites
From: Grade of C or better in ENTC 211 and PHYS 208; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Grade of C or better in ENTC 211 and PHYS 208; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 359. Electronic Instrumentation.

Prerequisites
From: Grade of C or better in ENTC 349 and ENTC 350; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Grade of C or better in ENTC 349 and ENTC 350; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.


Prerequisite
From: Grade of C or better in ENTC 181, ENTC 206, ENTC 207 and ENTC 275; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.
To: Grade of C or better in ENTC 181, ENTC 206, ENTC 207 and ENTC 275; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

**ENTC 363. Mechanical Design Applications I.**

Prerequisites

From: ENTC 376 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: ENTC 376 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

**ENTC 369. Embedded Systems Software.**

Prerequisites

From: ENTC 349 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology. Corequisite: ENTC 350.

To: ENTC 349 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology. Corequisite: ENTC 350.

**ENTC 370. Thermodynamics for Technologists.**

Prerequisites

From: PHYS 218 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: PHYS 218 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

**ENTC 376. Strength of Materials.**

Prerequisites

From: Grade of C or better in ENTC 207 and ENTC 275; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: Grade of C or better in ENTC 207 and ENTC 275; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

**ENTC 380. Computer-Aided Manufacturing.**

Prerequisites
From: Grade of C or better in ENTC 181 and MATH 152; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: Grade of C or better in ENTC 181 and MATH 152; completion of ENGL 104, MATH 151, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.


Prerequisites
From: ENTC 380 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: ENTC 380 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

ENTC 402. Inspection Methods and Procedures.

Prerequisites
From: Grade of C or better in ENTC 281 and ENTC 376; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: Grade of C or better in ENTC 281 and ENTC 376; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

ENTC 410. Manufacturing Automation and Robotics.

Prerequisites
From: Grade of C or better in ENTC 361, ENTC 376, ENTC 380, ENTC 383 and IDIS 300; completion of CBK courses with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

To: Grade of C or better in ENTC 361, ENTC 376, ENTC 380, ENTC 383 and IDIS 300; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in manufacturing and mechanical engineering technology.

ENTC 412. Production and Inventory Planning.

Prerequisites
From: Grade of C or better in ENTC 320, ENTC 380, ENTC 383 and ISEN 302; completion of CBK courses with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

To: Grade of C or better in ENTC 320, ENTC 380, ENTC 383 and ISEN 302; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

Prerequisites

From: ENTC 315 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.

To: ENTC 315 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 419. Engineering Technology Capstone I. (3-0).

Prerequisites

From: Grade of C or better in ENTC 369 and ENTC 333; completion of CBK courses with a grade of C or better; senior classification in electronic systems engineering technology.

To: Grade of C or better in ENTC 369 and ENTC 333; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in electronic systems engineering technology.

ENTC 420. Engineering Technology Capstone II.

Prerequisites

From: Completion of CBK courses with a grade of C or better; senior classification in electronic systems engineering technology; final semester of technical coursework and successful completion of ENTC 419 or approval of department.

To: Completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in electronic systems engineering technology; final semester of technical coursework and successful completion of ENTC 419 or approval of department.

ENTC 422. Manufacturing Technology Projects.

Prerequisites

From: ENTC 429 with a grade of C or better; completion of junior-level courses; must be taken semester of graduation; approval of instructor; completion of CBK courses with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

To: ENTC 429 with a grade of C or better; completion of junior-level courses; must be taken semester of graduation; approval of instructor; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

ENTC 429. Managing People and Projects in a Technological Society.

Prerequisites

From: ISEN 302 with a grade of C or better, or approval of instructor; must be taken during long semester prior to ENTC 422; completion of CBK courses with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

To: ISEN 302 with a grade of C or better, or approval of instructor; must be taken during long semester prior to ENTC 422; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

ENTC 435. Data Communications.
Prerequisites
From: ENTC 315 and ENTC 369; admitted to major degree sequence (upper-level) in engineering technology.
To: ENTC 315 and ENTC 369 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 452. Electronics Testing II.

Prerequisites
From: Grade of C or better in ENTC 349 and ENTC 352; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Grade of C or better in ENTC 349 and ENTC 352; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.


Prerequisites
From: ENTC 355 with a grade of C or better; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: ENTC 355 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 462. Control Systems.

Prerequisites
From: Grade of C or better in ENTC 359 and ENTC 369; completion of CBK courses with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: Grade of C or better in ENTC 359 and ENTC 369; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.

ENTC 463. Mechanical Design Applications II.

Prerequisites
From: Grade of C or better in ENTC 361 and ENTC 363; completion of CBK courses with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.
To: Grade of C or better in ENTC 361 and ENTC 363; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in manufacturing and mechanical engineering technology.

Course Prefix Change
Dwight Look College of Engineering
Department of Engineering Technology and Industrial Distribution
ENTC 181, ENTC 206, ENTC 207, ENTC 275, ENTC 281, ENTC 303, ENTC 313, ENTC 320, ENTC 361, ENTC 363, ENTC 370, ENTC 376, ENTC 380, ENTC 381 (414), ENTC 383, ENTC 402, ENTC 405, ENTC 410, ENTC 412, ENTC 418, ENTC 422, ENTC 429, ENTC 463 - Request for a course prefix change from ENTC to MMET
GEOG 291. Research.

Variable credit hours
  From: Credit 1 to 4.
  To: Credit 0 to 4.

GEOG 332. Thematic Cartography.

Course number
  From: GEOG 332.
  To:  GEOG 232.

Course title
  From: Thematic Cartography.
  To:  Cartography and Visualization.

Course description
  From: Introduction to principles of thematic map compilation and design; history of thematic
  mapping; projections; data management and symbolization; common types and styles of
  thematic maps; computer cartography.
  To: Introduction to science and art of map production; principles of thematic map
  compilation and design; history of thematic mapping; map projections; data
  management and symbolization; common types and styles of thematic maps.

GEOG 380. Workshop in Environmental Studies.

Prerequisite
  From: Approval of department head.
  To:  GEOG 330.

GEOG 398. Interpretation of Aerial Photographs.

Prerequisites:
  From: MATH 102 and one of the following: SCSC 301, BIOL 113, FRSC 101, GEOG 203,
  GEOL 101, RENR 205, WFSC 101.
  To:  Junior or senior classification or approval of instructor.


Course title
  From: Digital Image Processing in the Geosciences.
  To:  Advanced Remote Sensing.

GEOG 484. Internship.

Variable credit hours
  From: Credit 1 to 12.
  To:  Credit 0 to 12.
GEOG 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

GEOL 291. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

GEOL 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.


Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

GEOP 491. Research. Credit 1 to 4.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

IDIS 300. Industrial Electricity.

Prerequisite
From: Industrial distribution or engineering technology major, junior or senior classification, PHYS 208 or PHYS 219; completion of CBK courses with a grade of C or better.
To: Industrial distribution or engineering technology major, junior or senior classification, PHYS 208 or PHYS 219; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 303. Mechanical Power Transmission.

Prerequisite
From: Industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: Industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.
IDIS 330. Sales Engineering.

Prerequisites
From: IDIS 240; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: IDIS 240; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 340. Manufacturer Distributor Relations

Prerequisites
From: IDIS 240; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: IDIS 240; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 343. Distribution Logistics.

Prerequisites:
From: STAT 201, STAT 211 or STAT 303; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: STAT 201, STAT 211, or STAT 303; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 344. Distributor Information and Control Systems.

Prerequisites
From: IDIS 343; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: IDIS 343; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 400. Industrial Automation.

Prerequisites
From: IDIS 300; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: IDIS 300; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 403. Fluid Power Transmission.

Prerequisites
From: IDIS 303; PHYS 208 or PHYS 219; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 303; PHYS 208 or PHYS 219; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 420. Contemporary Topics in Electronics Distribution: Going Green.

Prerequisites
From:  IDIS 300; IDIS 343; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 300; IDIS 343; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 421. Healthcare Distribution Networks.

Prerequisites
From:  IDIS 343; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 343; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 424. Purchasing Applications in Distribution.

Prerequisites
From:  IDIS 340; IDIS 343; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 340; IDIS 343; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 434. The Quality Process in Distribution

Prerequisites
From:  IDIS 344; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 344; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 444. Ethics and Leadership in Distribution.

Prerequisites
From:  IDIS 330; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To:  IDIS 330; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.
IDIS 454. New Directions in Distributor Competitiveness.

Prerequisites
From: Admitted to major degree sequence (upper level) in industrial distribution; junior or senior classification.
To: Junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 455. Humanitarian Distribution Networks

Prerequisites
From: IDIS 343; admitted to major degree sequence (upper level) in industrial distribution; junior or senior classification.
To: IDIS 343; junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

IDIS 464. Distributor Operations and Financial Management

Prerequisites
From: ACCT 209; IDIS 343; industrial distribution major, junior or senior classification; completion of CBK courses with a grade of C or better.
To: ACCT 209; IDIS 343; industrial distribution major, junior or senior classification; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better.

INST 222. Foundations of Education in a Multicultural Society.

Prerequisite
From: Junior classification or above.
To: None.

INST 462. English as a Second Language Methods I.

Course number
From: INST 462.
To: INST 362.

INST 463. English as a Second Language Methods II.

Course number
From: INST 463.
To: INST 363.

Prerequisite
From: None.
To: INST 362
ISYS 250. Business Programming Logic and Design.

Course description and prerequisites
From: Development of structured and object-oriented program logic and design in solving business programming problems using Visual Basic; emphasis on enforcing good techniques and logical thinking. Prerequisites: ISYS 210 or approval of instructor; sophomore classification in business.
To: Development of structured and object-oriented program logic and design in solving business programming problems; writing, documenting, debugging and testing computer code; emphasis on good coding techniques and logical thinking. Prerequisite: ISYS 210 or approval of instructor.

ISYS 310. Data Communications and Network-Based Systems.

Course title
From: Data Communications and Network-Based Systems.
To: Network Communications and Infrastructure.

Course description and prerequisites
From: A survey of concepts, technology and applications of on-line and network-based systems in business data communications; analysis and design of data communications, requirements in an information system environment and their impact on business organizations. Prerequisite: ISYS 210 and admission to upper division in Mays Business School.
To: Concepts, technologies and applications of on-line and network-based systems; analysis and design of data communications; requirements in an information system environment; impact on business organizations; installation, configuration and management of virtual servers. Prerequisite: ISYS 250; admission to upper division in Mays Business School.

ISYS 315. Database Management Systems.

Course title
From: Database Management Systems.
To: Database Programming.

Course description and prerequisites
From: Database design; use and application of Database Management Systems (DBMS) in the solution of business problems; database programming. Prerequisites: Admission to upper division in Mays Business School; ISYS 250.
To: Use and application of Structured Query Language (SQL); Database Management Systems (DBMS) in the solution of business problems; database programming. Prerequisites: ISYS 310; ISYS 320; or approval of instructor.


Prerequisite
From: ISYS 315 or concurrent enrollment.
To: ISYS 250; admission to upper division in Mays Business School.

Course description and prerequisites
From: Theoretical and practical issues for managing computerized information systems; planning and control functions of the firm; emphasis on case studies of design projects. Prerequisite: Senior classification in business or approval of instructor.
To: Strategic management of information systems; change and risk management processes during information systems implementation; role of information systems to support business goals; writing business cases for request for proposals and responses; project management techniques. Prerequisite: ISYS 310; ISYS 320; or approval of instructor.

ISYS 415. Large-Scale Information Systems Project.

Course title
From: Large-Scale Information Systems Project.
To: Information Systems Capstone Project

Course description and prerequisites
From: Design and implementation of large scale business application projects needing database management system and networks; multi-language and/or multi-platform environments; very large legacy system upgrade and maintenance; platform migration. Prerequisites: ISYS 320; senior classification or approval of instructor.
To: Design and development of information system software based on technical specifications; multi-platform environment; database server and web server software deployment. Prerequisites: ISYS 315; ISYS 410; or approval of instructor.

KINE 431. Ropes Course and Group Process.

Prerequisite
From: KINE 199 (Venture Dynamics).
To: Junior or senior classification; approval of instructor.

LAND 254. Landscape Architecture Communications I.

Prerequisite
From: ENDS 115 or approval of instructor.
To: None.

LAND 318. Landscape Design I.

Prerequisites
From: LAND 255; junior or senior classification.
To: LAND 255; junior or senior classification or approval of instructor.

LAND 319. Landscape Design II.

Prerequisites
From: LAND 318 and LAND 329; junior and senior classification.
To: LAND 318 and LAND 329.
LAND 329. Landscape Construction I.

Semester credit hours
From: (2-4). Credit 3.
To: (2-4). Credit 4.

Prerequisite
From: Junior or senior classification.
To: Junior or senior classification or approval of instructor.

LAND 331. Landscape Construction III.

Semester credit hours
From: (2-4). Credit 3.
To: (2-4). Credit 4.


Prerequisite
From: Junior and senior classification.
To: Junior and senior classification or approval of instructor.

LAND 421. Landscape Design VI.

Prerequisite
From: None.
To: LAND 321.

LAND 484. Internship.

Course title
From: Internship.
To: Summer Internship.

Lecture and lab contact hours and semester credit hours
From: (3-0). Credit 3.
To: (0-0). Credit 0.

Course description and prerequisites
From: Practical experience in an office of design allied professionals; 12 week internship with a minimum of 480 hours; continuous employment; departmental pre-approval through the department internship coordinator required. May not be repeated for credit. Prerequisites: Upper level classification and approval of internship coordinator.
To: Practical experience in an office of design allied professionals; 10 week internship with a minimum of 400 hours; continuous employment; departmental pre-approval through the department internship coordinator required. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Upper level classification and approval of internship coordinator; LAND 321.
MASC 351. Problem Solving in Mathematics.

Prerequisites
From: 9 hours of 300-level mathematics courses; admission to teacher education; junior classification.
To: 6 hours of mathematics.

MEEN 221. Statics and Particle Dynamics.

Prerequisites
From: Admission to upper division in an engineering major; MATH 251 or MATH 253 or registration therein; PHYS 218.
To: For non-mechanical engineering majors; admission to an engineering major; MATH 251 or MATH 253 or registration therein; PHYS 218.

MEEN 260. Mechanical Measurements.

Prerequisites
From: MEEN 221, ECEN 215, MATH 308 and MEEN 315 or registration therein.
To: MEEN 225, ECEN 215, MATH 308 and MEEN 315 or registration therein.

MEEN 315. Principles of Thermodynamics.

Prerequisites
From: MEEN 221; MATH 251 or MATH 253; junior or senior classification.
To: MEEN 225; MATH 251 or MATH 253; junior or senior classification.

MEEN 344. Fluid Mechanics.

Prerequisite
From: MEEN 221 and MEEN 315.
To: MEEN 225 and MEEN 315.

MEEN 363. Dynamics and Vibration.

Prerequisites
From: MEEN 211; MATH 308; MEEN 357 or CVEN 302, or registration therein; CVEN 305 or registration therein.
To: MEEN 225; MATH 308; MEEN 357 or CVEN 302, or registration therein; CVEN 305 or registration therein.

MEFB 352. Curriculum and Instruction for Middle Grades Curriculum.

Course number
From: MEFB 352.
To: MEFB 452.

Course title
From: Curriculum and Instruction for Middle Grades Curriculum.
To: Curriculum and Instruction for Middle Grades.
MEFB 460. Math Methods in Middle Grades.

Prerequisites
From: MEFB 352; admission to teacher education; senior classification. Corequisites: MEFB 470, MASC 450.
To: Admission to teacher education; senior classification. Corequisites: MEFB 452, MEFB 460, RDNG 490.

MEFB 470. Science Methods in Middle Grades.

Prerequisites
From: MEFB 352; admission to teacher education; senior classification. Corequisites: MEFB 460, MASC 450.
To: Admission to teacher education; senior classification. Corequisites: MEFB 452, MEFB 460, RDNG 490.

MEFB 497. Residency in Middle Grades Education.

Course title
From: Residency in Middle Grades Education.
To: Supervised Clinical Teaching.

Course description and prerequisites
From: Observation and participation in an accredited public school middle grades classroom; techniques of teaching student’s teaching fields; appropriate instructional strategies for assigned student population. May be taken two times. Prerequisites: Completion of methods courses; admission to teacher education; senior classification.
To: Culmination of teaching education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/ unsatisfactory basis. Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.


Course title
From: Small Business Management and Growth.
To: Entrepreneurial Small Business
Course description  
From: Unique aspects of managing and growing small businesses including strategic and  
operational planning; ethical issues; organizational controls and tools; marketing  
management and techniques; financial analysis and accounting; risk management;  
securing growth capital; franchising; family businesses and succession; human resource  
management; international opportunities.  
To: Exploration of practical approaches to growing a small business, evaluating and  
projecting financial performance, raising capital, legal formations and issues, human  
resource management, business plan development, franchising and family business;  
networking opportunities with local business leaders, successful former student  
entrepreneurs and current student entrepreneurs operating at the student incubator.

MKTG 323. Marketing Research.

Prerequisites  
From: MKTG 321; SCMT 303.  
To: MKTG 321; SCMT 303 or AP STAT 301 or AP STAT 302 or AP STAT 303.

MUSC 317. Sound Recording.

Course title  
From: Sound Recording.  
To: Recording and the Producer.

Course description  
From: A theoretical and practical study of studio recording techniques; acoustics and  
psychoacoustics, microphone selection and placement, multi-track digital recording and  
mixing, digital signal processing, MIDI and SMPTE synchronization and audio post-  
production techniques; recording projects designed to develop engineering skills and  
techniques.  
To: Tools and techniques of studio recording; the studio as compositional tool; recorded  
literature examining the creative and ideological impact of the producer; recording  
projects applying course techniques and exploring aesthetic concepts.

OCNG 291. Research.

Variable credit hours  
From: Credit 1 to 4.  
To: Credit 0 to 4.

OCNG 350. Marine Pollution.

Prerequisite  
From: OCNG 251 or approval of instructor.  
To: Junior or senior classification or approval of instructor.

OCNG 491. Research.

Variable credit hours  
From: Credit 1 to 9.  
To: Credit 0 to 9.
PETE 225. Introduction to Drilling Systems.

Prerequisites
   From: ENGR 112, MATH 152, PHYS 218.
   To: Grade of C or better in ENGR 112, MATH 152 and PHYS 218.

PETE 310. Reservoir Fluids.

Prerequisites
   From: CHEM 107, MATH 251, MEEN 315, PETE 311. Corequisite: MATH 308.
   To: Grade of C or better in CHEM 107 and CHEM 117; MATH 251, MEEN 315, PETE 311. Corequisite: MATH 308.

PETE 311. Reservoir Petrophysics.

Prerequisites
   From: MATH 251, PHYS 218. Corequisite: GEOL 104.
   To: Grade of C or better in MATH 251 and PHYS 208. Corequisite: GEOL 104.

PETE 335. Technical Presentations I.

Prerequisites
   From: COMM 205, junior or senior classification, petroleum engineering majors only; or approval of department head.
   To: COMM 203, COMM 205 or ENGL 210; junior or senior classification.

PETE 355. Drilling Engineering.

Prerequisites
   From: PETE 225, PETE 314; Corequisites: PETE 321, PETE 325.
   To: PETE 225 with a grade C or better, PETE 314; Corequisites: PETE 321, PETE 325.

PETE 401. Reservoir Simulation.

Prerequisites
   From: PETE 310, PETE 321, PETE 323, PETE 324.
   To: PETE 310, PETE 321, PETE 323, PETE 324, PETE 353.

PETE 402. Integrated Asset Development.

Prerequisites
   From: PETE 355, PETE 404, PETE 410.
   To: PETE 355, PETE 401, PETE 404, PETE 410.

RDNG 461. Teaching Reading Through Children’s Literature.

Prerequisites
   From: RDNG 351 and RDNG 361. Should be taken concurrently with RDNG 460.
   To: RDNG 351, RDNG 361.
RDNG 468. Essential Foundations of Language and Literacy for All Learners.

Prerequisites
From: None.
To: RDNG 351 or RDNG 372 or SPED 412.

TEED 425. Supervised Student Teaching.

Course title
From: Supervised Student Teaching
To: Supervised Clinical Teaching

Course description
From: Culmination of secondary teacher education program taking place at school sites. Students begin with observation and move to full responsibility. Special emphasis is given to demonstrating an ability to organize and present concepts and skills in meaningful ways, to incorporate technology effectively and to work with students from diverse backgrounds. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Completion of Phases I, II and III and Practicum I, Phase IV of the secondary program; admission to teacher education program and to student teaching.
To: Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.


Prerequisites
From: TEFB 273; admission to teacher education; concurrent enrollment in RDNG 467, TEFB 412 and TEFB 413 required.
To: Admission to teacher education; concurrent enrollment in RDNG 467, TEFB 412 and TEFB 413.


Prerequisites
From: TEFB 273; MATH 365 and MATH 366; admission to teacher education; concurrent enrollment in RDNG 467, TEFB 410 and TEFB 413 required.
To: MATH 365 and MATH 366; admission to teacher education; concurrent enrollment in RDNG 467, TEFB 410 and TEFB 413.

TEFB 426. Supervised Student Teaching.

Course title
From: Supervised Student Teaching.
To: Supervised Clinical Teaching.
Course description
From: Observation and participation in an accredited public school classroom; techniques of teaching student's teaching fields and appropriate instructional strategies for assigned student population. For students pursuing the baccalaureate option of the interdisciplinary studies program. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission to teacher education program and to student teaching.
To: Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.

**TEFB 429. Supervised Student Teaching.**

Course title
From: Supervised Student Teaching.
To: Supervised Clinical Teaching.

Course description
From: Observation and participation in an accredited public school classroom; techniques of teaching student's teaching fields and appropriate instructional strategies for assigned student population. For students pursuing the baccalaureate option of the interdisciplinary studies program. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission to teacher education program and to student teaching.
To: Culmination of teacher education program; integrate and apply knowledge and skills learned from program of study while observing and participating in accredited schools with university supervision. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Admission and retention in teacher education program; successful completion of all coursework.

**TEFB 471. Dynamics and Management in Multicultural/Inclusionary Learning Environments.**

Course number
From: TEFB 471.
To: TEFB 371.

Prerequisites
From: Senior classification; admission to teacher education; concurrent enrollment in TEFB 410, TEFB 412, TEFB 413 and RDNG 467.
To: Junior classification; admission to teacher education; concurrent enrollment in EDCI 454.

**THAR 435. New Technology for Designers.**

Prerequisites
From: THAR 135, THAR 245, one of the following upper division design courses: THAR 345, THAR 355, or THAR 360; junior or senior classification; or approval of instructor.
To: PEFR 202 or THAR 135; THAR 245; junior or senior classification; or approval of instructor.
THAR 445. Design as Performance.

Prerequisites
From: THAR 135, THAR 245, one of the following upper division design courses: THAR 345, THAR 355, or THAR 360; junior or senior classification; or approval of instructor.
To: THAR 245 and junior or senior classification; or approval of instructor.

UGST 181. First Year Seminar.

Variable credit hours
From: (1-0). Credit 1.
To: Credit 0 to 3.

Course description
From: Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, discussion and research; open to all majors; restricted to first-time-in-college students and limited in size to provide small class experience.
To: Seminar on various contemporary topics; introduction to high quality college instruction and research; focus on writing, speaking, discussion and research; open to all majors; restricted to first-time-in-college students and limited in size to provide small class experience. May be taken 2 times for credit.

UGST 182. Topics in Undergraduate Studies.

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 3.


Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

UGST 484. Internship.

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 3.

UGST 485. Directed Studies.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.

UGST 491. Research.

Variable credit hours
From: Credit 1 to 4.
To: Credit 0 to 4.
UGST 492. Cooperative Education in Public Policy.

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 3.

VIBS 422. Endocrine Toxicology.

Lecture contact hours and semester credit hours
From: (3-0). Credit 3.
To: (4-0). Credit 4.

VIST 170. Introduction to Visualization Computing Environments.

Prerequisite
From: Visualization majors only.
To: Visualization majors only or approval of instructor.

VIST 201. Writing for Design.

Course description and prerequisites
From: Writing as a design tool; emphasis on expanding the focus of the design studio beyond drawing and modeling; formal written analysis of works of art and architecture; writing and the design process, from concept development to final presentations. Prerequisite: Concurrent enrollment in VIST 205.
To: Writing as a discipline for the development, conceptualization, critique and presentation of visual works; emphasis on portfolio and narrative development. Prerequisite: Major in visualization.

VIST 205. Principles of Design III.

Course description and prerequisites
From: Introduction of design concepts and processes related to three dimensional form, space and order; the relationship of anthropometrics and ergonomics to scale, human form and experience; conceptual notions and visual properties of form, materials, structure, lighting and environment; principles of spatial organization and movement through space. Prerequisites: ARTS 115; VIST 106; concurrent enrollment in VIST 201.*
To: Introduction to the creative processes, workflows and methodologies used in the field of visualization including graphic design, interactivity and animation. Prerequisites: ARTS 115; VIST 106; VIST 170.

VIST 270. Computing for Visualization I.

Prerequisite
From: MATH 151.
To: MATH 151; VIST 170.

VIST 284. Visualization Techniques.

Prerequisite
From: Major in visualization.
To: Major in visualization or minor in art.

**VIST 370. Interactive Virtual Environments.**

Prerequisite
- From: Visualization majors; junior or senior classification.
- To: Visualization majors; junior or senior classification; VIST 271.

**VIST 372. Creating Digital Environments.**

Prerequisite
- From: Visualization majors; junior or senior classification.
- To: Visualization majors; junior or senior classification; VIST 271.

**VIST 465. Art, Culture and Time Based Media.**

Prerequisites
- From: Junior or senior classification or approval of instructor; non-visualization majors only.
- To: Junior or senior classification or approval of instructor.

**VIST 470. Digital Rendering.**

Prerequisite
- From: Visualization majors; junior or senior classification.
- To: Visualization majors; junior or senior classification; VIST 271.

**VIST 487. Game Development.**

Prerequisite
- From: VIST 486 or CSCE 441 or approval of instructor.
- To: VIST 486 or CSCE 441 or approval of instructor; junior or senior classification.

**VIST 494. Internship.**

Course description
- From: Practical experience in a visualization related company; 15-week internship with a minimum of 600 hours continuous employment; departmental pre-approval through the departmental internship coordinator required; post evaluation conducted following the internship. May not be repeated for credit.
- To: Practical experience in a visualization related company; equivalent of 600 hours over at least 15 weeks; departmental pre-approval through the departmental internship coordinator required; post evaluation conducted following the internship. May not be repeated for credit.

**Variable Credit Change (to include zero credit)**

**College of Liberal Arts**
- Departments of Anthropology, Communication, Economics, English, Hispanic Studies, International Studies, Performance Studies, Philosophy and Humanities, Political Science, Psychology and Sociology
- See Attachment.
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):  Visualization

3. Course prefix, number and complete title of course:  ARTS 210: Introduction to Photography

4. Catalog course description (not to exceed 50 words):  Introduction to the digital camera, creation, manipulation, and critique of the digital image; composition and aesthetics; exposure control; digital work-flow; post-processing techniques; layering and compositing; history of the photographic image.

5. Prerequisite(s):  Non-Visualization majors only

6. Cross-listed with:  NA  Stacked with:  NA

   Cross-listed courses require the signatures 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.

9. Will this course be repeated within the same semester?  □ Yes  □ No

10. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No

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

12. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   
   No
   
   b. elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   Undergraduate general academics

13. Prefix  Course #  Title (excluding punctuation)

   ARTS  210  INTRODUCTION TO PHOTOGRAPHY

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  EICE Code
   2.00  3.00  3.00  5006050003  2938  15 - 16  0  0  3  6  3  2

   Approval recommended by:

   Tim McLaughlin  11/14/14
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  11/14/14  Date

   Dean of College  11/14/14  Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   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  NOV 11 2014
CURRICULAR SERVICES
Course title and number: Arts 210: Introduction to Photography  
Term: Fall 2015  
Meeting times and location:  
MW: 10:20-11:10 Langford C307  
F: 9:10-11:40 Pavilion 112

Course Description and Prerequisites

Introduction to Photography. (2-3). Credit 3. Introduction to the digital camera, creation, manipulation, and critique of the digital image; composition and aesthetics; exposure control; digital work-flow; post-processing techniques; layering and compositing; history of the photographic image.

Prerequisites

Non Visualization Majors only

Learning Outcomes/Course Objectives

The objectives of this course are as follows:

• Develop an appreciation for the visualization experience and its role in effective communication by enabling the student to evaluate and critique photographic works using appropriate concepts and terminology.
• Improve visual literacy skills, including composition and aesthetic control using classic and contemporary approaches to visual organization and layout.
• Develop visual presentation and communication skills to enable the student to enhance the visual message and meaning of their photographic images.
• Apply basic camera techniques and controls to capture and control the visual image.
• Utilize historical themes, precedents and the significant work of great photographers through the development of your own photographic vision.

Instructor

Name: Howard F. Eilers  
Telephone number: 229-5578(phone or text)  
Email address: h-eilers@tamu.edu  
Office hours: M W 8:15-2:45, T 12-2, R 12-2, F TBA  
Office location: 306-I Langford C

Introduction

Digital photography is a pervasive technology and has generally supplanted film as the preferred media for the communication of still images. While certain aspects of the digital experience are shared with the more traditional darkroom processes, the variety of techniques and possibilities for communication are vastly different. Some techniques, combining multiple images are simplified while others, such as color management, are (even) more technical and complex.
This course is designed to increase visual literacy through the creation, synthesis, analysis and critique of the photographic image. Digital cameras, computers and a variety of software will be used during the course. Collectively, this is often referred to as the 'digital darkroom'. Control of the camera will be investigated which includes image capture, lighting and composition. Digital photographic processes will be explored as a means to correct, enhance or create new visual images which communicate effectively. These techniques include basic image correction and editing, retouching, tools for image processing, compositing, color management and printing.

Emphasis will be placed on the concepts and techniques useful to the serious amateur and projects will reflect this focus. However, the concepts and techniques discussed are generally applicable to more specialized areas of photography as well.

Successful completion of the course will require proficiency with a digital camera, digital lab tools and requires that the student develop skills in deciphering the content and intent of the photographic image through the process of critique and criticism.

Photography is the kind of experience that you learn by doing. Try to find the desired aesthetic, viewpoint or tonality and if it doesn’t work out, then try again, and again, etc. Photography is challenging but it is also fun. You will probably be making a lot more photographs than just the assigned projects. You can print at the College of Architecture Media Center if you wish; you will need to pay for the prints with a credit card.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture</th>
<th>Laboratory</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:</td>
<td>Course introduction; The digital/film camera</td>
<td>Understanding your camera</td>
<td>Ex: “Camera Controls”</td>
</tr>
<tr>
<td>2:</td>
<td>Image formats and characteristics; What makes a good photograph? Photographic workflow</td>
<td>Monitor calibration; Installing, &amp; configuring GIMP</td>
<td>Ex: “Familiar Things”</td>
</tr>
<tr>
<td>3:</td>
<td>Camera techniques; Creating optimal images; Understanding exposure &amp; Histograms</td>
<td>Basic image manipulation; Organizing your work</td>
<td>“Gophers &amp; Eagles”</td>
</tr>
<tr>
<td>4:</td>
<td>Color fundamentals; Human vision system; Tonal and color control; Color correction and conversion</td>
<td>image manipulation continued</td>
<td>“Its a Colorful World”</td>
</tr>
<tr>
<td>5:</td>
<td>Composition revisited; Gestalt and perception; Controlling the notion of time</td>
<td>Sharpness, blur and bokeh</td>
<td>“Capturing Time”</td>
</tr>
<tr>
<td>6:</td>
<td>Working with Light; Characteristics of natural light; Night photography; High and low key images</td>
<td>Basic editing techniques; Spot colors and duotones; setting and selecting curves</td>
<td>“The Landscape”</td>
</tr>
<tr>
<td>7:</td>
<td>Capturing character and emotion; Masks and local corrections</td>
<td>Retouching; body sculpting; Removing imperfections</td>
<td>“The portrait”</td>
</tr>
<tr>
<td>8:</td>
<td>Panoramic images; Types of projections; Camera setup and control; Stitching techniques</td>
<td>Introduction to Hugin; Image stitching techniques</td>
<td>Ex: “Panoramic image”</td>
</tr>
<tr>
<td>9:</td>
<td>Black &amp; White images from color; Duotones; Toning images</td>
<td>Perspective matching and correction</td>
<td>Ex: “The B&amp;W image”</td>
</tr>
<tr>
<td>10:</td>
<td>High dynamic range imaging; Camera setup; Combining images</td>
<td>Introduction to HDRI; Exploring the HDRI image; Removing distortion/adjustments</td>
<td>“HDRI imaging”</td>
</tr>
<tr>
<td>11:</td>
<td>Printing, mounting and displaying the photograph</td>
<td>Printing basics; Color profiles; Halftones; Color screening; Image post processing</td>
<td>“The Photo Essay”</td>
</tr>
<tr>
<td>12:</td>
<td>Compositing multiple images; Creating an alpha channel;</td>
<td>Layers and compositing; Sharpening techniques</td>
<td>Ex: “Image Compositing”</td>
</tr>
<tr>
<td>13:</td>
<td>Perspective control; Film Effects</td>
<td>Image warping; Watermarks Advanced filters &amp; techniques</td>
<td>Ex: “breaking the rules”</td>
</tr>
<tr>
<td>14:</td>
<td>Special effects &amp; image controls</td>
<td>Exhibition Preparation</td>
<td></td>
</tr>
</tbody>
</table>

**Grading Policies**

Weekly assignments will be given during the course of the semester. Assignments are, in order of significance, the essay, projects and exercises. The essay is the most significant of the assignments, a self selected project containing a minimum of 8 images. Projects explore some of the major photographic themes and encourage the student to explore digital photography and to develop a personal understanding and expression of the digital image. Exercises require less time and effort and emphasize a particular camera or digital darkroom technique.

Assignments are due on the date indicated and should be handed in regardless of the level of completion. See the section below on make-up policies for time extensions for university excused absences.

Grades for the essay and projects will be based upon:

- **Aesthetics**: how the image looks (form, balance etc.)
- **Content**: the image's meaning and significance to the viewer
- **Technique**: the image should be technically correct

The Standard Letter Grading Scale will be used for all assignments:

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

Exercises differ from projects in that aesthetics and technique will be graded and require a significantly less amount of time outside of class to complete the assignment.

The participation grade is based upon class attendance and involvement during student critiques.

Students enrolled in ARTS 210 will be evaluated according to the following criteria:
Photographic exercises (6) 15%
Photographic projects (6) 60%
Photographic essay 20%
Class participation 5%

Attendance

“The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.”

Two unexcused absences are permitted without affecting your participation grade. For each absence after the second, ½ grade point will be deducted from your participation grade. Please note that absences may also affect other grades due to missed instructions and lack of critique.

Make-up Policy

If an absence is excused, the instructor will either provide the student an opportunity to make up work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. 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.
Text

No text is required for this course. However, the following references are listed which provide additional insight into the making of the photographic image. Titles that are in bold are considered by me to be particularly good references.


Materials

Students are expected to have their own camera for the course. A cell phone will not be acceptable for this course. A DSLR (digital single lens reflex) is preferable but a high quality “point and shoot” camera can also be used. If you have questions about the type or quality of your camera, please see me.
Costs

Prints may be made at the College of Architecture media center and run about $1.00 per square foot. Portable digital storage device (USB or FireWire external drive) and Mounting boards will also be required. The cost for this course, excluding an appropriate camera, should not exceed $70.

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

“An Aggie does not lie, cheat or steal, or tolerate those who do.” For additional information, please visit: http://aggiehonor.tamu.edu.

Statement of Responsibility

"It is unlawful for any person to damage or deface any of the buildings, statues, monuments, trees, shrubs, grasses, or flowers on the grounds of any state institutions of higher education (Texas Education Code Section 51.204)"

The words damage or deface refer specifically to any and all actions, whether direct or indirect, that either diminish the value or mar the appearance of the physical environment.
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 Biological and Agricultural Engineering

3. Course prefix, number and complete title of course:  
   BAEN 201: Analysis of Biological and Agricultural Engineering Problems

4. Catalog course description (not to exceed 50 words):  
   Overview of Biological and Agricultural Engineering discipline through case studies and contemporary problems; introduction to computer programming; engineering analysis and problem solving using computer programming

5. Prerequisite(s):  
   BAEN 111; MATH 151; CHEM 107 and 117 or PHYS 218 or BIOL 113

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)  
       B.S. in Biological and Agricultural Engineering
    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)
    BAEN  201  Analysis of BAEN Problems

<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>
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</thead>
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<td>16</td>
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</tbody>
</table>

FICE Code: 0 1 3 6 3 2

Approval recommended by:  
Stephen W. Searcy  Patricia Smith
Department Head or Program Chair (Type Name & Sign)  Date  10/29/14

Bob Knight  Kim Dooley
Chair, College Review Committee  Dean of College  Date  11/14/2014  11/10/2014

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
DESCRIPTION
Overview of Biological and Agricultural Engineering discipline through case studies and contemporary problems; introduction to computer programming; engineering analysis and problem solving using computer programming.

PREREQUISITES
ENGR 111; MATH 151; CHEM 107 and 117 or PHYS 218 or BIOL 113

INSTRUCTOR
Dr. Patricia Smith
Office: 133 Scoates Hall
Phone: (979) 845-3630
Email: patti-smith@tamu.edu
Office Hours: MW 1:30 to 3:00 or email for appointment

MEETING TIMES AND LOCATIONS
Lecture: M 12:40-1:30 PM
SCTS 317

Lab: Wednesday, 12:40-2:30 PM
Friday, 12:40-2:30 PM
SCTS 214

TEXTS
No text is required for this class. Reading materials, lecture notes and open source texts will be available through eCampus.

GRADING
Grades will be determined as follows:

- Programming assignments 20%
- BAEN case studies 30%
- Midterm exam 20%
- Team project 30%

A 10 point grading scale will be used: 90-100 = A, 80-89 = B, 70-79 = C, 60-69 = D, <60 = F

LEARNING OUTCOMES
- Ability to apply the knowledge of mathematics, science and engineering
- Ability to identify, formulate and solve Biological and Agricultural Engineering problems.
- Ability to function in multidisciplinary teams
- Ability to use modern tools, techniques and computational skills necessary for Biological and Agricultural Engineering Practice.

ATTENDANCE AND MAKE-UP POLICIES
The University Student Rule regarding attendance can be found at http://student-rules.tamu.edu/rule07. This rule outlines what the University and I consider to be excused and unexcused absences. While no part of your grade is directly associated with attendance, student
participation in class and team activities is an essential part of this class, especially since much of the assigned work is done in teams.

Late work will be reviewed but will receive a grade of zero. If, at any time, extenuating circumstances interfere with your ability to meet class requirements, you are encouraged to contact Dr. Smith prior to the passage of a due date. The ability to make up missed work and the terms of any allowed make-up will be determined based on the university excused absence policy.

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 845-1637. For additional information visit http://disability.tamu.edu.

ACADEMIC INTEGRITY

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: http://aggiehonor.tamu.edu. All violations will be handled as specified by University Guidelines.

Aggies do not lie, cheat or steal, or tolerate those who do.
<table>
<thead>
<tr>
<th>Week #</th>
<th>Lecture topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td>Computer lab set up</td>
</tr>
<tr>
<td>2</td>
<td>Introduction to programming</td>
<td>Programming environment set up</td>
</tr>
<tr>
<td>3</td>
<td>Flow charts</td>
<td>Programming structure</td>
</tr>
<tr>
<td>4</td>
<td>Algorithms and engineering analysis</td>
<td>Simple coding/programming</td>
</tr>
<tr>
<td>5</td>
<td>Writing simple programs</td>
<td>Executing simple programs</td>
</tr>
<tr>
<td>6</td>
<td>Spatial programming applications</td>
<td>Introduction to spatial programming</td>
</tr>
<tr>
<td>7</td>
<td>Soil and Water Resources Engineering: Case studies</td>
<td>Programming to solve case studies/problems in soil and water resources engineering</td>
</tr>
<tr>
<td>8</td>
<td>Air Quality Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in air quality engineering</td>
</tr>
<tr>
<td>9</td>
<td>Machine Systems Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in machine systems engineering</td>
</tr>
<tr>
<td>10</td>
<td>Agricultural Process Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in agricultural process engineering</td>
</tr>
<tr>
<td>11</td>
<td>Food Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in food engineering</td>
</tr>
<tr>
<td>12</td>
<td>Bioenergy Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in bioenergy engineering</td>
</tr>
<tr>
<td>13</td>
<td>Bioprocess Engineering: Case Studies</td>
<td>Programming to solve case studies/problems in bioprocess engineering</td>
</tr>
<tr>
<td>14</td>
<td>Introduction of Team Projects</td>
<td>Project Team programming</td>
</tr>
<tr>
<td>15</td>
<td>Finals</td>
<td>Final presentations</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, DVM)

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

3. Course prefix, number and complete title of course:  COMM 321 Strategic Communication Case Studies

4. Catalog course description (not to exceed 50 words): Strategic communication practice; application of skills including communication research, media writing and advanced media writing, visual media, and public speaking; service-learning as not-for-fee consultant to a community organization.

5. Prerequisite(s):  COMM 323 and USB 144 or approval of instructor

   Cross-listed with:  n/a  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 (CLMD)

11. This course will:

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

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

BA Communication, BA Telecommunication Media Studies, BS Telecommunication Media Studies

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>COMM</th>
<th>321</th>
<th>STRATEGIC COMM CASE STUDIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect. Lab Other SCH GIP and Fund Code</td>
<td>Admin. Unit  Acld. Year</td>
<td>ACUE Code</td>
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<tr>
<td>3.00 0.00 3.00 090100.00 0649</td>
<td>15 - 16 0 0 3</td>
<td>6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

J. Kevin Barge, Professor and Head
Department Head or Program Chair (Type Name & Sign)  Date

Nancy J. Street  Steve Oberhelman, Assoc Dean
Chair, College Review Committee  Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC  Date  Effective Date

RECEIVED  CURRICULAR SERVICES
COMM 321: Strategic Communication Case Studies  
Fall 2015

Instructor:  Damion Waymer, Ph.D.  
E-Mail: dwaymer@tamu.edu  
Office:  209C Bolton Hall

Office Hours: Mondays and Wednesdays, 1-2:20 and by appointment.

Required Resources:

Text:  Strategic Communications Planning: For Effective Public Relations and Marketing, Wilson & Ogden. Kendall-Hunt

ECAMPUS for COMM 321: Additional readings will be available on Ecampus.

Course Description:  
Strategic communication practice; application of skills including communication research, media writing and advanced media writing, visual media, and public speaking; service-learning as not-for-fee consultant to a community organization.

Pre-requisite:  COMM 323 and U3/U4 OR approval of instructor

Student Learning Outcomes:
1. Describe role of public relations in organizational management  
2. Describe role of strategic planning in public relations  
3. Develop a strategic plan using the planning matrix  
4. Develop a strategic communication campaign for an organization  
5. Apply research skills to client, market and media selection  
6. Analyze organizational communication problems

Grading:  Your grade is a combination of team and individual efforts. The primary project for the semester is a campaign proposal submitted to your client. All proposal grades are assigned to the entire team. Individual grades, composed of quizzes, individual assignments, and participation activities, are assigned to each student.

Individual Grades
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>100</td>
</tr>
<tr>
<td>Exams</td>
<td>200</td>
</tr>
<tr>
<td>Peer Evaluation Form</td>
<td>50</td>
</tr>
<tr>
<td>Class Contribution</td>
<td>50</td>
</tr>
</tbody>
</table>

Team Grades
<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Situation Analysis and Problem Statement</td>
<td>100</td>
</tr>
<tr>
<td>Campaign Plan</td>
<td>100</td>
</tr>
<tr>
<td>Campaign Implementation</td>
<td>100</td>
</tr>
<tr>
<td>Completed Proposal with Appendices</td>
<td>100</td>
</tr>
<tr>
<td>Executive Summary</td>
<td>50</td>
</tr>
<tr>
<td>Presentation to the Client</td>
<td>150</td>
</tr>
</tbody>
</table>

1000 points
The instructor reserves the right to split “team” grades if a formal request is made by the group—with full knowledge of all members of the group and with clear division of written work. Such requests must be made prior to the instructor’s review of materials. The instructor will determine if such a request is appropriate when presented with all viewpoints and sufficient evidence to warrant such a change.

**Personnel Management:**
The instructor will assign teams to balance experience and skill in all groups. The instructor reserves the option to reorganize groups at any point in the semester, to reassign individuals to groups, or to reassign team leadership if necessary.

**Attendance:**
Attendance is required. Make-up work is available only for those students who present documentation of University Excused absence within the timeframe specified in Student Rules. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Honor Code:**
The Honor Code will be strictly enforced in this course. Please ask if you have a question at any time about what would constitute an Honor Code violation

*An Aggie does not lie, cheat or steal or tolerate those who do.*  Please see [aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

**Assignments:** Assignments are due when they are due. Late work is not accepted for any credit. Work submitted after due date receives a zero (0) unless the student presents documentation of a University Excused Absence. Please see Student Rule 7. 

*Deadlines are important in public relations.* [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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](http://disability.tamu.edu).

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grading Scale</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>900-1000</td>
<td>600-6999</td>
<td>D</td>
</tr>
<tr>
<td>800-899</td>
<td>0-599</td>
<td>F</td>
</tr>
<tr>
<td>700-799</td>
<td>800-899</td>
<td>B</td>
</tr>
</tbody>
</table>

**Grading Scale:**

- 900-1000 = A
- 800-899 = B
- 700-799 = C
- 600-6999 = D
- 0-599 = F

**Policy:** Cell phones and other communication devices must be in “silent” mode or turned off during class. They must also be kept out of sight.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining and Exploring Public Relations Campaigns</td>
<td>Read Chapters 1 and 2</td>
</tr>
<tr>
<td>2</td>
<td>Developing Research Plans</td>
<td>Read Chapter 3 and Ecampus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 1:  25 points</td>
</tr>
<tr>
<td>3</td>
<td>Research Plan Presentations</td>
<td>Read Chapter 12</td>
</tr>
<tr>
<td>4</td>
<td>Conducting Research</td>
<td>Read Chapter 4 and Ecampus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 2:  25 points</td>
</tr>
<tr>
<td>5</td>
<td>Opportunity/Problem Identification</td>
<td>Read Chapter 5 and Ecampus</td>
</tr>
<tr>
<td>6</td>
<td>Research Results</td>
<td>Read posting on Ecampus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam One online in Ecampus: worth 100 points.</td>
</tr>
<tr>
<td>7</td>
<td>Defining Situation Analysis and Opportunity/Problem Statement</td>
<td>Read Chapter 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 3:  25 points</td>
</tr>
<tr>
<td>8</td>
<td>Situation Analysis and Problem Statement</td>
<td>Read Chapter 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Situation Analysis and Problem statement due in Ecampus. Worth 100 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>9</td>
<td>Campaign Plan:  Message Strategy</td>
<td>Read Chapter 8 and 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quiz 4:  25 points</td>
</tr>
<tr>
<td>10</td>
<td>Campaign Plan:  Media Options</td>
<td>Read posting on Ecampus</td>
</tr>
<tr>
<td>11</td>
<td>Event Descriptions</td>
<td>Read posting on Ecampus</td>
</tr>
<tr>
<td>12</td>
<td>Campaign Plan and Implementation Materials</td>
<td>Read Chapter 10</td>
</tr>
<tr>
<td>13</td>
<td>Finalizing and Detailing Proposal</td>
<td>Read Chapter 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campaign Plan due in class: worth 100 points.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Exam Two online in Ecampus: worth 100 points.</td>
</tr>
<tr>
<td>14</td>
<td>Presentations to Client—must be video recorded</td>
<td>Peer Evaluation form due in class on last day of course.  50 points</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Portfolio containing these items is due in my office during the two hour time frame specified by the University for the Final Exam for this course.</td>
</tr>
</tbody>
</table>

**Final Exam Period**
- Documentation of Campaign Implementation 100 points
- Completed Proposal with Appendices  100 points
- Executive Summary  50 points
- Video of Presentation to client  150 points

Portfolio containing these items is due in my office during the two hour time frame specified by the University for the Final Exam for this course.
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): Communication
3. Course prefix, number and complete title of course: COMM 403 Media, Children and Adolescents
4. Catalog course description (not to exceed 50 words): Critical analysis of popular culture and mass media issues related to children and adolescents; deconstruction of media created by, for, and about children and youth.

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

Crowdlisted 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)

   BA Communication, BA Telecommunication Media Studies, BS Telecommunication Media Studies; undergraduate general academics

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>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>COMM</td>
<td>403</td>
<td>MEDIA CHILDREN &amp; ADOLESCENTS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CRN and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FCL Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
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<td>3.00</td>
<td>090100.00</td>
<td>0684</td>
<td>15 - 16</td>
<td>0 0 6 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

J. Kevin Barger, Professor and Head
Department Head or Program Chair (Type Name & Sign) Date

Nancy J. Street, Chair, College Review Committee Date

Steve Oberhelman, Assoc Dean 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

Chair, GC or UCC Date

Effective Date:

CURRICULAR SERVICE
COMM 403: Media, Children and Adolescents  
Fall 2015

Class meetings
TR 12:45-2:00 pm

Instructor information
Dr. Srividya “Srivi” Ramasubramanian, Ph.D.
Office: 202D Bolton Hall
Office hours: 11:00 to 12:00 pm on Tuesdays and Thursdays
Email: srivi@tamu.edu

Course description
Critical analysis of popular culture and mass media issues related to children and adolescents; deconstruction of media created by, for, and about children and youth.

Prerequisite
Junior, Senior or approval of instructor. This is a Writing Designated (W-Course) and, as such, it is not possible to pass the course without passing the written portion.

Student learning outcomes
- Explain theories about media’s role in shaping children’s attitudes about culture and society
- Appraise the role of media in children and adolescents’ development of sense of self and others (cultural identities relating to sexuality, race, gender, and religion among youth will be explored)
- Design an original final paper that applies the theories and concepts from class to a specific topic relating to media and children/adolescents
- Evaluate, compare, and analyze media texts from a critical perspective
- Write an academic paper demonstrating writing skills including attention to style, format, organization, and content in order to communicate effectively with audiences in your discipline

Required course materials

ECampus for COMM 403
All other book chapters and journal articles will be made available via eCampus. Educational videos will be assigned for viewing through http://mediamatrix.tamu.edu. However, some videos screened in class may not be available through mediamatrix. Students are responsible for locating, retrieving, and reproducing all electronic materials in this course. Please purchase blue books for the two in-class exams.

A note on “W” courses
This is a writing-intensive 400-level W course with several opportunities to improve your writing skills throughout the semester. A substantial portion of your grade will be based on writing assignments. You will not be able to pass this course without having completed the writing assignments. Written feedback will be provided by your peers and by the instructor for the written assignments. You are also encouraged to make appointments for one-on-one consultations with experienced writing consultants at the University Writing Center (go to writingcenter.tamu.edu for more details).
**Assessment**

Exams 1 and 2 (25% each) - 50%
Research paper and related writing assignments - 40%
  - Proposal/bibliography 5%
  - Context/theory 10%
  - Final Paper 20%
  - Class Presentation 5%
In-Class Activities 10%

**Written Exams**

There will be two closed-book, closed notes exams in this course: Exam 1 and Exam 2. The exams will contain short-answer questions drawn from the textbook, course packet, class presentation, class discussions, and screenings. There will be a review session before each exam. Review sheets will be handed out to help you prepare effectively for the exams. Please bring a big blue book to class for these exams.

**Research Paper and Related Writing Assignments**

Your research paper is to be completed in incremental steps leading to the final presentation. The instructor will provide detailed feedback at every stage of the writing process. You will also get feedback on your drafts from peers in your class.

The research paper is divided into smaller writing assignments: proposal/bibliography (5%), context/theory (10%), final paper (20%), and class presentation (5%).

*Proposal/bibliography (5%):* Write a 1-page proposal about what aspect of media, children and adolescents you plan to study and why it is important to study this topic. Excellent topics are those that are socially relevant, topical, interesting, and relatively under-studied. Pick a topic that you are truly interested in because you have to stick with it through the semester. It is crucial that you incorporate concepts and theoretical perspectives discussed in the course into your final paper. Please consult with the instructor to make sure that you are in the right track.

Along with the one-page proposal, submit an annotated bibliography where you read, summarize, and critique 5 scholarly articles/book chapters relevant to your topic. Please meet with the instructor if you would like to learn to distinguish scholarly from non-scholarly sources. You are also encouraged to meet with the Communication librarian, Dr. Steve Bales. Clearly articulate how each scholarly source helps guide your central argument. Excellent bibliographies go beyond simply summarizing the paper. They show the instructor that the student has read, understood, reflected, and critiqued the scholarly work. Publications that are only tangentially relevant to your final project will lead to lowering of grades. You are welcome to refer to the textbook and other readings from this class but make sure that your bibliography includes 5 scholarly sources over and beyond class readings.

*Context/theory (10%):* Write a 4 page double-spaced paper about the context/background relating to the issue that you have decided to focus on as it relates to media, children and
adolescents. Discuss the contexts (such as historical, political, economic, and social) that shape how and why we think about these issues the way we do. Bring in the role of media within this context. Provide support for your claims by using citations of previously published works and for any statistics that you provide. It is very important to draw from theories and concepts discussed in this class that will inform your media analyses. You should cite your sources in a separate reference section for this assignment.

**Final paper (20%)**: Write an 8-10 page final paper that builds on the previous writing assignments. Immerse yourself for a two-week period with the media content that you are interested in studying. Keep detailed notes about your descriptions of the content as well as your thoughts and feelings as you analyze these media texts. Through repeated and close readings of the media texts, engage in critical analyses that reflect on the meanings of the emerging patterns. Alternatively, conduct quantitative content analyses with predefined units of analyses and coding scheme along with a detailed coding booklet. In this case, provide graphs, tables, and figures to share your findings. Make sure you make connections between your analyses and theories/concepts covered in your assigned readings and class discussions. The paper should consider potential impacts of the media messages, theoretical/practical implications, and limitations of your project.

**Final poster presentations (5%)**: Summarize the key points from your final project into a tri-fold poster to share with the class in a creative, attractive, informative format. Be prepared to answer questions from the audience and bring additional materials to support key arguments that you make in the poster.

All papers are due at the beginning of class on dates indicated in the course calendar. Use double-spaced, 1 inch margin, 12 point Times New Roman font for all papers. Remember to put your ID number (assigned in the first week of class) on all the papers and staple them. Cite all sources in a separate reference section at the end of the paper. All papers should be submitted in class. Please do not send them via email or drop them off at my office. Incomplete assignments, missing, and late assignments will be awarded zero points. Only insightful papers that go beyond the class readings will get above average grades. Mediocre assignments will receive mediocre grades.

**In-Class Grade (10%)**: Since attendance is required in the course, in-class activity grades will not be announced in advance. On 12 different days there will be an in-class activity. The lowest two in-class activity grades will be dropped. The remaining in-class activity grades will be averaged together as the in-class activity grade.

**Attendance**

Attendance is required at each meeting of COMM 403. For unexcused absences in excess of two, the final grade will be reduced by one letter grade per absence. Please see Student Rule 7. http://student-rules.tamu.edu/rule07 Documentation is due as per the deadlines specified in Student Rule 7.
Make-up work

Make-up work is available for students with excused absences. Please see Student Rule 7. [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Grading policies
Grades have to be earned in this class for completing course requirements. To be fair on all students, extra credit opportunities, if made available, will apply to all students and cannot be given to individual students.

89.5 to 100 ..................A
79.5 to 89.4 .................B
69.5 to 79.4 .................C
59.5 to 69.4 .................D
Below 59.4 .................F

Class policies

- All assigned readings should be completed before coming to class. Please be prepared to summarize and discuss the assigned readings during class. Take careful notes while reading the materials and jot down any questions and comments that you would like to discuss in class.
- Assigned readings, class discussions, blog entries, handouts, guest lectures, video screenings, and your own final project are all fair game for exam questions.
- I encourage you to share and respond to relevant, interesting and thought-provoking articles on media audiences using the class discussion board available on the course website in eCampus. Remember that such participation would also count toward your participation grade.
- As a courtesy to other class members, please turn off all cell phones during class time. Texting or talking on the phone can be quite distracting to others in class. If you have a special situation that requires you to receive or send cell phone messages in class, kindly let the instructor know in advance.
- Laptops and other electronic word processing devices are not allowed in the class except for note-taking purposes. Violation of this policy would lead to a no-laptop rule for everyone in class for the rest of the semester. Please be mindful to not check email, browse the web, etc.
- Audio recording, photography, and video recording during class are prohibited.

Course Schedule: All chapter numbers refer to the textbook.

Week 1: Introduction and Key Concepts: Children as Unique Audiences

**Week 2: Children’s Media Habits, Socialization Theory, and Family Communication**

**Writing workshop 1**

• Strasburger, V. C. et al. (2013). *Children, adolescents, and the media*, The Family and Media

**Week 3: Aggression, Cultivation Theory, and Youth Media**


**Week 4: Gender Identity, Sexual Objectification Theory, and Adolescent Magazines**

**Proposal/bibliography draft due for peer review**


**Week 5: Racial Identity, Social Identity Theory, and Cartoons for Children**

**Proposal/bibliography due to instructor for feedback**


**Week 6: Review and Exam 1**

**Week 7: Children, Persuasion Theory, and Advertising**

**Writing Workshop 2**

**Week 8: Developmental Approaches, Morality, and Children’s Films**

**Context/theory paper due for peer review**


**Week 9: Peer Socialization, Cyberbullying, and the Internet**

**Context/theory paper due for instructor feedback**


**Week 10: Social Cognitive Theory, Learning Approaches, and Gaming**


**Week 11: Pro-social Behavior and Social Good in Children’s Media**


**Week 12: Review and Exam 2**

**Week 13: Developing Media Literacy and Critical Media Skills in Children**

**Final paper due for peer feedback**

Week 14: Final presentations

Final paper due to instructor for feedback

Disability Services

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

Academic integrity is extremely important. Always cite your sources when you are referring to ideas that you are not your own. Aggie honor code: “An Aggie does not lie, cheat, or steal or tolerate those who do”. As a student of Texas A&M University, you are committed to following the Aggie honor code. Plagiarism, falsification, cheating, fabrication, complicity, multiple submissions, abuse and unauthorized access to university resources will not be tolerated in this course. All students of this course should read up details about the Aggie code in the following website: http://aggiehonor.tamu.edu

Safe Classroom Environment:

Considering the nature of this course, it is especially important that we establish a safe environment in the classroom. Towards this end, I seek your support in encouraging engaged, honest discussions. I hope everyone feels comfortable to share and explore ideas in this class. During the course of such free and open discussions, it is quite possible that disagreements will arise. I welcome disagreements in the spirit of critical academic exchange, but please remember to be respectful of other points of view, whether you agree with them or not. In this class, derogatory comments based on race, ethnicity, class, gender, sexual orientation, religion, physical ability, or nationality will not be tolerated.
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): Education Administration and Human Resource Development
3. Course prefix, number and complete title of course: EHRD 210 - Legal and Ethical Environment of Human Resource Development
4. Catalog course description (not to exceed 50 words): Development of knowledge towards legal and ethical work environment in a corporate and educational setting in human resource development

5. Prerequisite(s): Sophomore 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)
       BS Human Resource 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-control-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
    EHRD  210  LEGAL&ETHICAL ENVIRONMENTAL HRD
    Lect.  Lab  Other  SCI1  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3.00  3.00  3.00  5210050016  876  15 - 16  0  0  3  6  3  2
    Approval recommended by:
    Department Head – Dr. Fredrick Naklako  Date
    Chair, College Review Committee  Date
    Date
    Department Head or Program Chair (Type Name & Sign)  Date
    Dean of College  Date
    Submitted to Coordinating Board by:
    Chair, GC or UCC  Date
    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: EHRD 210 Legal and Ethical Environment of HRD  
Term: Fall / Spring 2015 Academic Year  
Meeting times and location: TBA

Course Description and Prerequisites
Legal and ethical environment of Human Resource Development. (3-0) Credit 3. Development of knowledge towards legal and ethical work environment in a corporate or educational setting in human resource development. Prerequisites: Sophomore classification

Learning Outcomes
By the end of the course, students should be able to:
- Explain legal and ethical environment of HRD concepts
- Analyze ethical challenges of leadership
- Explain the basics of employment law for human resource practice

Instructor Information
Name: TBD  
Telephone number: TBD  
Email address:  
Office hours:  
Office location:  

Textbook and/or Resource Material
Required:
1) Meeting the Ethical Challenges of Leadership – Casting light or shadow, 5th edition, Johnson, Craig E.
2) Ethics and Human Resource Development – A New Approach To Leading Responsible Organizations, Hatcher, Tim.

Web Access. This course is web facilitated through eCampus http://ecampus.tamu.edu A reliable Internet connection is required for submission of quizzes, assignments, and email. All course materials will be downloadable from the course site during the semester. You will need an active NetID and password to login to the site.

Additional Resources. You may find the following professional organization’s websites helpful in understanding concepts of the course:
Academy of Human Resource Development: www.ahrd.org  
The Society for Organizational Learning: www.solonline.org  
American Society for Training & Development: www.astd.org  
International Society for Performance Improvement: www.ispi.org  
Society for Human Resource Management: www.shrm.org
Grading Policies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>100</td>
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<td>Quiz 2</td>
<td>100</td>
</tr>
<tr>
<td>Quiz 3</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>300</td>
</tr>
<tr>
<td>Attendance and Class Participation</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
</tr>
</tbody>
</table>

Please note that total points, not aggregate percent, establish the grade you will receive in this course. Final grades are summative point totals and determined as follows:

- 900 – 1000 points: A
- 800 – 899 points: B
- 700 – 799 points: C
- 600 – 699 points: D
- < 600 points: F

This course has a grade requirement of a minimum of a “C” (700 points) must be achieved in order to count toward degree requirements. Failure to meet that standard will result in the need to repeat the course.

Attendance and Make-up Policies

Class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. A record of attendance will be maintained from the first day of classes and/or the first day the student’s name appears on the roster through final examinations and constitute the participation grade for the course. Each day you attend, you earn attendance points. Missing more than 30 minutes of a lecture or lab period without a University excused absence will result in a loss of attendance points for the day. Playing around, facebooking, not paying attention, etc. or disrupting the class can also result in a loss of participation points for the period. Absences may only be excused as defined by the Texas A&M University Student Rules available at http://student-rules.tamu.edu/rule07.

Assignments, Missed Exams or Quizzes, Grade Information

- Work must be ready to be turned when it is called for to be considered turned in “on time.” Late work will be accepted with a 33.33333% penalty per day except in cases of university excused absences.
- Quizzes total of 3 will be given during the semester.
- Extra credit assignments will be offered to the entire class during the term. Extra credit is designed to help you get over a major grade “hump.”
- Students with excused absences may make-up missed exams or quizzes with no penalty. Students must schedule the make-up immediately upon their return to the class.
- Make-up for any unexcused absence is at the discretion of the instructor.
Grades for the course will be posted on http://ecampus.tamu.edu. The instructor is unable to discuss grades on individual assignments or as a whole for the course over e-mail.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading: Craig / Walsh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Beginnings of HRD and ethics</td>
<td>Hatcher Ch 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Introduction to Employment Law</td>
<td>Craig Ch 2 Stepping Out of the shadow</td>
</tr>
<tr>
<td>Week 3</td>
<td>Quiz#1: Looking Inward</td>
<td>Craig Ch 3 The leaders Character</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Hiring Process</td>
<td>Hatcher Ch 2</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exam #1: Ethical Standards and Strategies</td>
<td>Hatcher Ch 3</td>
</tr>
<tr>
<td>Week 6</td>
<td>Managing a Diverse Workforce</td>
<td>Craig Ch 4/5</td>
</tr>
<tr>
<td>Week 7</td>
<td>Quiz #2: Pay, Benefits, Terms, and conditions of employment</td>
<td>Craig Ch 6 Ethical decision making and behavior</td>
</tr>
<tr>
<td>Week 8</td>
<td>Shaping Ethical context</td>
<td>Craig Ch 7 Normative Leadership Theories</td>
</tr>
<tr>
<td>Week 9</td>
<td>Exam #2: managing performance</td>
<td>Hatcher Ch 6</td>
</tr>
<tr>
<td>Week 10</td>
<td>Managing Performance through T&amp;D</td>
<td>Craig Ch 9 Creating an Ethical Organization Climate</td>
</tr>
<tr>
<td>Week 11</td>
<td>Employer obligations in leadership</td>
<td>Hatcher Ch 7</td>
</tr>
<tr>
<td>Week 12</td>
<td>Quiz #3</td>
<td>Review materials covered;</td>
</tr>
<tr>
<td>Week 13/14</td>
<td>Reviews</td>
<td>Review materials covered</td>
</tr>
</tbody>
</table>
Quizzes

3 @ 10 % each
Due Date: Total of 3 – TBA – See Calendar of Activities and instructions below – Due 11:59pm
In order to reinforce and evaluate your learning, there will be three quizzes posted on eCampus. Each quiz will consist of up of 10 multiple-choice questions for each quiz, totaling 100 points for each quiz. The quizzes will cover the section indicated in the module for the weeks prior to the quiz. The quizzes will be timed at 60 minutes per quiz. You will have two attempts at each quiz. I will be able to see all your attempts at the quizzes and will record your highest score. The quizzes will provide you with good practice in preparing for your final exam, so use them as opportunities to study and practice. No make-ups will be given for any missed quizzes except for university excused absences. Please adhere to the calendar of dates.

Exams

2 @ 15 % each
Due Date: Total of 2 – TBA – See Calendar of Activities and instructions below – Due 11:59pm
In order to reinforce and evaluate your learning, there will be two exams posted on eCampus. Each exam will be made up of 30 multiple-choice questions for each exam, totaling 150 points for each quiz. The exams will cover the section indicated in the module for the weeks prior to the exam. The exams will be timed at 120 minutes per exam. You will have one attempt at each exam. The exams will provide you with good practice in preparing for your final exam, so use them as opportunities to study and practice. No make-ups will be given for any missed exams except for university excused absences. Please adhere to the calendar of dates.

Final Exam (Comprehensive)

Due Date: TBA – The final exam will be available through eCampus for a two hour block of time (your choice) from 12:00 a.m. until 8:00 p.m.
This is your final assignment, which contributes up to 30% of your grade. The examination will follow exactly the same format as the quizzes. Unlike the quizzes, you will have only one opportunity to take the exam and you will have two hours in which to complete the exam. Exam will consist of 50 questions (multiple choice, T/F, and short answers), based on information in the text from Chapters 1-11. The exam is meant to test your knowledge, and you will be successful if you keep up with your readings, participate actively in the discussions and use the quizzes to help you in preparing for the exam.

Other Pertinent Course Information

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.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Education Administration and Human Resource Development
3. Course prefix, number and complete title of course: EHRD 315 Applied Human Resource Development in the Workplace
4. Catalog course description (not to exceed 50 words): Training and development context and synthesis of general industry-standard human resource practices in workplace environments for human resource practitioners

5. Prerequisite(s): EHRD 203 and EHRD 210 with a grade of C or better.

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)
      BS Human Resource Development
   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. ☑ 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).

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<thead>
<tr>
<th>Prefix</th>
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<tr>
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<td>315</td>
<td>APPLIED HRD IN THE WORKPLACE</td>
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</tr>
</tbody>
</table>

Approval recommended by:

Department Head – Dr. Fredrick Nafukho Date 10/31/14

Chair, College Review Committee Date 10/31/14

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

(If cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or UCC Date 10/31/14

Effective Date Oct 31, 2014

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: EHRD 315: Applied HRD in the Workplace
Term: TBD Fall
Meeting times and location: Online via ecampus.tamu.edu

Course Description and Prerequisites

Applied HRD in the Workplace. (3-0). Credit 3. Training and development context and synthesis of general industry-standard human resource practices in workplace environments for human resource practitioners. Prerequisites: EHRD 203 and EHRD 210 with a grade of C or better, junior or senior classification.

Learning Outcomes

1. Apply conceptual knowledge of human resource practices used in the workplace for training and development of human resource development practitioners.
2. Analyze human resource practices used in the workplace for creation of training and development modules.
3. Identify differences between human resource development and human resource management.

Instructor Information

Name: TBD
Office Phone: TBD
Email: TBD
Office Hours: TBD
Office Location: TBD
Twitter: TBD
Skype: TBD
Text/Voice: TBD

Textbook and/or Resource Material

Required Textbooks

Grading Policies

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
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<tr>
<td>Exam 2</td>
<td>150</td>
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<tr>
<td>Exam 3</td>
<td>150</td>
</tr>
<tr>
<td>Final Project</td>
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<tr>
<td>Assignments</td>
<td>350</td>
</tr>
<tr>
<td>Class Participation</td>
<td>100</td>
</tr>
</tbody>
</table>

Please note that total points, not aggregate percent, establish the grade you will receive in this course. Final grades are summative point totals and determined as follows:

- 900 – 1000 points: A
- 800 – 899 points: B
- 700 – 799 points: C
- 600 – 699 points: D
- < 600 points: F

A required course grade of a minimum of a “C” (700 points) must be achieved in order to count towards degree requirements. Failure to meet that standard will result in the need to repeat the course.

Attendance

Class attendance is essential for student success; therefore, students are required to promptly and regularly attend all their classes. A record of attendance will be maintained from the first day of classes and/or the first day the student’s name appears on the roster through final examinations and constitute the participation grade for the course. Online courses are monitored via login to eCampus and assignment completions.

Each day you attend, you earn attendance points. Being late to class will cost a percentage of the points for the class period. Missing more than 30 minutes of a lecture or lab period without a University excused absence will result in a loss of attendance points for the day. Absences may only be excused as defined by the Texas A&M University Student Rules available at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Assignments, Missed Exams or Quizzes
• Work must be ready to be turned when it is due for to be considered “on time.” Late work will be accepted with a 33.33% penalty per day, except in cases of University excused absences.
• Students with excused absences may make-up missed exams with no penalty. Students are requested to schedule the make-up immediately upon their return to the class. All make-ups must be completed within 30 calendar days of student’s return to class.
• Make-up for any unexcused absence is at the discretion of the instructor.

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

Any incident involving academic dishonesty will result in a grade of F* in the course and students will be referred to the Aggie Honor Code Office for academic and/or disciplinary action.

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
For additional information please visit: http://aggiehonor.tamu.edu

Calendar of Activities, Assignment Milestones
(subject to change as necessary)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Welcome!; introduction to course; syllabus; course expectations;</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2</td>
<td>HRD practitioners in a HRM world, why HRD practitioners need to relate</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 3- EEO and safe working environments; training the employee workbase, legal environment and how the HRD practitioner trains the enterprise</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 4- Workflow and Job Design; training employees to understand needs</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 5- Planning and Recruiting- how to train inside the company for it</td>
</tr>
<tr>
<td>Week 6</td>
<td><strong>Exam 1</strong>; Hiring and initial training offers to employees</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 7- Training and the view of HRM practitioners versus HRD</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 8- Performance Management as a function of training and development programs/offers in an enterprise; Employee Success through training and development</td>
</tr>
<tr>
<td>Week 9</td>
<td><strong>Exam 2</strong>; Termination and applying concepts from exit interviews into continuous improvement through training and development</td>
</tr>
<tr>
<td>Week</td>
<td>Topic</td>
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<tr>
<td>10 – 10/27</td>
<td>Training on Pay Issues and Compensation/Pay</td>
</tr>
<tr>
<td>11 – 11/3</td>
<td>Chapter 12- Training on how to recognize employee contributions</td>
</tr>
<tr>
<td>12 – 11/10</td>
<td>Chapter 13- Benefits training for employees</td>
</tr>
<tr>
<td>13 – 11/17</td>
<td>Chapter 14- Collective Bargaining/Labor Relations and training employees on how to interact in the environment</td>
</tr>
<tr>
<td>14 – 11/24</td>
<td><strong>Exam 3;</strong> Global HRD and creating high performance organizations</td>
</tr>
<tr>
<td>15 – 12/1</td>
<td><strong>Final examination (comprehensive) due in Blackboard - eCampus</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 (D.D.S., M.D., J.D., PharmD, D.V.M.)
2. Request submitted by (Department or Program Name): Education Administration and Human Resource Development
3. Course prefix, number and complete title of course: EHRD 413 Conflict Management and Dialogue

4. Catalog course description (not to exceed 50 words): Conflict management principles and practices in the workplace; engagement in meaningful conflict from a training and development perspective.

5. Prerequisite(s): Junior or senior classification or approval of 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 program(s) (e.g., B.A. in history)
       BS Human Resource 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-contrl/baselexport-controls-basics-for-distance-education)

13. Prefix | Course # | Title (excluding punctuation)
      |        | CONFLICT MGMT & DIALOGUE

<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>FICE Code</th>
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<td>876</td>
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</tbody>
</table>

Approval recommended by:

Department Head – Dr. Fredrick Nafukho ___________________________ Date 10/31/14
Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) ___________________________ Date 10/31/14
Dean of College

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
EHRD 413 Conflict Management and Dialogue

Term, meeting dates and Locations TBD

Prerequisite: Junior or senior classification or approval of instructor

COURSE DESCRIPTION
In this course the many ways that individuals think about and practice conflict management and effective dialogue will be explored. Students will have a chance to learn more about their own negotiating preferences and its impact on self and the workplace. Additionally, an aim of this course is to assist learners in the identification and learning of the importance of effective conflict management in the workplace and to develop skills to effectively engage in meaningful conflict using effective modalities for the situation presented. The emphasis in this course is the appreciation of conflict management from a social justice perspective. The course requires both intensive involvement in negotiation and mediation simulations/exercises and thoughtful application of theory through class discussion and written analysis. Class materials will reflect a variety of contexts from the workplace, including interpersonal, global, and cross-cultural interactions. (3 credit hours).
Prerequisite: Junior or senior classification or approval of instructor

LEARNING OUTCOMES
Upon successful completion of this course, students will be able to:
1. Explain the importance of effective communication for both individual and organizational success
2. Describe the variables that accompany change in the workplace
3. Explain of the importance of engaging in meaningful conflict
4. Acquire the State Bar of Texas Alternative Dispute Resolution Section 40-hour Basic Mediation Training Certificate
5. Engage effectively in the seven stages of the mediation process
6. Explain the impact of effective conflict management on the individual, organizations and workplace productivity.
7. Explain the role of diversity, social justice and climate in conflict management
8. Explain means of communicating effectively (verbally and non-verbally) with diverse populations
9. Describe the phenomenon of globalization and the role of conflict management
10. Appraise the need for change to accommodate diversity in an organization

REQUIRED READINGS
ADDITIONAL ASSIGNED READINGS


STATEMENT REGARDING CLASS HANDOUTS

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

INSTRUCTOR EXPECTATIONS

The expectations in EHRD 413 are for you to:

1. Be prepared for class
2. Actively participate in class through inquiry and working with your assigned teams
3. Communicate with Instructor if you have a specific need or issue related to EHRD 413.

Expectations students can have for Instructor

1. I will be fully present and available during class time
2. I will make myself available to you out of class time at assigned times
3. I will communicate effectively with you and engage in meaningful conflict as necessary
4. I will be prepared for each class

How to succeed in this Course:

As a participant in this class, you are expected to:

• Attend every class and take complete responsibility for class material when attending is not possible.
• Complete your assignments on time.
• Conduct yourself with the same high level of professionalism that you would at your professional job.
• Raise relevant questions and contribute relevant observations.
• Practice good and constructive group participation methods and behaviors.
• Treat other class members with the same respect and courtesy you would like for yourself at all times.
• Treat information shared in class with respect and sensitivity.
• Take class and team responsibilities seriously.
• Take responsibility to direct your own learning and study.
• Help create a safe climate in class for mutual exploration, discovery and learning.
• Share your questions, experiences and concerns freely with the class and us.
ABSENCE/MAKE-UP WORK/LATE WORK POLICY: Students are expected to attend all classes. There will be no late work and/or make-up assignments accepted/assigned without a university-approved and documented excuse. Absences may only be excused as defined by the Texas A&M University Student Rules available at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Students should inform Instructor as soon as she/he knows an assignment will be or has been missed.

**EHFD 413 COURSE ASSIGNMENTS**

<table>
<thead>
<tr>
<th>ASSIGNMENTS AND COURSE EVALUATION</th>
<th>Points</th>
<th>Bloom’s Taxonomy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class reflections</strong> - Each student will be required to keep a weekly course journal (a ‘private reflection journal’ from which they can integrate their ideas into the ‘public’ class discussion) to be electronically submitted to the professor</td>
<td>100 points</td>
<td>Remembering, Understanding, Applying, Analyzing, Evaluating, Creating</td>
</tr>
<tr>
<td><strong>Class contribution</strong> - Each student will be required to actively participate in class, group discussions, and mediation case studies under the guidance of the course instructor. Daily - 5 points are awarded for attendance and 5 points are awarded for class engagement.</td>
<td>150 points</td>
<td>Remembering, Understanding, Applying, Analyzing, Evaluating, Creating</td>
</tr>
<tr>
<td><strong>Assignments</strong> - Each team will be required to conduct a 10-minute lesson on a chosen conflict management skill set. Students will share materials with classmates and instructor.</td>
<td>150 points</td>
<td>Understanding, Applying, Analyzing, Creating</td>
</tr>
<tr>
<td><strong>Community Engagement</strong> – Each student will be required to visit/review a local, state, national, or international conflict management program (e.g. DRC, SCRC, DoF, VPD, ODDI, OGAPS) and write a brief (2-3 pages) reaction paper.</td>
<td>100 points</td>
<td>Understanding and Applying</td>
</tr>
<tr>
<td><strong>Article Review</strong> - Each student will be required to identify a journal article related to specific topics on conflict management and diversity and then write a 2 page review based on a rubric to be provided. The article must be approved by the instructor.</td>
<td>100 points</td>
<td>Applying, Analyzing, Evaluating</td>
</tr>
<tr>
<td><strong>Team Project</strong> –Each team will be required to design a 5-15 minute long video communicating a conflict management issue in the workplace. The videos will be shared with the entire class and will be class archives.</td>
<td>200 points</td>
<td>Applying, Analyzing, Creating and Evaluating</td>
</tr>
</tbody>
</table>
Final examination knowledge assessment course project
– A final examination mediation evaluation, including mastery of the mediation progress, will be completed at the end of the semester. 200 points

<table>
<thead>
<tr>
<th>Applying, Creating, Analyzing, Evaluating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total points</strong></td>
</tr>
</tbody>
</table>

Grade Requirements

Grading Scale:
900 -1000 points = A 800 - 899 points = B 700 - 799 points = C 600 - 699 points = D

GRADING
Grading of assignments will be based on students meeting the basic requirements specified in the syllabus. Simply meeting the basic requirements of the assignments will be considered average and the number of points earned will reflect the average quality of the work. Additional points may be earned based on writing style (i.e., grammar, spelling, clarity of ideas) and the ability to elaborate on and synthesize information; points will be deducted for using inaccurate conflict management vocabulary.

SYLLABUS CHANGE
The Instructor reserves the right to make changes as necessary to this syllabus. If changes are made, advance notification will be given to the class.

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

FACULTY SENATE STATEMENT ON PLAGIARISM AND AGGIE HONOR CODE
Scholastic misconduct is defined broadly as “any act that violates the rights of another student in academic work or that involves misrepresentation of your own work.” The handouts used in this course are copyrighted. By “handouts” I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.
“An Aggie does not lie, cheat, or steal nor tolerate those who do.”

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

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

CLASSROOM BEHAVIOR
Appropriate behavior and online etiquette is expected of the instructor and all students. Inappropriate and disruptive comments (inappropriate language, disruptions, disrespect to other students or instructor, and other behavior as determined by the instructor) will not be tolerated and will result in disciplinary action as per the student handbook.

HARASSMENT
Texas A&M University is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity, pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. 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. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113, or visit student rules at http://rules.tamu.edu/rules/300/340199ml.htm for more detail information to file a sexual harassment complaint. You may also contact the College of Education and Human Development at 979-845-5311.

**EHRD 413 Course Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Class</th>
<th>Topics</th>
<th>Reading prior to class</th>
<th>Due</th>
</tr>
</thead>
</table>
| Week 1 | Change in the Workplace | Issues in diversity  
Tools for self-awareness  
Understanding people from diverse backgrounds  
Effective communication in a diverse organization | CC1                     |       |
<table>
<thead>
<tr>
<th>Week 2</th>
<th>Conflict</th>
<th>Importance of Managing Conflict Error! Bookmark not defined. Conflict Styles – take TKI Conflict Escalation Choosing an Intervention Approach for Conflict What is Alternative Dispute</th>
<th>CC2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 3</td>
<td>Mediation</td>
<td>What Necessitates a Mediation Process? Principles of Mediation Ethical Guidelines for Mediators</td>
<td>Journal Due 1 CC3</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Mediation Process</td>
<td>Mediation Process Outline Goals in the Mediation Process</td>
<td>CC4</td>
</tr>
<tr>
<td>Week 5</td>
<td>The Mediation Toolkit</td>
<td>Mediation Process Scripts Example of Co-Mediator Teamwork</td>
<td>CC5</td>
</tr>
<tr>
<td>Week 6</td>
<td>Mediate</td>
<td></td>
<td>Journal Due 2 CC6</td>
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<tr>
<td>Week 7</td>
<td>Mediator Skills Checklist Presentations</td>
<td>Active Listening Worksheet Anger Worksheet Blocks to Creative Problem Solving Body Language Statements</td>
<td>CC7 AR Due Skill Set Pres. 1-5</td>
</tr>
<tr>
<td>Week 8</td>
<td></td>
<td>Listening Do's and Don'ts</td>
<td>CC8</td>
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<tr>
<td><strong>Mediator Skill Set</strong></td>
<td><strong>Conflict Mgmt. Presentations</strong></td>
<td><strong>Mediate</strong></td>
<td><strong>Listening for Feelings Worksheet</strong></td>
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<tr>
<td><strong>Week 9</strong></td>
<td><strong>Skill Set Presentations</strong></td>
<td><strong>Mediate</strong></td>
<td><strong>Feelings Vocabulary</strong></td>
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<td><strong>Neutral Phrases and Questions</strong></td>
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<td><strong>Examples of Neutral Phrases</strong></td>
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<td><strong>Positions and Interests</strong></td>
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<tr>
<td><strong>Week 10</strong></td>
<td><strong>Conflict Management Presentations</strong></td>
<td></td>
<td><strong>Personal Perspective on Conflict</strong></td>
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<td></td>
<td><strong>Reacting Assertively</strong></td>
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<td><strong>Special Problems with Co-Mediators</strong></td>
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<td><strong>Special Problems with Disputants</strong></td>
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<tr>
<td><strong>Week 11</strong></td>
<td><strong>Conflict Management Presentations</strong></td>
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<td><strong>Summary Guide to Conflict Management</strong></td>
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<td><strong>Identifying the Conflict</strong></td>
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<td><strong>Conflict Diagram</strong></td>
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<td><strong>Developing a Conflict Management Plan</strong></td>
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<td><strong>Development of a Plan Use of Plan</strong></td>
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<td><strong>Conflict Management Plan</strong></td>
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<td><strong>Week 12</strong></td>
<td><strong>Conflict Management Presentations</strong></td>
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<td><strong>Conflict Modes Grid</strong></td>
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<td><strong>Choosing Your Conflict Management Style</strong></td>
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<tr>
<td><strong>Nature of Conflicts</strong></td>
<td><strong>Workplace conflict Cross-cultural conflict International conflict Establishing the Goals for Your Intervention Asking for Third Party Intervention Importance of Managing Conflict</strong></td>
<td></td>
<td><strong>CE Paper Due</strong></td>
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<tr>
<td></td>
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<td><strong>CM Pres. 4-5</strong></td>
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<table>
<thead>
<tr>
<th><strong>Skill Set Pres. 6-11</strong></th>
<th><strong>CM Pres. 1-3</strong></th>
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<tr>
<td>CC9</td>
<td>Journal Due 3</td>
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<td>Skill Set Pres. 12-15</td>
<td>CM Pres. 4-5</td>
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<td>CC 10</td>
<td>CM Pres. 6-7</td>
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<tr>
<td>CC 11</td>
<td>CE Paper Due</td>
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<tr>
<td>CC 12</td>
<td>Journal Due 4</td>
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<td></td>
<td>CM Pres. 10-11</td>
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| Week 13  | Conflict Management Presentations | Conflict Escalation  
Deciding to Intervene?  
Conflict Intervention Approaches | CC 13  
CM Pres. 12-13 |
|---------|----------------------------------|-------------------------------------------------|
| Week 14 | Mediation Programs               | Characteristics of a Successful Mediation Program | CC 14  
Journal Due 5  
CM Pres. 14-15 |
| Week 15 | Final Examination Week           |                                                 | CC 15  
Final |

**COURSE RESOURCES AND ON-LINE RESOURCES**

1. University library [http://library.tamu.edu/](http://library.tamu.edu/)
2. *Diversity Issues in the Workplace*:  
3. Diversity in the Workplace: Benefits, Challenges, and the Required Managerial Tools
   [http://edis.ifas.ufl.edu/hr022](http://edis.ifas.ufl.edu/hr022)
4. Managing Diversity in the Workplace:  
5. TAMU: [http://diversity.tamu.edu/](http://diversity.tamu.edu/)
6. Assessing globalization: Benefits and drawbacks of trade and integration:  
7. CEHD Climate and Diversity  
   [http://education.tamu.edu/climate-and-diversity](http://education.tamu.edu/climate-and-diversity)

**SKILL SET LIST**

1. Active Listening Worksheet
2. Anger Worksheet
3. Blocks to Creative Problem Solving
4. Body Language
5. I-Statements
6. Listening Do’s and Don’ts
7. Listening for Feelings Worksheet
8. Feelings Vocabulary
9. Neutral Phrases and Questions
10. Examples of Neutral Phrases
11. Positions and Interests/Needs
12. Personal Perspective on Conflict
13. Reacting Assertively
14. Special Problems with Co-Mediators
15. Special Problems with Disputants

READING LIST (Created by N.T. Watson and C.A. Stanley) Bullying


Change


Conflict Management


**Difficult Dialogues**


http://chronicle.com/article/The-Four-Quadrants
of/123642/?sid=at&utm_source=at&utm_medium=en


Empathy

Facilitating a Difficult Conversation

Diversity and Social Justice Issues
topics on campus: From polarization to moral conversation. San Francisco: John Wiley & Sons.


Leadership

Mediation Issues

Additional Readings
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): ARCHITECTURE
3. Course prefix, number and complete title of course: ENDS 114 - Introduction to Design Communication
4. Catalog course description (not to exceed 50 words): Introduction to drawing methods for non-majors; free hand drawing as a creative and communicative tool to express design thinking, architectural form and space.

5. Prerequisite(s): none
   Cross-listed with: 
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ No If yes, from _______ to _______
7. Is this a repeatable course? ☑ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☑ No 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)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Open to all non-major students as a free elective
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://vp.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix| Course # | Title (excluding punctuation)
ENDS | 114 | INTRO TO DESIGN COMMUNICATION

<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>
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<td>0 0 3 6 3 2</td>
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</tbody>
</table>

Approval recommended by:
Ward V. Wells
Department Head or Program Chair (Type Name & Sign) Date

Leslie Feigenbaum
Chair, College Review Committee Date

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

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

[Stamp: RECEIVED NOV 11 2014]
Course title and number: ENDS 114 – Introduction to Design Communication
Term (e.g., Fall 200X): Fall 2015
Meeting times and location: W, F – 11:10am-12:40pm
Pavilion 112

Course Description and Prerequisites
Introduction to Design Communication. (1-3). Credit 3. Introduction to drawing methods for non-majors; free hand drawing as a creative and communicative tool to express design thinking, architectural form and space.
Prerequisite: None

Learning Outcomes or Course Objectives
- Students will gain an enhanced observation skills involved in perceiving the natural and built environment
- Students will be able to visually describe and render architectural form and space
- Students will be able to diagram spatial ideas and clarify design concepts
- Students will be able to visually analyze existing and imagined space
- Students will demonstrate articulated vocabulary of visual communication concepts in a variety of settings: desk critiques, small group presentations, and formal project presentations

Instructor Information
Name: Robert Schiffhauer
Telephone number: 979.845.7073
Email address:
Office hours: M, W-1:30pm-3:00pm
Office location: ARCA 132

Textbook and/or Resource Material
Recommended: Architectural Drawing: A Visual Compendium of Types and Methods by Rendow Yee

Grading Policies
Students should refer to the Academic section in Student Rules and Regulations
http://student-rules.tamu.edu

Other Pertinent Grading Information (Rubric Included)
Design may be spoken about as a composition of two major parts, process and product. Process is about means or methods relating to how the activity of design occurs. Product is about the end result of designing or what is designed. Together process and product are inseparable aspects that form a typical understanding of architectural design.

Process - The process grade is given for the student's initiative in the elaboration of design goals, the exploration of alternative solutions to the given problem and for sustained effort during the course of the design project. The design process should be documented in sketches, models and written notes, all of which facilitate daily discussion.

Product - The product grade is given for a coherent final project, presented both graphically and verbally at final reviews. Models will be graded on craftsmanship, completion and support to the
drawings. Drawings will be graded on craftsmanship, depth of inquiry, resolution and support to the model.

Your grade will be based upon the following assignments and projects:

- Assignment 1: 10% of the final grade
- Assignment 2: 10% of the final grade
- Assignment 3: 10% of the final grade
- Assignment 4: 15% of the final grade
- Assignment 5: 15% of the final grade
- Assignment 6: 25% of the final grade
- Assignment 7: 15% of the final grade

Each exercise and project will receive a numerical grade based on the following.

A = 100 - 90: The student work has imagination and the solutions to the problems show understanding and thought; The problem solution is highly developed and well presented; The entire project shows depth and breath and is well coordinated; The project potential has been achieved.

B = 89 - 80: The student work shows imagination and potential; Presentation and visual content is good; Program requirements are fulfilled but in need of more refinement or development; There are no major issues that would require a total redesign of the project.

C = 79 - 70: The student has solved the problem, but the solution lacks depth of understanding; Some program goals not completely satisfied and the solution contains little promise even though most issues have been addressed.

D = 69 - 60: The solution has problems in two or more major areas; Skill and problem development is marginal or incomplete; The project lacks imagination and/or design/artistic potential.

F = 59 and below: The student work is unresolved; the intentions are unclear and major criteria or goals lack resolution; Presentation is incomplete and/or of poor quality; There is a complete lack of problem solving intent, artistic content and/or visual merit.

See the section on Attendance for possible deductions from project and final grades due to excessive unexcused absences in class and unexcused absences from final project reviews.

Once a project has begun, due dates are final, as extensions often prove less beneficial to students who have managed their time wisely.

**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**

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.

On time attendance is essential to complete the course successfully. The design studio is a long duration class and you are expected to be in attendance for the entire session. Late arrivals and early departures will be considered an absence unless excused under the University attendance policy.
Late Arrival / Early Departure (up to 30 min) will be accounted as (1) Absence, unless excused under the University attendance policy.

Unexcused absences during scheduled final project reviews will result in a 20 point deduction from the project grade.

Course Topics, Calendar of Activities, Major Assignment Dates

All readings listed are from the textbook. Additional handouts may be given in class. Assignments will be due at the beginning of the Wednesday class, unless otherwise noted.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Line and Shape</td>
<td>Chapter 1: p. 1-25</td>
</tr>
<tr>
<td>2</td>
<td>Line and Shape</td>
<td>Chapter 1: p. 26-38 Assignment #1</td>
</tr>
<tr>
<td>3</td>
<td>Tone and Texture</td>
<td>Chapter 2: p. 39-64</td>
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<td>4</td>
<td>Form and Structure</td>
<td>Chapter 3: p. 65-80 Assignment #2</td>
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<td>5</td>
<td>Space and Depth</td>
<td>Chapter 4: p. 81-96</td>
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<tr>
<td>6</td>
<td>Space and Depth</td>
<td>Chapter 4: p. 97-116 Assignment #3</td>
</tr>
<tr>
<td>7</td>
<td>Pictorial Systems / Multiview Drawings</td>
<td>Chapter 5: p. 119-134</td>
</tr>
<tr>
<td>8</td>
<td>Multiview Drawings</td>
<td>Chapter 6: p. 136-189 Assignment #4</td>
</tr>
<tr>
<td>9</td>
<td>Diagraming</td>
<td>Chapter 10: p. 313-339</td>
</tr>
<tr>
<td>10</td>
<td>Perspective Drawings</td>
<td>Chapter 8: p. 223-260 Assignment #5</td>
</tr>
<tr>
<td>11</td>
<td>Perspective Drawings</td>
<td>Chapter 8: p. 261-283</td>
</tr>
<tr>
<td>12</td>
<td>Drawing Composition</td>
<td>Chapter 11: p. 341-374</td>
</tr>
<tr>
<td>13</td>
<td>Presentation Drawings</td>
<td>Chapter 12: p. 375-400 Assignment #6</td>
</tr>
<tr>
<td>14</td>
<td>Documentation and Final Reviews</td>
<td>Assignment #7</td>
</tr>
<tr>
<td></td>
<td>FINAL: TBD</td>
<td></td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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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

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

<table>
<thead>
<tr>
<th>Service</th>
<th>URL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of Architecture Website</td>
<td><a href="http://dept.arch.tamu.edu/">http://dept.arch.tamu.edu/</a></td>
</tr>
<tr>
<td>Department Financial Assistance</td>
<td><a href="http://dept.arch.tamu.edu/financial-assistance/">http://dept.arch.tamu.edu/financial-assistance/</a></td>
</tr>
<tr>
<td>Academic Calendar</td>
<td><a href="http://admissions.tamu.edu/registrar/general/calendar.aspx">http://admissions.tamu.edu/registrar/general/calendar.aspx</a></td>
</tr>
<tr>
<td>Final Exam Schedule Online</td>
<td><a href="http://admissions.tamu.edu/registrar/general/finalschedule.aspx">http://admissions.tamu.edu/registrar/general/finalschedule.aspx</a></td>
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<td>Student Rules</td>
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<tr>
<td>Aggie Honor System Office</td>
<td><a href="http://aggiehonor.tamu.edu/">http://aggiehonor.tamu.edu/</a></td>
</tr>
<tr>
<td>American Institute of Architecture website</td>
<td><a href="http://www.aia.org/index.htm">http://www.aia.org/index.htm</a></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 (D.D.S., M.D. J.D., Pharm.D., D.V.M.)

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

3. Course prefix, number and complete title of course: FINC 446 Technical Analysis of Financial Markets

4. Catalog course description (not to exceed 50 words):
   Use of price, volume, and other non-fundamental, market, and behavioral data to analyze and predict security prices; emphasis on pattern recognition and correlation analysis over theory and causal analysis; application of technical analysis as an investment discipline for institutional portfolio management; principles, terminology, techniques, and emerging theories of technical analysis.

5. Prerequisite(s): FINC 351 and FINC 361

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)

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

   B.S. in business

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)

    FINC 446 Technical Analysis Fincl Mkts

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year HCL Code
    3.00 1.00 3.00 5208070016 1110 15 16 0 0 3 6 3 2

    Approval recommended by:
    R. T. Dye
    Department Head or Program Chair (Type Name & Sign) Date
    Cherie Simpson
    Chair, College Review Committee Date
    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

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

Curricular Services – 07/14
Class Meets: TBD
Instructor: Kevin M. Moore, CFA, CMT
Office Hours: TBD
Phone: 832-415-7000 (Mobile)

Class Website: eCampus.tamu.edu
Email: kmoore@mays.tamu.edu
Office: WCBA 341C
Teaching Assistant: TBD
TA Email: TBD

Course Description and Objectives
Technical analysis is a method of evaluating the investment attractiveness of securities by analyzing statistics generated by market activity. It is arguably the most popular methods used by investment industry practitioners. It uses price, volume and other non-fundamental or market “behavioral” data to analyze and predict security prices. Like the “big data” revolution that is currently sweeping the general business landscape, technical analysis emphasizes pattern recognition and correlation analysis over theory and causal analysis. Both are used to analyze/predict human behavior and to solve problems. A primary benefit of technical analysis is that it gives investors the tools to overcome the practical shortcomings of modern portfolio theory.

The objective of this course is to provide students with an introduction to technical analysis as an investment discipline within the context of institutional/professional portfolio management. It will introduce the basic principles, terminology and techniques, and emerging theories. However, it will emphasize application. The course will include guest speakers, case studies, class participation/discussion exercises and problem sets focused on the equity markets.

The capstone of the course will be a portfolio management project. The project will allow students to implement technical analysis and will also introduce students to the real-life issues of managing money while under the pressure to both solicit money from investors and to deliver superior investment results. This course is designed for students who are seriously considering a career in money management.

In summary, philosophically this class will be:
• Focused on the application of all concepts taught (not just the knowledge of concepts)
• Focused on the institutional/professional use of all concept taught (as opposed to for individual investing)
• Focused on simulating the levels of both competition and cooperation present in the investment industry

Learning Outcomes
Successful investing utilizing technical analysis or any other discipline requires many years of experience. This course is only an introduction. Upon successful completion of this course, students will have the basic knowledge to:
• Define and explain the basic terminology of technical analysis.
• Define, and explain and perform various methods of charting.
• Determine price trends and recognize basic market patterns.
• Establish price targets using technical analysis.
• Perform basic analysis of equity markets utilizing technical analysis.
• Define and explain the basics of how technical analysis applies to bonds, currencies, futures, and options.
• Manage a “paper” portfolio based on technical analysis.
• Design and back test a basic trading system using Bloomberg.

Prerequisites
FINC 351 and FINC 361. Students should be quite comfortable with computer applications, especially Excel. Familiarity with computer programming will be helpful but not required.
Required Materials

- The instructor will provide PDF copies of all case study readings.
- The project will utilize paper-trading accounts provided by Interactive Brokers. The instructor will facilitate the setting up of accounts and a basic introduction, but students will be primarily responsible for learning the tool on their own.
- Students must have access to and become familiar with a charting service/software/website (i.e., Bloomberg, freestockcharts.com, stockcharts.com).
- Students will be required to become familiar and become certified with Bloomberg.
- MTA Code of Ethics (provided by the professor).
- Students will need a calculator to solve problems in this course. Students will not be allowed to share a calculator during exams.

Suggested Material

- Investor’s Business Daily ([www.investors.com](http://www.investors.com)).
- Technical Analysis of Stocks and Commodities Magazine ([www.traders.com](http://www.traders.com)).
- 2014 CMT Level I Sample Exam ([www.mta.org](http://www.mta.org)).
- Traders Magazine ([www.tradersmagazine.com](http://www.tradersmagazine.com))

Optional Material

- Students are encouraged to seek out additional resources to enhance both their understanding of technical analysis and to improve the quality of their project.

Academic Integrity

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

The Aggie Honor Code affirms that honesty, truthfulness, trust, fairness, respect, moral conduct, and individual responsibility guide the conduct of the Texas A&M community. Commitment to these ideals produces in each of us integrity, which fosters the will to make difficult choices, to accept responsibility for and consequences of our actions, even at great personal cost.

It is the responsibility of both students and instructors to maintain academic integrity by refusing to participate in or tolerate academic misconduct. Committing any of the following acts constitutes academic dishonesty. This list is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.

*Cheating*: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise.

*Complicity*: Intentionally or knowingly helping (or attempting to help) another to commit an act of academic dishonesty.

*Plagiarism*: Failing to give appropriate credit for or presenting as your own another person’s words, ideas, results, or processes.

*Multiple Submission*: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the second instructor.

*Falsification*: Changing or omitting data or results, or manipulating research materials, equipment, or processes such that the research is not accurately represented in the research record.

*Fabrication*: Recording or reporting made up data or results, or submitting fabricated documents.

I will proactively promote academic integrity and adhere to the Aggie Honor System Office’s policies pertaining to reporting an adjudication of violations of the Aggie Honor Code. For detailed definitions of academic misconduct and complete Honor Council Rules and Procedures, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).
Classroom Care
We have beautiful, 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, or tobacco products or animals (unless approved) in WCBA classrooms. Please do not leave trash in the room. If you bring newspapers, etc., to class, either carry them out again or put them in the trash containers. Thank you for observing this policy.

Attendance
I expect you to attend class regularly, in accordance with university policy. I will routinely check attendance. You will be held responsible for any assignments, material covered, amendments to the syllabus, or announcements made in class, whether you are present or not.

If you miss an exam without a valid, documented university excuse, you will receive a grade of zero on that exam. According to university policy, there are exactly ten types of excused absences. These are listed in Texas A&M University Regulations and on the TAMU website at http://student-rules.tamu.edu/rule07:

1. Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities).
2. Death or major illness in your immediate family.
3. Illness of a dependent family member.
4. Participation in legal proceedings or administrative procedures that require your presence.
5. Religious holy day. (See Student Rules Appendix IV).
6. Injury or Illness that is too severe or contagious for you to attend class.
   a. For injury or illness that requires you to be absent from classes for three or more business days, you should obtain a medical confirmation note from your medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note for you. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.
   b. Confirmation is required for injury or illness that causes you to be absent from class for less than three business days. Illness confirmation may be obtained by one or both of the following methods:
      i. Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu (if you do not see a doctor).
      ii. Confirmation of visit to a health care professional affirming date and time of visit.
   c. An absence for a non-acute medical service does not constitute an excused absence.
7. Required participation in military duties.
8. Mandatory admission interviews for professional or graduate school, which cannot be rescheduled.
9. Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10. In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

It is noteworthy that job interviews are not considered excused absences. It’s never too soon to begin practicing managing your calendar in a professional manner. Arrange your job interviews and any necessary travel on dates other than those on which class meets. Please plan unexcused absences around the following exam dates:

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>October 15 (1 Hour – 60-70 Multiple Choice Questions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Project Presentation</td>
<td>December 3 (All Students must attend and remain for every presentation)</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>December 10 (Must be turned in by this date to receive credit)</td>
</tr>
</tbody>
</table>
**Makeup Policy**

You can make up an exam only if an absence is excused. To be considered excused, you must notify me 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 (for example, accident or emergency) you 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 fact that these are university-excused absences does not relieve you 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.

**Grading**

Course grades will be determined as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Max Points</th>
<th>Collaboration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor Bonus (subject to class-wide limit)</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>General Class Participation</td>
<td>5</td>
<td>None</td>
</tr>
<tr>
<td>Quizzes</td>
<td>7</td>
<td>None</td>
</tr>
<tr>
<td>Quant Homework</td>
<td>10</td>
<td>Individual Submission – Group Collaboration</td>
</tr>
<tr>
<td>Systematic Trading – Bloomberg</td>
<td>9</td>
<td>None</td>
</tr>
<tr>
<td>Case Study Participation</td>
<td>8</td>
<td>None</td>
</tr>
<tr>
<td>Individual Trading Project</td>
<td>10</td>
<td>None</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25</td>
<td>None</td>
</tr>
<tr>
<td>Group Trading Project</td>
<td>25</td>
<td>Groups will be assigned</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Course grade will follow the standard 90/80/70/60 scale as a minimum. However, a curve may be applied to the total point score at the end of the semester.

<table>
<thead>
<tr>
<th>Points Collected (PC)</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC ≥ 90</td>
<td>A</td>
</tr>
<tr>
<td>90 &gt; PC ≥ 80</td>
<td>B</td>
</tr>
<tr>
<td>80 &gt; PC ≥ 70</td>
<td>C</td>
</tr>
<tr>
<td>70 &gt; PC ≥ 60</td>
<td>D</td>
</tr>
<tr>
<td>60 &gt; PC</td>
<td>F</td>
</tr>
</tbody>
</table>

The Finance Department expects grades to accurately reflect the University’s published grading system: Excellent = A, Good = B, Satisfactory = C, Passing = D, and Failing = F. To implement this philosophy and to promote a culture of excellence among finance majors, the department has adopted a target overall GPA of 2.60-2.80 for FINC 446. The complete departmental grading guideline document has been disseminated to all finance majors.

Graded assignments must be turned in before the deadline to be eligible for full credit. Late assignments are subject to the following penalties:

<table>
<thead>
<tr>
<th>If the assignment is submitted...</th>
<th>Penalty</th>
<th>Maximum Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>On/before deadline</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>Up to one week after deadline</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>Beyond 1 Week</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Even if you have a documented excused absence, please arrange to submit your assignment by its due date unless an emergency situation makes this impossible. Late assignments accompanied by a documented university excuse will not be subject to penalty.

When any graded work is returned to you, you have one week from the date it is returned to bring any grading errors to the instructor’s attention. After the one-week deadline has passed, no further grade changes will be made for that
particular item. The purpose of this deadline is not to discourage grade changes due to errors, but to ensure that any necessary ones are promptly made.

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<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading/ Homework</th>
<th>Project Milestone</th>
<th>Guest Speaker</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Sept 3</td>
<td>Class Member Intro/Survey Course Intro Intro to Technical Analysis Overview of Markets/Dow Theory</td>
<td>Chapters 1-6 Quiz next week</td>
<td></td>
<td></td>
<td>Course Survey due by next class</td>
</tr>
<tr>
<td>2</td>
<td>Sept 10</td>
<td>Quiz Market Update Trend Analysis</td>
<td>Chapters 11-14 Quiz next week</td>
<td>Project Introduction IB Demo</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sept 17</td>
<td>Quiz Market Update Chart Pattern Analysis</td>
<td>Chapters 15-17 and Appendix B IB Webinar – Intro to TWS (Classic TWS) Quiz next week</td>
<td>Log into IB Account</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Sept 24</td>
<td>Quiz Market Update Market Strength, Confirmation, Selection of Markets</td>
<td>Chapters 8, 18, 21 IB Webinar – TWS Configuration Quiz next week</td>
<td>Individual Trading Starts next week!</td>
<td></td>
<td>CMT Level 1 Exam Registration Closes – Sept 23 (Optional) MTA.ORG</td>
</tr>
<tr>
<td>5</td>
<td>Oct 1</td>
<td>Quiz Market Update Sentiment and Cycles</td>
<td>Chapters 7, 9, 10, 19</td>
<td>Individual Trading starts October 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Oct 8</td>
<td>Quiz Market Update Presentations Exam Review</td>
<td>Chapters 20, 22, 23, and Appendix A. EXAM NEXT WEEK</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Oct 15</td>
<td>Market Update Quant Homework Intro Presentations MIDTERM EXAM</td>
<td>Quant Homework Due EOC Oct 22.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Oct 22</td>
<td>Quiz Market Update Presentations</td>
<td>Quant Homework Due EOC. PM Presentations next week.</td>
<td></td>
<td></td>
<td>CMT Level 1 Exam – Oct 23, 24, 25.</td>
</tr>
<tr>
<td>9</td>
<td>Oct 29</td>
<td>Quiz Market Update Presentations (Individual and PM)</td>
<td>Case study due next week. Group Trading starts Nov 3!</td>
<td></td>
<td></td>
<td>PM Presentations, Philosophy and Allocation Worksheets Due by Nov 1</td>
</tr>
<tr>
<td>10</td>
<td>Nov 5</td>
<td>Market Update Team Presentations Case Studies/ Team Time</td>
<td>Case Study</td>
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<td></td>
<td>Weekly Update Updated Allocations (EOC)</td>
</tr>
<tr>
<td>11</td>
<td>Nov 12</td>
<td>Market Update Team Presentations Case Studies/ Team Time</td>
<td>Case Study</td>
<td></td>
<td></td>
<td>Phil Roth</td>
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EOC = End of Class
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 (DOS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course:
   FINC 448 Advanced Investments

4. Catalog course description (not to exceed 50 words):
   Application of finance theory to complex investment problems; implementation of asset pricing models, portfolio theory, and arbitrage strategies; implications of principles of market efficiency and behavioral finance for selection of individual securities and portfolios.

5. Prerequisite(s):
   FINC 351 and FINC 361

   Cross-listed with:

   Stacked with:

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

6. Is this a variable credit course? ☑ No
   If yes, from ______ to ______

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

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

9. How will this course be graded? ☑ Grad: ☐ 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 business

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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| 3.00 | 5208070016 | CIP and Fund Code |
| Other | 1110 | Admin. Unit |
| 15 | Acad. Year |
| 0 | 0 | Level |
| 0 | 3 | 6 |
| 3 | 2 |

Approval recommended by:
R. T. Dye
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
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

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
NOV 25 2014
Course Description
This course provides an in-depth understanding of investments through a combination of advanced finance theory and real-world application with the focus on the application part. In particular, students will see application of finance theory from working on projects and case studies as well as class discussions. The main topics include application of portfolio theory, asset pricing models and arbitrage strategy, market efficiency and behavioral finance, liquidity, mutual funds and hedge funds.

Learning Outcomes
Upon successfully completing the course, the student will be able to

- measure and manage risk of financial investments and portfolios;
- evaluate performance of financial investments and portfolios;
- assess the current investment environment in modern financial markets;
- identify overvalued, undervalued, and correctly valued securities using asset pricing models;
- apply principles of market efficiency and behavioral finance to construct profitable investment strategies.

Pre-Requisites
(1) FINC 351 and FINC 361.

(2) You should already be familiar with basic statistical concepts such as mean, variance, covariance, and correlation as well as regression techniques. We will review some of these concepts in class, though I encourage you to read a basic statistics book if you lack such background.

(3) You should either be familiar with or be willing to teach yourself how to use Microsoft Excel.

Communication
My office hours are indicated above, and besides regular office hours you may schedule an appointment with me by phone or e-mail. Although I welcome questions via e-mail, if you have a question that requires a detailed, elaborate answer, please drop by instead. I will regularly post handouts, assignments, and announcements on course website. Please make sure to check the course site frequently. I may sometimes send e-mail notifications to the whole class.
Course Materials

(1) Lecture Handouts
My lecture handouts will be posted on course website. The handouts are directly related to my class lectures. All handouts are required readings.

(2) Case Studies
Dimensional Fund Advisors (HBS Case 9-203-026)
Long Term Capital Management, L.P. (A) (HBS Cases 9-200-007)
Long Term Capital Management, L.P. (B) (HBS Cases 9-200-008)
Long Term Capital Management, L.P. (C) (HBS Cases 9-200-009)
(All the cases are available for purchase with discount price from the course link at Harvard Business Publishing https://cb.hbsp.harvard.edu/cbmp/access/20438313)

(3) Suggested Textbooks
Note: (a) Not-too-old editions are fine.
(b) The course will not stringently follow either of the books. Our class discussions and assignments are beyond the books, but the books are still helpful to get a good understanding of course contents.

(4) Recommended Readings
The Wall Street Journal
Lewis, Michael, The Big Short, W.W. Norton & Company, 2010
Various articles distributed through course website.

(5) Calculator and Computer
You will need a calculator that has a logarithm function and the function to raise a number to a power (e.g., (1.1430)^1.222). Whichever calculator you choose, it is your responsibility to learn how to use it. You also need to have access to a computer (with software like Adobe Reader, Microsoft Word and Excel) and a printer.

Grading
(1) Assignments (6 projects/cases): 25%
(2) Midterm exam I: 20%
(3) Midterm exam II: 20%
(4) Final exam: 30%
(5) Class participation: 5%

Course grades will follow the standard 90/80/70/60 scale: 90 ≤ A ≤ 100, 80 ≤ B < 90, 70 ≤ C < 80, 60 ≤ D < 70, F < 60.

The Finance Department expects grades to accurately reflect the University’s published grading system: Excellent = A, Good = B, Satisfactory = C, Passing = D, and Failing = F. To implement this philosophy and to promote a culture of excellence among finance majors, the department has adopted a target overall GPA of 2.60-2.80 for FINC 448. The complete departmental grading guideline document has been disseminated to all finance majors.
**Teams**
For course assignments, you should work with a team of 3 or 4 people. You need to form a team by Monday of the second week. All members within a team will receive the same grade on the assignments. For each assignment, each team only needs to hand in one “hard copy” of their homework with all members’ names listed on the front page. Electronic submissions will not be considered. All projects and especially case reports are expected to be written in a professional way, and a guidance on how to write a case report will be provided.

**Case Studies**
The questions/issues that need to be addressed for each case will be posted on course website. For each case, in addition to submitting a case report from every team, there will be 2-3 teams (depending on the level of complexity of the case) assigned to present the case. Presenting teams are required to email their presentations of the case to me before the presentation day. Presenting teams may submit their presentation in lieu of a case report. All other non-presenting students will act as “challengers” who are expected to ask questions, bring up different viewpoints and clarify some issues. I will perform the same role as a challenger. Presenting teams are encouraged to see me during the office hours before the presentation. Performance of presenting teams will be reflected in the grades of case studies.

**Problems to Think About (PTA)**
For students who desire more practical questions, additional problems-to-think-about (PTA) will be provided besides the assignments. PTAs are not your assignments, but are useful for better understanding course contents and preparing for the exams. I will not collect your answers to PTAs, but will post a solution key on course website.

**Class Participation**
Class participation is very important for understanding the course concepts. The entire class benefits when students actively take part in class discussions and raise questions that promote class understanding. You will receive a class participation score of 50, 60, 70, 80, 90, or 100, and this score will be 5% of your final grade. I will subjectively evaluate your participation throughout the semester and assign participation scores on a relative basis. Students with active, high-quality participation (e.g., often volunteer to answer questions and/or ask stimulating questions) will receive the highest possible score. Attendance can also affect your participation score. Through the semester I will randomly take attendance 6 times. Students who miss 3 or more attendance checks with unexcused absences will be assigned a participation score of 50, regardless of other participation.

**Examinations**
The exams will cover all material assigned or discussed in class. The final exam will cover the entire course. The format of exams is a combination of calculation questions and short essay questions. If you miss a midterm exam for a university-excused reason (see Attendance Policy below for details), the weight of the midterm will automatically go to your final exam (i.e., the weight of your final exam becomes 50%) unless an alternative way (e.g. pre-take the midterm) is approved by me. You need to bring your calculator to exams. A formula sheet will be provided to you in exams.

**Academic Integrity Statement (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. 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/

Attendance Policy
To be excused the student must notify the 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/rule07.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. NOTE: Prior notification is NOT required.
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 of 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://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) 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.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

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://studentrules.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.

**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 Wehner Building and Cox Hall classrooms. Your assistance is greatly appreciated.

**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, visit http://disability.tamu.edu, call 845-1637, or go to Cain Hall, Room B118.
## Course Outline

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<th>Week</th>
<th>Topic</th>
<th>Readings and Assignments</th>
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| 1    | Quantitative Analysis of Stock Returns: Statistical Properties, Risk, Return, and Stock Market Indexes | BKM Chapter 5.4-5.5 (skim 5.6-5.8)  
**Project 1: Analyzing Stock Returns with Real Data** |
| 2    | Modern Portfolio Theory: Mean Variance Algebra and Diversification    | BKM Chapter 6, 7 (skip 7.5), skim 8.1-8.3, 9  
Malkiel Chapter 8  
**Project 2: Managing Socially Responsible Portfolios** |
| 3    | Modern Portfolio Theory: Minimum Variance Frontier, Two Fund Separation, and Implementations |                                                                                                                                  |
| 4    | Capital Asset Pricing Model: Inclusion of the Risk-Free Asset and Theoretical Development | BKM Chapter 9  
Malkiel Chapter 9 |
| 5    | Capital Asset Pricing Model: Applications                             | **Midterm Exam I**                                                                                                                                                                                                 |
| 6    | Arbitrage Pricing Theory: Factor Models and Arbitrage with Tracking Portfolios | BKM Chapter 10  
Malkiel Chapter 9 |
| 7    | Arbitrage Pricing Theory: Theoretical Development and Implementation   |                                                                                                                                                                                                                       |
| 8    | Market Efficiency and Behavioral Finance: Tests of Efficiency and Anomalies | BKM Chapter 11, 12, 13 (skip 13.5)  
Malkiel Chapter 1-7, 10, 11  
| 9    | Market Efficiency and Behavioral Finance: Event Studies and Limits to Arbitrage | **Case 1: Dimensional Fund Advisors (HBS Case 9-203-026)**                                                                                                                               |
| 10   | Liquidity, Arbitrage Liquidity Limits, and Liquidity Management       | BKM Chapter 9.6  
**Project 3: Understanding Liquidity and Limits of Arbitrage**  
**Midterm Exam II** |
| 11   | Mutual Funds: Industry Review and Fees, Expenses, and Tax Status       | BKM Chapter 4, 24  
| 12   | Mutual Funds: Performance Evaluation and Managerial Incentives         | **Project 4: Design Your Won Market Timing Strategy**                                                                                                                                                                |
| 13   | Hedge Funds: History, Background, and Strategies                     | BKM Chapter 26  
Lowenstein, *When Genius Failed: The Rise and Fall of Long-Term Capital Management*  
Lewis, *The Big Short*, W. W. Norton & Company, 2010 |
| 14   | Hedge Funds: Risk and Return, Fraud and Due Diligence                | **Case 2: Long-Term Capital Management (BHS Cases 9-200-007/008/009)**                                                                                                                        |
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): Geology
3. Course prefix, number and complete title of course: Geol 484 Internship
4. Catalog course description (not to exceed 50 words): Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.

5. Prerequisite(s): Junior or senior classification and approval of internship agency and instructor.
   Cross-listed with: n/a
   Stacked with: n/a
   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., B.A. in geology; B.S. in geophysics
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)
    GEOL 484 | INTERNSHIP

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Approval recommended by:
John A. Giordano Date
Department Head or Program Chair (Type Name & Sign)

Chair, College Review Committee Date

Dean of College Date

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

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Course title and number  GEOL 484: Internship
Term  Fall 2015

Course Description and Prerequisites
Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.

Credits: 0

Prerequisites: Junior or senior classification and approval of internship agency and instructor

Learning Outcomes
Students will
1) Summarize self-directed learning experiences
2) Apply geological skills and knowledge to industry, governmental or NGO problems
3) Demonstrate competency and apply organizational customs and culture required for in the workplace
4) Communicate clearly about geological concepts required for the position

Instructor Information
Name  Michael Tice
Telephone number  845-3138
Email address  mtice@geos.tamu.edu
Office hours
Office location  314 Halbouty

Textbook and/or Resource Material
None

Grading Policies
Students will be required to attend a debriefing with the professor of record at the end of the internship including a public 10-15 minute presentation.

Attendance and Make-up Policies
This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules:  http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates
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
Department 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): GEPL
3. Course prefix, number and complete title of course: GEOP 484 Internship
4. Catalog course description (not to exceed 50 words): Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.

5. Prerequisite(s): Junior or senior classification and approval of internship agency and instructor.
   Cross-listed with: n/a
   Stacked with: n/a
   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, 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)

         B.S., B.A. in geology; B.S. in geophysics

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)
    GEOP  484  INTERNSHIP

    Lec.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    0.00  0.00  0.00  0.00  4006030002  1305  15  -  16  0  0  3  6  3  2

    Approval recommended by:
    [Signature]
    Department Head or Program Chair (Type Name & Sign) Date
    [Signature]
    Chair, College Review Committee Date

    Department Head or Program Chair (Type Name & Sign) Date
    (if cross-listed course)
    [Signature]
    Dean of College Date

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

    [Stamp]
    Effective Date
Course title and number: GEOP 484: Internship
Term: Fall 2015

Course Description and Prerequisites
Directed internship in a private firm, government agency, or non-governmental organization to provide work experience related to the student's degree program and career objectives. May be taken 2 times for credit.

Credits: 0

Prerequisites: Junior or senior classification and approval of internship agency and instructor

Learning Outcomes
Students will
1) Summarize self-directed learning experiences
2) Apply geological skills and knowledge to industry, governmental or NGO problems
3) Demonstrate competency and apply organizational customs and culture required for in the workplace
4) Communicate clearly about geological concepts required for the position

Instructor Information
Name: Michael Tice
Telephone number: 845-3138
Email address: mtice@geos.tamu.edu
Office hours:
Office location: 314 Halbouty

Textbook and/or Resource Material
None

Grading Policies
Students will be required to attend a debriefing at the end of the internship including a 10-15 minute public presentation by each student.

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This class will follow the University’s policy for excused absences. For more information, please see Section 7 of the student rules: http://student-rules.tamu.edu/rule07.

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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): International Studies
3. Course prefix, number and complete title of course: HBRW 101 Elementary Modern Hebrew I
4. Catalog course description (not to exceed 50 words): Elementary language study with oral, written, and reading practice; preparation for conversation; part of class preparation to be done in the language laboratory.

5. Prerequisite(s): none

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
   □ Yes  □ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  □ No
   □ P/F (CLMD)
9. How will this course be graded:  □ Grade  □ S/U
10. This course will be:
   a. required for students enrolled in the following degree programs (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 academics

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://vp.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).

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Approval recommended by:

Robert R. Shandley
Department Head or Program Chair (Type Name & Sign)  Date: 10/12/14
Chair, College Review Committee  Date: 10/3/14

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

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  07/15
Instructor name: Texas A&M University  
Instructor office: Fall 2015 - 4 credits  
Instructor office hours: Class meeting: MWF 8:00-8:50, ACAD 226  
Instructor email: Lab: TR 8:00-8:50, ACAD 124  
phone: 845-2124 (INTS main office)

**Course Description**
This course is an intensive introduction to the Modern Hebrew language and Israeli culture. Classroom activities will be devoted to developing speaking and listening skills as well as discussion and explanation of grammar topics through lecture and practice in laboratory sessions. Students will also learn important aspects of Israeli culture, such as media, music, education, business and politics through class discussion and reading and listening comprehension activities. After the first semester, students can expect to be able to understand and execute simple daily conversations to communicate in contexts where Hebrew is spoken, including introductions, talking about your past and future, daily routine, description of surroundings, ordering food, shopping, traveling, and asking directions. Proficiency at the level of Novice Mid/High on the ACTFL scale is expected after successful completion of HBRW 101.

**Learning outcomes**
Upon successful completion of this course, students will be able to:
- reproduce and apply grammar structures and will be able to create sentences that are related to daily life that are pragmatically and culturally acceptable in authentic contexts;
- articulate the basics of Hebrew/Israeli culture, such as annual events and customs;
- analyze short texts on familiar topics and understand the main ideas without using a dictionary;
- produce Hebrew script by hand and with a keyboard;
- compose short letters and essays in Hebrew on familiar topics related to cultural issues;
- comprehend spoken Hebrew language in audio and video on familiar topics with little assistance;
- employ an active vocabulary of approximately 500 words.

**Prerequisite**
None

Any student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement test to determine the appropriate course for her/his level of ability. Information regarding the exam, as well as who qualifies for it, is posted on the INTS website: [http://internationalstudies.tamu.edu/html/placementexams.html](http://internationalstudies.tamu.edu/html/placementexams.html).

Exams will be offered every business day in the first week of classes and will resume again after add/drop week. For questions, please contact INTS Advisor, Nancy Neil (neil123@tamu.edu).
Required textbook


Course components and Methods of evaluation
30% 6 Quizzes (bi-weekly, see class schedule). There are no makeups except in the case of university-excused absence. If you walk in within 5 minutes after the quiz has started, you may quickly take the quiz in the remaining time. If you arrive later, you will not be able to take the quiz, except in the case of university-excused absence. If you are unable to be present on the day of the quiz because of a university-excused absence (see below under Course Policies, Attendance), please notify the instructor BEFORE the quiz is to take place when possible.

25% Homework. You have assignments to be done with your book and with the book’s website daily. See syllabus for deadlines. All your *Yours Truly* homework will be due on Mondays during the semester and must be completed and submitted on time. Online listening activities which are self-graded must be completed by Wednesday of each week starting the second week of classes. Discussions of these listening sections will take place on Thursdays. Late work will receive no points except in the case of university-excused absence.

10% Participation in both lectures and labs. Absence from course days, except in the case of university-excused absence (see statement on absences below), will negatively affect your grade, as will late arrivals, early departures, and regularly entering and leaving the room while class is in session. Preparation for class and participation in class are essential for success in learning a foreign language. Preparation includes completion of homework assignments and any assigned reading, in addition to vocabulary study and grammar review. Students earn participation points based on class preparation, contributions to class discussions, and involvement in group activities. Students start with 16 participation points “in the bank,” and will have their performance assessed weekly: satisfactory adds 1/2 point per week, outstanding adds 1; poor performance subtracts 1/2 point, unsatisfactory subtracts 1. The maximum to be accumulated in this way, over the course of 14 weeks, is 30 points. In the case of excused absence, student’s weekly participation grade will be based on other days in attendance that week; if student must miss entire week because of excused absence, then maximum point total will be adjusted downwards accordingly. In the case of unexcused absence, student’s weekly participation grade will be deducted ½ point for each unexcused absence that week. At the end of the semester participation points are converted to percentages for calculation of the final grade (i.e., 27 points out of 30 = 90%); participation grade makes up 10% of the final course grade.
Your weekly participation grade will be posted to eLearning. Weekly points added or subtracted according to the following rubric:

+1  Student comes to class prepared, bringing proper materials, arriving on time and staying the full length of the class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work. Any questions or comments are pertinent.

+1/2 Student is usually prepared. Student is attentive, participates in all activities and volunteers from time to time. Student asks pertinent questions.

0  Student shows evidence of being unprepared on occasion. Student may arrive late or leave early in some instances. Student volunteers only infrequently and may ask questions that would not be necessary had the student prepared for class more thoroughly.

-1/2 Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates lack of involvement in class activities. Student may not stay on task in group work and may ask unnecessary or inappropriate questions.

-1  Student exhibits lack of concern for the class. His or her behavior may have a negative effect on the class.

15%  Comprehensive Midterm: This course will have an oral midterm exam in which students will write and perform a dialogue about family life. Midterm cannot be made up except in the case of university-excused absence.

20%  Final: This course has a final oral exam in which students will write and perform a dialogue about an Israeli holiday. Students will be evaluated on pronunciation, vocabulary and grammar. Final exam cannot be made up except in the case of university-excused absence.

Grading Scale
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Attendance
Lab and course attendance is required. After the second unexcused absence, 5 percentage points will be deducted from the final course grade for each additional unexcused absence. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, 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, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

Disruptive behavior (including any use of cell phones)
Items which disrupt class or inappropriate behavior will not be allowed. This includes reading the paper, doing the crossword puzzle, text messaging, playing electronic games, etc., once class has begun. Cell phones or other communication devices must be turned off during class times
and exams. iPads, laptops or other electronic devices can be used by students who are eligible through the university’s disability service and for all students during LABS.

**Academic integrity**

"An Aggie does not lie, cheat, or steal, or tolerate those who do." You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures:


**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.

**Class schedule**

Topics by weeks. For detailed weekly schedules, with daily homework assignments, please check the eCampus site for this course. A designated page with links for all listening exercises is found here:

http://www.laits.utexas.edu/hebrew/sound/comprehension.

**Week 1**

Introduction. Learn Hebrew alphabet, MHFB (*Modern Hebrew for Beginners*); Learn basic conversation

**Week 2**

MHFB: Units Alef and Bet  
*Yours Truly:* Unit Alef  
Five generations (generations of one family tell about their experiences in Israel and Iraq)  
Introduction: http://www.laits.utexas.edu/hebrew/sound/five-generations  
Comprehension exercises http://www.laits.utexas.edu/hebrew/sound/comprehension  
**Quiz 1**

**Week 3**

MHFB: Unit Bet  
*Yours Truly:* Unit Bet  
Video: https://www.youtube.com/watch?v=sgDoGips9xU  
Comprehension exercises: http://www.laits.utexas.edu/hebrew/sound/comprehension
Week 4
MHFB: Unit Gimel
*Yours Truly*: Unit Gimel
Second language learners, Liana: [http://www.laits.utexas.edu/hebrew/sound/second-language-learners](http://www.laits.utexas.edu/hebrew/sound/second-language-learners)
Comprehension exercises: [http://www.laits.utexas.edu/hebrew/sound/comprehension](http://www.laits.utexas.edu/hebrew/sound/comprehension)
**Quiz 2**

Week 5
MHFB: Units Gimel and Dalet
*Yours Truly*: Unit Dalet
Second language learners, David: [http://www.laits.utexas.edu/hebrew/sound/second-language-learners](http://www.laits.utexas.edu/hebrew/sound/second-language-learners)
Comprehension exercises: [http://www.laits.utexas.edu/hebrew/sound/comprehension](http://www.laits.utexas.edu/hebrew/sound/comprehension)

Week 6
MHFB: Unit Dalet
*Yours Truly*: Unit Heh
**Video** – [https://www.youtube.com/watch?v=MGAjlg5URg](https://www.youtube.com/watch?v=MGAjlg5URg)
**Quiz 3**

Week 7
MHFB: Unit Heh
*Yours Truly*: Unit Vav
Second Language Learners (Annette): [http://www.laits.utexas.edu/hebrew/sound/second-language-learners](http://www.laits.utexas.edu/hebrew/sound/second-language-learners)
**MIDTERM**

Week 8
MHFB: Unit Vav
*Yours Truly*: Unit Zayin
**Video** - [https://www.youtube.com/watch?v=5E0dOtvRS7w](https://www.youtube.com/watch?v=5E0dOtvRS7w)
Second language learners (Brenda):
[http://www.laits.utexas.edu/hebrew/sound/second-language-learners](http://www.laits.utexas.edu/hebrew/sound/second-language-learners)

Week 9
MHFB: Unit Zayin
*Yours Truly*: Unit Chet
**Video** - [https://www.youtube.com/watch?v=8aDQvG-cQGw](https://www.youtube.com/watch?v=8aDQvG-cQGw)
**Quiz 4**
Week 10
MHFB: Unit Chet
Yours Truly: Unit Tet
Video - https://www.youtube.com/watch?v=tlu53jM0kec
Comprehension exercises: http://www.quia.com/quiz/4315822.html

Week 11
MHFB: Unit Tet
Yours Truly: Unit Yod
Five Generations: Language: http://www.laits.utexas.edu/hebrew/sound/five-generations
Comprehension exercises: http://www.quia.com/quiz/4315991.html
Quiz 5

Week 12
MHFB: Unit Yod
Yours Truly: Unit Yod-Alef
Five Generations: Family Life then and Now: http://www.laits.utexas.edu/hebrew/sound/five-generations
Comprehension exercises: http://www.quia.com/quiz/4316554.html

Week 13
MHFB: Unit Yod-Alef
Video: https://www.youtube.com/watch?v=HhnbuNpMYDk
Comprehension exercises: http://www.quia.com/quiz/4316453.html
Quiz 6

Week 14
Review; prepare for final oral exam

Final oral examination: To be administered on the date and time set in the published schedule on the TAMU 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:  
   HBRW 102 Elementary Modern Hebrew II

4. Catalog course description (not to exceed 50 words):  
   Continuation of HBRW 101; part of class preparation to be done in the language laboratory.

5. Prerequisite(s):  
   HBRW 101

   Cross-listed with:  
   Stacked with:

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

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 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 academics

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. [x] 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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<td>ELEMENTARY MODERN HEBREW II</td>
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   Approval recommended by:  
   Robert R. Shandley  
   Department Head or Program Chair (Type Name & Sign)  
   Date  
   Chair, College Review Committee  
   Date

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

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

   Chair, GC or UCC  
   Date

   Effective Date  
   OCT 31 2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
HBRW 102 • Elementary Modern Hebrew II

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<td>Instructor email</td>
<td>Lab: TR 8:00-8:50, ACAD 124</td>
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<td>phone: 845-2124 (INTS main office)</td>
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Course Description
This course continues the intensive introduction to the Modern Hebrew language and Israeli culture that began in HBRW 101. This course continues to focus on the acquisition of proficiency and communicative skills. Proficiency at the level of Novice High/Intermediate Low on the ACTFL scale is expected after successful completion of HBRW 102. This means that students will be able to contribute with little difficulty to every-day situations and in any Hebrew language environment, including in conversation, watching TV, reading newspapers and social media. Reading, writing, listening and speaking exercises will reinforce basic vocabulary learned in HBRW 101 and practice newly acquired words. Cultural literacy through music and television programs about Israel will also be an important component of HBRW 102.

Learning outcomes
Upon successful completion of this course, students will be able to:
- reproduce and apply complex grammar structures and be able to contribute to conversations about a broad range of topics in a culturally acceptable and authentic context;
- express familiarity with Hebrew/Israeli culture, such as music, television shows, and film;
- analyze news articles in Hebrew and short written texts about a broad range of topics;
- compose a short newspaper article in Hebrew about a familiar topic;
- comprehend spoken Hebrew language in audio and video on a broad range of topics with little assistance.

Prerequisite
HBRW 101

Any student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement test to determine the appropriate course for her/his level of ability. Information regarding the exam, as well as who qualifies for it, is posted on the INTS website: http://internationalstudies.tamu.edu/html/placementexams.html. Exams will be offered every business day in the first week of classes and will resume again after add/drop week. For questions, please contact INTS Advisor, Nancy Neil (neil123@tamu.edu).
Required textbook:

- Esther Raizen, *Modern Hebrew for Intermediate Students* (MHFIS). Austin: UT Press, 2001 (2014). This will be the primary textbook for this course. We will also be using the accompanying online material (flashcards, tutorials, and listening exercises), found at http://www.laits.utexas.edu/hebrew

Course components and Methods of evaluation

30% 6 Quizzes (bi-weekly, see class schedule). There are no makeup quizzes, except in the case of university-excused absence. If you walk in within 5 minutes after the quiz has started, you may quickly take the quiz in the remaining time. If you arrive later, you will not be able to take the quiz, except in the case of university-excused absence. If you are unable to be present on the day of the quiz because of a university-excused absence (see below under Course Policies, Attendance), please notify the instructor BEFORE the quiz is to take place when possible.

25% Homework. You have assignments to be done with your book and with the book’s website daily. See syllabus for deadlines. All your *Yours Truly* homework will be due on Mondays during the semester and must be completed and submitted on time. Online listening activities which are self-graded must be completed by Wednesday of each week starting the second week of classes. Discussions of these listening sections will take place on Thursdays. Late work will receive no points except in the case of university-excused absence.

10% Participation in both lectures and labs. Absence from course days, except in the case of university-excused absence (see statement on absences below), will negatively affect your grade, as will late arrivals, early departures, and regularly entering and leaving the room while class is in session. Preparation for class and participation in class are essential for success in learning a foreign language. Preparation includes completion of homework assignments and any assigned reading, in addition to vocabulary study and grammar review. Students earn participation points based on class preparation, contributions to class discussions, and involvement in group activities.

Students start with 16 participation points “in the bank,” and will have their performance assessed weekly: satisfactory adds 1/2 point per week, outstanding adds 1; poor performance subtracts 1/2 point, unsatisfactory subtracts 1. The maximum to be accumulated in this way, over the course of 14 weeks, is 30 points. In the case of excused absence, student’s weekly participation grade will be based on other days in attendance that week; if student must miss entire week because of excused absence, then maximum point total will be adjusted downwards accordingly. In the case of unexcused absence, student’s weekly participation grade will be deducted ½ point for each unexcused absence that week. At the end of the semester participation points are converted to percentages for calculation of the final grade (i.e., 27 points out of 30 = 90%); participation grade makes up 10% of the final course grade.
Your weekly participation grade will be posted to eLearning. Weekly points added or subtracted according to the following rubric:

+1  Student comes to class prepared, bringing proper materials, arriving on time and staying the full length of the class. Student is attentive and frequently volunteers to participate. Student is actively involved in all class activities and stays on task in group work. Any questions or comments are pertinent.

+1/2 Student is usually prepared. Student is attentive, participates in all activities and volunteers from time to time. Student asks pertinent questions.

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-1/2 Student is unprepared and/or inattentive. Student rarely volunteers and demonstrates lack of involvement in class activities. Student may not stay on task in group work and may ask unnecessary or inappropriate questions.

-1  Student exhibits lack of concern for the class. His or her behavior may have a negative effect on the class.

15%  Comprehensive Midterm: This course will have an oral midterm exam in which students will write a short newspaper review of an Israeli film and discuss it with the instructor. Midterm cannot be made up except in the case of university-excused absence.

20%  Final project: This course has a final oral project in which students will write and record a script for an iMovie/digital storytelling project. You are going to create your own short films. Each student will produce a short film using Photo Story. You can download the program at: http://microsoft-photo-story.en.softonic.com/?ab=3. The movie must be 5 minutes long and you will need to find pictures and Israeli music that will go with your film. You must narrate your film in Hebrew. You will complete a script for the film in the 10th week of classes to be reviewed by the instructor for approval. During our last two classes, students will view and comment on the films. Final project will not be accepted late except in the case of university-excused absence.

Grading Scale
90%-100% (A); 80%-89% (B); 70%-79% (C); 60%-69% (D); 0%-59% (F)

Attendance
Lab and course attendance is required. Please see http://student-rules.tamu.edu-rule7.htm for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, 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, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).
Disruptive behavior (including any use of cell phones)
Items which disrupt class or inappropriate behavior will not be allowed. This includes reading
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through the university’s disability service and for all students during LABS.

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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

Class schedule

Topics by weeks. For detailed weekly schedules, with daily homework assignments, please
check the eCampus site for this course. A designated page with links for all listening exercises is
found here:
http://www.laits.utexas.edu/hebrew/sound/comprehension611

And a glossary of terms in the listening units:

Week 1
Introduction. Review Modern Hebrew for Beginners

Week 2
MHFIS (Modern Hebrew for Intermediate Students): Chapter 1
Yours Truly: Unit Yod Bet
Listening exercise: https://www.youtube.com/watch?v=xB6qCse1UD8
Comprehension exercises: http://www.quia.com/quiz/4555925.html
Topic: Snow in Jerusalem
Quiz 1
Week 3
MHFIS: Chapter 1 continued
*Yours Truly*: Unit Yod Gimel
Listening exercise: https://www.youtube.com/watch?v=kT3plYemsF0
Comprehension exercises: http://www.quia.com/quiz/4556102.html
Topic: Yom Yavo

Week 4
MHFIS: Chapter 2
*Yours Truly*: Unit Yod Dalet
Listening exercise: https://www.youtube.com/watch?v=J8Z-PdZbKMK
Comprehension exercises: http://www.quia.com/quiz/4556151.html
Topic: The “taste” of cancer
**Quiz 2**

Week 5
MHFIS: Chapter 2 continued
*Yours Truly*: Unit Tet Vav
Listening exercise: https://www.youtube.com/watch?v=XYYo00JbCks
Comprehension exercises: http://www.quia.com/quiz/4556193.html
Topic: “Next Year”

Week 6
MHFIS: Chapter 3
*Yours Truly*: Unit Tet Zayin
Listening exercise: https://www.youtube.com/watch?v=5mCjDPUCxtg
Comprehension exercises: http://www.quia.com/quiz/4556217.html
Topic: Balloons
**Quiz 3**

Week 7
MHFIS: Chapter 3 continued
*Yours Truly*: Unit Yod Zayin
Listening exercise: https://www.youtube.com/watch?v=294gx-aTdl8
Comprehension exercises: http://www.quia.com/quiz/4556317.html
Topic: Sports
*Midterm - write about a film and discuss it with instructor (oral)*

Week 8
MHFIS: Chapter 4
*Yours Truly*: Unit Yod Chet
Listening exercise: https://www.youtube.com/watch?v=hU5iGJpKYGk&list=PL0CAE8C7742E6457A
Topic: Meditation
Week 9
MHFIS: Chapter 5
*Yours Truly*: Unit Yod Tet
Listening exercise: [https://www.youtube.com/watch?v=dyiEPTogCY](https://www.youtube.com/watch?v=dyiEPTogCY)
Topic: Between Religious and Secular
**Quiz 4**

Week 10
MHFIS: Chapter 6
*Yours Truly*: Unit Kaf
Listening exercise: [https://www.youtube.com/watch?v=QeFt93rOg3o&list=PLqLqzlKCeZ9LjLbnsORLR5EM-cKbE5jxk](https://www.youtube.com/watch?v=QeFt93rOg3o&list=PLqLqzlKCeZ9LjLbnsORLR5EM-cKbE5jxk)
Topic: Passover

Week 11
MHFIS: Chapter 7
Listening exercise: [https://www.youtube.com/watch?v=UL8fzYv1tyg](https://www.youtube.com/watch?v=UL8fzYv1tyg)
Topic: Health Insurance
**Quiz 5**

Week 12
MHFIS: Chapter 8
Listening exercise: [https://www.youtube.com/watch?v=7-LVWwAsZhs](https://www.youtube.com/watch?v=7-LVWwAsZhs)
Topic: The Most Beautiful Girl

Week 13
MHFIS: Chapter 9
[https://www.youtube.com/watch?v=kOL9gy8CVbo](https://www.youtube.com/watch?v=kOL9gy8CVbo)
No exercise!
Listening exercise: [https://www.youtube.com/watch?v=EKxOrOwOHz0](https://www.youtube.com/watch?v=EKxOrOwOHz0)
Cooking
**Quiz 6**

Week 14
Present final digital stories. Students will respond for a homework grade and professor will evaluate.
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: INTS 410 Gender and the Global Modern
4. Catalog course description (not to exceed 50 words): Relationship of the concepts of gender and modernity in the 20th and the 21st centuries from an international perspective; global theories of gender and sex across genres.

5. Prerequisite(s): INTS 201; junior or senior classification, or approval of 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 _____ 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 (CLWD)

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

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)
-----------|-----------|-------------------------------
INTS       | 410       | GENDER AND THE GLOBAL MODERN

<table>
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<th>Lab</th>
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<th>SCH</th>
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Approval recommended by:

ROBERT R. SHANDLEY
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:

Associate Director, Curricular Services

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

Curricular Services 07/11
**INTS 410: Gender and the Global Modern**

<table>
<thead>
<tr>
<th>Dr. Robert Carley</th>
<th>Texas A&amp;M University</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:carley@tamu.edu">carley@tamu.edu</a></td>
<td>Fall 2015</td>
</tr>
<tr>
<td>Office: Academic 105A</td>
<td>ACAD 226</td>
</tr>
<tr>
<td>Office hours: R 10:30-11:30, or by appt.</td>
<td>MWF 10:20-11:10</td>
</tr>
<tr>
<td>Tel: 979-845-2124 (INTS main office)</td>
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**Course Description:**
Relationship of the concepts of gender and modernity in the 20th and the 21st centuries from an international perspective; global theories of gender and sex across genres.

**Prerequisite:**
INTS 201; junior or senior classification, or approval of instructor.

**Learning Outcomes:**
Upon successful completion of the course, students will be able to:
- name and describe key aspects of course subject matter and content as well as appraise these ideas from their own perspectives and from the perspective of their international area of study;
- describe global theories of gender and sex across a variety of genres;
- construct coherent analytical written arguments;
- formulate creative and critical projects they can explore beyond this course.

**Required Course Materials:**
- Course Reader

**Assignments and Grading:**
4 Short Papers, 15 points each, 60 points
- Papers respond to a reading in expository form. Each paper should address the interrelation between a concept and theory and a text or example drawn from class. Papers should have an original title, be two to three pages in length, double spaced in times new roman, 12 pt, with one inch margins. Any paper submitted late will be deducted 3 points, except in the case of university-excused absence.

Final Exam, 40 points
- The final examination for this course will consist of a take-home essay portion (20 points) and a multiple-choice and short answer portion (20 points). Late submissions of take-home essay will be deducted 4 points, except in the case of university-excused absences.
absence. The in-class component of the final exam cannot be made-up, except in the case of university-excused absence.

The exam is cumulative, but a very specific review will be provided to students telling them what they should expect with regard to the multiple choice and short-answer portion of the examination.

**Grading Scale:**
- 90-100 points A
- 80-89 points B
- 70-79 points C
- 60-69 points D
- 59 points and below F

**Absences:**
Attendance in class is mandatory. For each unexcused absence in excess of **three**, student’s final grade will be reduced 5 points. For illness-or injury-related absences of fewer than three days, 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, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

**Academic Integrity:**
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**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](http://disability.tamu.edu).
Semester Calendar

1. Week
   Sigmund Freud *Three Essays on the Theory of Sexuality*  READER
   Mary Wollstonecraft Shelley, selections from *Frankenstein*  READER

2. Week
   Antonio Gramsci, “Americanism and Fordism”  READER
   Wilhelm Reich, selections from *Sex-Pol*  READER
   Rosemary Hennessey, selections from *Profit and Pleasure: Sexual Identities in Late Capitalism*  READER

3. Week
   Susan Thistle, “The Trouble with Modernity: Gender and the Remaking of Social Theory”  READER
   Nancy Hartsock, Feminist Standpoint Theory  READER
   **First short paper due**

4. Week
   Simone de Beauvoir, selections from *The Second Sex*: “Introduction,” “History,” and “The Point of View of Historical Materialism”  READER

5. Week
   Gayle Rubin, “The Traffic in Women: Notes Towards a Political Economy of Sex”  READER

6. Week
   Silvia Federici, *Revolution at Point Zero*: Wages against Housework (1975); Why Sexuality Is Work (1975)

7. Week
   **Second short paper due**

8. Week
9. Week

10. Week
Roger N. Lancaster, *The Trouble with Nature*: Introduction, Chapters 1, 18-19
Third short paper due

11. Week

12. Week
Rosi Braidotti, *The Posthuman*: Chapter 1
Ursula K. LeGuin. *The Left Hand of Darkness*

13. Week
Rosi Braidotti, *The Posthuman*: Chapter 2
Ursula K. LeGuin. *The Left Hand of Darkness*
Fourth short paper due

14. Week
Rosi Braidotti, *The Posthuman*: Chapter 4
Ursula K. LeGuin. *The Left Hand of Darkness*
Students receive take-home essay portion of final exam.

**Final Examination**: To be given on date/time listed on official TAMU academic calendar. Take-home portion of exam will be due on this same date/time.
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: ISYS 281 Professional Development Information Systems Seminar

4. Catalog course description (not to exceed 50 words): Exposure to professional issues, contemporary information systems topics, potential MIS careers, and employers.

5. Prerequisite(s): Admission to Mays Business School; intend to major in Management Information Systems

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)

         BBA in Management Information Systems

    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)

| ISYS | 281 | PROF DEV INFO SYSTEMS SEMINAR |

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Approval recommended by:

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

Martha Lourder
Chair, College Review Committee Date

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

Martha Lourder
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

[Stamp: RECEIVED NOV 25 2014]
COURSE OVERVIEW

The objective of this seminar is to integrate the material covered in your academic program with current issues important to the information systems profession. The course has a different guest speaker each week. The topics covered will assist you in becoming familiar with the challenges and rewards of an information systems career.

COURSE LEARNING OBJECTIVES

At the end of this course, successful students will be able to:

- Identify the challenges and rewards of a career in information systems
- Describe and discuss current issues faced by professionals in the information systems field
- Recognize various career opportunities in management information systems

CATALOG DESCRIPTION

Exposure to professional issues, contemporary information systems topics, potential MIS careers, and employers.

COURSE PREREQUISITES

Admission to Mays Business School

COURSE MATERIALS

No textbook or other materials required for the course.
GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

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<td>Attendance</td>
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<td>Reflection Papers</td>
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<td><strong>Total</strong></td>
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**Attendance.** Attendance at each class session counts toward 2% of your overall course grade. I will take role at each class session to document your attendance.

If you miss a class (for an excused or unexcused absence), you may complete a “self-directed learning exercise” (SDLE) to make up the missed class session. This exercise includes interviewing three of your classmates who attended the class session about the topic discussed; identifying and reading at least three additional sources (e.g., websites, blogs, articles, etc.) about the topic; and writing a short essay about the topic.

SDLEs are due before the beginning of class the following week. Students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

Additional details regarding the self-directed learning exercise requirements will be posted in eCampus.

**Reflection Papers.** Students will write three (3) reflection papers during the course of the semester. Each reflection paper is worth 24% of your final course grade. I will provide 2-3 questions about topics covered by the guest speakers to address in your reflection paper. Additional details regarding the reflection papers will be posted in eCampus.

**LATE WORK POLICY**

Reflection papers or SDLEs turned in late will be discounted by 10% per day. “Late” means submitting a deliverable any time after the assignment deadline has passed. Deliverables turned in more than 72 hours late will not be graded.

**Exception:** Students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).
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.

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 979-845-1637. For additional information visit http://disability.tamu.edu.

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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Please review the Aggie Honor website (http://aggiehonor.tamu.edu) to learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities.

For each assignment that is submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.

Page 3 of 4
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (Honor System Rules 20.1.2.3, see http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)

The steps and processes outlined in the Honor Council Rules and Procedures will be followed in all cases of academic misconduct in this class.

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

**COURSE SCHEDULE**

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<th>Date</th>
<th>Topic</th>
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<td>Week 2</td>
<td>Network Security</td>
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<td>Week 3</td>
<td>Professional Development – on campus interviews</td>
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<td>Week 4</td>
<td>Secure Coding Practices</td>
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<td>Week 5</td>
<td>Data Analytics</td>
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<td>Week 6</td>
<td>Professional Development – helpful interviewing tips</td>
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<td>Week 7</td>
<td>Validating Inputs with Regular Expression</td>
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<td>Week 8</td>
<td>User Experience Design</td>
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<td>Week 9</td>
<td>Visual Studio</td>
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<td>Week 10</td>
<td>Securing Your Personal Data</td>
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<td>Week 11</td>
<td>Software Testing in SAP</td>
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<td>Week 12</td>
<td>Professional Development – A Primer on Critical Thinking</td>
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<td>Week 13</td>
<td>Big Data and Hadoop</td>
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<td>Week 14</td>
<td>Digital Forensics</td>
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Form Instructions

1. Course request type:  ☒ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DTM)

2. Request submitted by (Department or Program Name): Department of Information and Operations Management

3. Course prefix, number and complete title of course: ISYS 481 Information Systems Seminar

4. Catalog course description (not to exceed 50 words): Exposure to professional issues, contemporary information systems topics, potential MIS careers, and employers.

5. Prerequisite(s): Admission to upper division in Mays Business School; or approval of 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 program(s) (e.g., B.A. in history)
      BBA in Management Information Systems
   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)
    ISYS  481  INFORMATION SYSTEMS SEMINAR

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Approval recommended by:
Rich Metters
Department Head or Program Chair (Type Name & Sign)  Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-9201 or sandra.williams@tamu.edu

Curricular Services – 07/14
DEPARTMENT OF INFORMATION AND OPERATIONS MANAGEMENT
ISYS 481 – INFORMATION SYSTEMS SEMINAR
Fall 2015
Section 500 – 3:00 – 4:00 p.m. F
Classroom WCBA 114

Instructor:
Office:
Phone:
E-Mail:
Webpage:
Office Hours:

COURSE OVERVIEW

The objective of this seminar is to integrate the material covered in your academic program with current issues important to the information systems profession. The course has a different guest speaker each week. The topics covered will assist you in becoming familiar with the challenges and rewards of an information systems career.

COURSE LEARNING OBJECTIVES

At the end of this course, successful students will be able to:

- Identify the challenges and rewards of a career in information systems
- Describe and discuss current issues faced by professionals in the information systems field
- Recognize various career opportunities in management information systems

CATALOG DESCRIPTION

Exposure to professional issues, contemporary information systems topics, potential MIS careers, and employers.

COURSE PREREQUISITES

Junior or senior classification; admission to upper division in Mays Business School

COURSE MATERIALS

No textbook or other materials required for the course.
GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

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**Attendance.** Attendance at each class session counts toward 2% of your overall course grade. I will take role at each class session to document your attendance.

If you miss a class (for an excused or unexcused absence), you may complete a “self-directed learning exercise” (SDLE) to make up the missed class session. This exercise includes interviewing three of your classmates who attended the class session about the topic discussed; identifying and reading at least three additional sources (e.g., websites, blogs, articles, etc.) about the topic; and writing a short essay about the topic.

SDLEs are due before the beginning of class the following week. Students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

Additional details regarding the self-directed learning exercise requirements will be posted in eCampus.

**Company Report.** Students will write a company report during the semester. This could be considered your semester project. The report is worth 12% of your final grade. For the report, each student will research job opportunities of interest that are available from three different companies. You will use the report to summarize your research about these opportunities and why the positions sound interesting to you. Additional details regarding the specifications for the report will be posted in eCampus.
Reflection Papers. Students will write three (3) reflection papers during the course of the semester. Each reflection paper is worth 20% of your final course grade. I will provide 2-3 questions about topics covered by the guest speakers to address in your reflection paper. Additional details regarding the reflection papers will be posted in eCampus.

Late Work Policy

Reflection papers or SDLEs turned in late will be discounted by 10% per day. “Late” means submitting a deliverable any time after the assignment deadline has passed. Deliverables turned in more than 72 hours late will not be graded.

Exception: Students with excused absences will be given adequate time and opportunities to submit work they missed due to absence. Students must provide documentation and notice to the instructor as specified in TAMU student rules. (Student Rules: Rule 7 -- http://student-rules.tamu.edu).

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.
**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 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Please review the Aggie Honor website ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)) to learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities.

For each assignment that is submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.

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

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

> “Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (Honor System Rules 20.1.2.3, see [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx))

The steps and processes outlined in the Honor Council Rules and Procedures will be followed in all cases of academic misconduct in this class.

**FOOD AND DRINK IN THE CLASSROOM**

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.
## Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Cloud Computing</td>
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<tr>
<td>Week 2</td>
<td>Network Security</td>
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<tr>
<td>Week 3</td>
<td>Professional Development – on campus interviews</td>
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<td>Week 4</td>
<td>Secure Coding Practices</td>
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<td>Week 5</td>
<td>Data Analytics</td>
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<tr>
<td>Week 6</td>
<td>Professional Development – helpful interviewing tips</td>
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<td>Week 7</td>
<td>Validating Inputs with Regular Expression</td>
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<td>Week 8</td>
<td>User Experience Design</td>
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<td>Week 9</td>
<td>Visual Studio</td>
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<td>Week 10</td>
<td>Securing Your Personal Data</td>
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<td>Week 11</td>
<td>Software Testing in SAP</td>
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<tr>
<td>Week 12</td>
<td>Professional Development – A Primer on Critical Thinking</td>
</tr>
<tr>
<td>Week 13</td>
<td>Big Data and Hadoop</td>
</tr>
<tr>
<td>Week 14</td>
<td>Digital Forensics</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional

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

3. Course prefix, number and complete title of course: MEEN 210. Geometric Modeling for Mechanical Design

4. Catalog course description (not to exceed 50 words):

   Foundations of geometric modeling as applied to mechanical design through use of modern computer-aided design (CAD) and physical prototyping tools. Basics of systematic design methodology, geometric visualization concepts: multiview orthographic, isometric, oblique, perspective views. Three-dimensional representations, surface and solid modeling, dimensioning and tolerancing, rapid prototyping using 3D printing.

5. Prerequisite(s): MEEN Major; ENGR 111

6. Cross-listed with: Stacked with:

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

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

8. Is this a repeatable course? ☑ No
   If yes, this course may be taken _______ times.

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

   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)

   ☐ 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.S. in Mechanical Engineering
   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)

   MEEN 210 Geometric Modeling

   Lect. Lab Other SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code
   1.00 2.00 0.00 2.00 1419010006 1920 15 16 0 0 3 6 3 2

   Approval recommended by:

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

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   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.
MEEN 210: Geometric Modeling for Mechanical Design [ver. 03]

1. General Information

   Text: TBD
   Course Credits: Two (1-2)
   Prerequisites: ENGR 111; Open to MEEN students only

2. Course Description

   The geometry of an object is a key determinant of its mechanical performance and functionality. Consequently, describing, analyzing, and visualizing geometry are central tasks of mechanical engineering design. In this course you will learn the foundations of geometric modeling as applied to mechanical design through use of modern computer-aided design (CAD) and physical prototyping tools. Your prototyping efforts will be focused on rapid prototyping technologies, such as 3D printing. In lecture, you will learn how CAD software and 3D printing works. In lab sessions, you will build practical skills by applying these tools to design tasks. You also will learn about important practical issues, such as file format standards, data exchange, and tool interoperability.

3. Learning Outcomes

   At the completion of this course, students should be able to:
   
   1. Apply systematic design methodology to solve problems
   2. Use a computer-aided design (CAD) tool:
      a. To model a 2D object
      b. To model a solid (3D) object
      c. To model an assembly of solid objects
      d. To dimension and tolerance a drawing
   3. Interpret geometric models of solid objects in the form of:
      a. Sketches
      b. Refined CAD models
   4. Create a physical prototype using 3D printing:
      a. To model a solid object
      b. To model an assembly of solid objects

4. Topics Covered

   Weeks 1-2: Basics of systematic design methodology: needs analysis, functional modeling, conceptual design, embodiment design, detail design.
   Week 3: Distinction between form, function and behavior.
   Weeks 4-5: Basics of geometric visualization: multiview orthographic, isometric, oblique, perspective etc.
   Week 6-7: Three-dimensional representations, surface and solid modeling
   Week 8: Introduction to dimensioning and tolerancing
   Week 9: Creating assemblies of parts
   Week 10-11: The role of prototyping in design concept evaluation and refinement
   Week 12-13: Prototyping technologies: from Legos to 3D printing
   Week 14: Basics of 3D printing & survey of techniques
5. Course Grading Policy

Grade Allocation

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>Labs</td>
<td>720 points (72%)</td>
<td>12 lab exercises (assigned and due weekly) to be completed and submitted during the laboratory session. Each lab exercise is worth 60 points.</td>
</tr>
<tr>
<td>Project</td>
<td>280 points (28%)</td>
<td>Multi-week project assignment. This generally requires work to be completed outside of class sessions. A final report will be due near the end of the semester and serves as the deliverable for this component of the course.</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>1000 points</strong></td>
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</tbody>
</table>

Final Grade Calculation

There is no curve in this course. You determine your grade by your own performance, not by the performance of your peers. Letter grades will be assigned according to the following thresholds: A &gt;= 900; 800 &lt;= B &lt; 900; 700 &lt;= C &lt; 800; 600 &lt;= D &lt; 700; F&lt;600.

Grade Disputes

Under rare circumstances, graders may make errors in the performance of their duties. It also is possible in programming that a very small mistake results in a very large error in your results. If you believe the grade you received is an inaccurate reflection of the credit you deserve, you may submit your assignment for reevaluation. However, you must do this within ONE WEEK of when the assignments are returned to the class (whether or not you yourself got it back that day). The full grade dispute procedure is given below.

Grade Dispute Procedure:

1. Create a cover sheet with the following information: your name, the current date, the name of the assignment, the submission due date, the date it originally was returned to the class, your original score, and what you think your score should be. Below this information, provide a concise, well-reasoned explanation for your claim.
2. Return the assignment along with a written explanation to the instructor. (You may want to make yourself a copy of your original assignment prior to submitting it for reconsideration.)
3. Re-grading:
   a. If you believe the error is worth more than 50 points, the instructor will re-grade the assignment and return it to you within two weeks.
   b. If you believe the error is worth 50 points or less, the instructor will place the assignment into a file for consultation at the end of the semester. The instructor will re-grade your assignment if the points change could affect your final letter grade.

Missed & Late Assignments

Missed assignments count as a ZERO in your grade, except in the case of University approved absences (see below). General late submission policies are given elsewhere in the syllabus (see Course Assignment Specifications). Any deviation from the general policy will be stated in handout for an assignment. The submission policy stated in a handout overrides policy specified in this document.

University-Approved 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/rule07). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. 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.).
6. **Course Policy on Academic Misconduct**

Academic misconduct **WILL NOT BE TOLERATED**. According to the Aggie Honor System Office, academic misconduct ([http://aggiehonor.tamu.edu/Student%20Rules/definitions.html](http://aggiehonor.tamu.edu/Student%20Rules/definitions.html)) includes cheating, fabrication, falsification, multiple submissions (same work in multiple classes), and plagiarism.

Academic misconduct will be dealt with according to University regulations. **Any incidence of academic misconduct will result in a reduction of TWO letter grades. A second occurrence will result in your receiving an F in the course and an “Honor Violation Probation”**.

**Collaboration versus Academic Misconduct**

Collaboration involves an exchange of ideas rather than complete works. It is common for students to become stuck on an assignment despite being able to do most of it. It **IS NOT** misconduct to receive tips and help on small portions of an assignment. However, it **IS** misconduct to submit someone else’s work as your own.

**Aggie Honor Code**

“An Aggie does not lie, cheat, or steal, or tolerate those who do.” 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. Conduct contradicting to this policy will be punished according to the current rules and regulations. For details, see [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

7. **Course Policy Regarding 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](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 (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 225 • Engineering Mechanics

4. Catalog course description (not to exceed 30 words):  
   Application of the laws of classical mechanics to simplified, plausibly real world  
   problems of interest to mechanical engineering, including the analysis of Cables, frames, trusses, beams, machines and mechanisms.

5. Prerequisite(s):  
   MEEN Major, MATH 251 or 253 or registration therein, PHYS 218

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

      B.S. in mechanical engineering

   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)

   MEEN  
   225  
   ENGINEERING MECHANICS

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<th>Admin. Unit</th>
<th>Acad. Year</th>
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</table>

Approval recommended by:  

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

Chair, College Review Committee  
Date  

Dean of College  
Date  

Chair, GC or UCC  
Date  

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 04/14
MEEN 225 Section 501 Fall 2013 Statics and Particle Dynamics

REQUIRED OR ELECTIVE: Required course.

CATALOG DESCRIPTION:Application of the laws of classical mechanics to simplified, plausibly real world problems of interest to mechanical engineering, including the analysis of cables, frames, trusses, beams, machines, and mechanisms.

COURSE SCHEDULE: 3 credits (2-2)

PREQUISITES: Admission to MEEN Major, MATH 251 or 253 or registration therein, Physics 218.


INSTRUCTOR: Arun R. Srinivasa

OFFICE HOURS: M W 10:00 – 12:00.; Tuesday: 2-4 PM. and by Appointment.

TEACHING ASSISTANT:

EXPECTATION FOR WORK: the expected workload for a THREE CREDIT CLASS IS 6 HOURS of your own work. In this class, this will include watching online videos, doing online homeworks and quizzes, and getting help from TA etc.

Exam Schedule:

| Exam #1 | 02/20       | 7 to 9 PM |
| Exam #2 | 03/27       | 7 to 9 PM |
| Final # 3 | 05/02 | 10AM to 12 Noon |

Method of Evaluation:

| Exam #1 | 15% |
| Exam #2 | 15% |
| Exam #3 | 25% |
| Quizzes | 20% |
| In class team based interactive work | 15% |
| Online Homework | 10% |

Grading scale: 85-100 = A, 85-75 = B, 75-65 = C, 65-40 = D, below 40 = F. Lower bounds may be adjusted as appropriate to the benefit of the students as a whole. Percentages and grade ranges cannot be adjusted from the above stated values for individual students.

1. In class conceptual quizzes: These will be like reading comprehension and will be related to the videos that you need to watch, like a reading and comprehension test. There will be a quiz almost every day of class at the beginning of class.
2. In class work out problems: this will be like a tutorial session, where you will work through a problem. You can collaborate as a group and get help from the TA and instructor but you will have to submit the work at the end of the class period.
3. Online work out problems: this is through the MASTERING ENGINEERING website that accompanies Hibbeler.. The due date for this will be specified in the online hwk itself
4. Workout quiz: this is a short work out quiz (1 or 2 problems) of approximately ½ hour duration related to the topic that you have already studied
5. Exams: there are three exams
Regrading policy: If you find mistakes or other issues with hwks quizzes or Exams, you need to request me in writing **within one week** of the item being returned to you. This is to ensure that if there are multiple requests on the same issue, I can make changes in a consistent manner.

**Attendance Policy:**
All students are expected to attend lecture and quizzes will be given. Students who miss class will receive a grade of zero on quizzes and homework. The only exception is for University Excused Absences (see [http://student-rules.tamu.edu/rule7.htm](http://student-rules.tamu.edu/rule7.htm)). Proper documentation must be submitted for the absence within **one week** following an excused absence. In accordance with recent changes to Texas A&M University Student Rule 7, be aware that in this class a confirmation note from your medical provider is **required** for any “injury or illness that is too severe or contagious for the student to attend class”, even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).

**COURSE LEARNING OUTCOMES AND SCHEDULE:** At the end of this course, students should be able to:

1. Identify Isolate and idealize the system of interest for the application/process.
2. Identify the nature of the connections between bodies and create an idealized representation for it.
3. Convert the task from the real world into a symbolic representation.
4. Identify the need for an add additional empirical laws such as Hookes Law, Coulomb Amonton Law of friction etc as necessary to complete the system
5. Estimate external loads, and find the internal forces in frames, trusses, beams etc. and evaluate their structural safety.
6. Obtain system information (position, velocity etc.) at given location or time instant knowing the system information at different location or time instant.
7. Finding the loads and accelerations for rigid bodies under planar motion.

In order to achieve this functionality, students will carry out the following activities during the course:

1. **Identify system of interest for the application/process. (Weeks 1 and 2)**
   - Decide whether system is to be thought of as a particle, a rigid body, or a collection
   - Be able to draw a free body diagram (FBD) of the system showing external forces
   - Calculate the direct (resultant forces) and rotational (resultant Moments) effects of external stimuli on a rigid body
2. **Identify the nature of the connections between bodies and create an idealized representation for the body and its connections. Convert the task from the real world into a symbolic representation. (Weeks 3 and 4)**
3. **Identify the need for an add additional empirical laws such as Hookes Law, Coulomb Amonton Law of friction etc as necessary to complete the system of equations. (Weeks 5 and 6)**
   - Modeling elements and Newtons Laws
   - Types of connections- idealized pin, hinge, roller, etc
   - Nonideal connections and empirical laws
4. **Estimate external loads, and utilize newtons laws to find the internal forces in cables, trusses, frames etc. and evaluate its structural safety. (Weeks 7 – 9)**
   - Analyze Systems of interconnected rigid bodies
   - Find the forces generated by the constraints
   - Find Internal Shear force and bending moments for beams
   - Analyze Systems with non ideal constraints, under the action of dry friction.
5. Derive system information at given location or time instant knowing the system information at different location or time instant using Newton’s Laws and its consequences such as (Weeks 10 - 12)
   - Power theorem or Work-energy theorem
Be able to describe the motion of the system by
   - Choosing a suitable variable or coordinate system esp polar, and path coordinantes
   - Expressing the position, velocity and acceleration in the chosen variable or coordinate system

6. Finding the loads and accelerations for simple mechanisms under planar motion using Euler’s Laws (Weeks 13 and 14)
   - Finding Centroids and Moments of Inertia of bodies
   - Calculating the Effect of forces and motion of a mechanism undergoing translation and rotation.

**ABET PROGRAM OUTCOMES:**

This course partially fulfills the requirements for student exposure to the following ABET Program Outcomes:

1. an ability to apply knowledge of mathematics, science, and engineering
5. an ability to identify, formulate, and solve engineering problems
11- an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice
12- an ability to apply principles of engineering, basic science, and mathematics (including multivariate calculus and differential equations) to model, analyze, design, and realize physical systems, components or processes and work professionally in both thermal and mechanical systems areas

**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.

**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
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 (EDE, MD, JD, Pharm., IV)R)
2. Request submitted by (Department or Program Name): Department of Marketing
   MKTG 431 Marketing Analytics
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Data driven marketing strategy, data handling and management techniques, use of statistical software to estimate
   marketing models, project based course focused on marketing decision making.

5. Prerequisite(s):
   MKTG 321

Cross-listed with:

Stacked with:

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

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

7. Is this a repeatable course? ☑ No
   If yes, this course may be taken _______ times.

   Will this course be repeated within the same semester? ☑ Yes ☐ No
   If Yes, _______ times.

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/LAB)

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, AGBU, BHNR, FINC, MIFY, 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://pro.tamu.edu/resources/export-
    controls/export-controls-basics-for-distance-education/)

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MKTG</th>
<th>431</th>
<th>Marketing Analytics</th>
</tr>
</thead>
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<th>Lab</th>
<th>Other</th>
<th>SCHI</th>
<th>CIP and Fomal Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>1830</td>
<td>15 - 16</td>
<td>0 3 6 3 2</td>
</tr>
</tbody>
</table>

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Instructor: Dr. Ramkumar Janakiraman, Ph.D.
Associate Professor of Marketing & Mays Research Fellow
Office: Wehner 220M
Phone: 979-845-3028
E-Mail: ram@mays.tamu.edu or marketinganalytics@tamu.edu
Webpage: http://people.tamu.edu/~ramkumar
http://www.linkedin.com/in/rjanakir
Office Hours: MW: 2:20 P.M. – 3:30 P.M./By appointment

COURSE DESCRIPTION AND OBJECTIVES

Description: Data driven marketing strategy, data handling and management techniques, use of statistical software to estimate marketing models, project based course focused on marketing decision making.

“What Cannot be Measured Cannot be Improved or Managed”

Reasons to Take This Course
A well-known management idiom says that “what cannot be measured cannot be improved or managed.” A critical part of measurement process is systematic data analysis. Driven by the increasing availability of computing power and cost effective ways of collecting and storing real time data, more firms have started collecting data to track consumer choice and behavior pertinent to marketing. However, harnessing data for business intelligence is still a challenge in many firms. As a result, there is great demand in the market for “marketing engineers” who can work with data and come up with strategies based on marketing models. Marketing Engineering is the “systematic approach to harness data and knowledge to drive effective marketing decision making and implementation through a technology-enabled and model-supported interactive decision process.” (Lilien et al. 2007) Accordingly, this course focuses on analyzing and managing data, formulation of marketing models and estimation of such models via popular statistical packages. The broad goal is to learn how to convert data into information and master the steps involved in data based empirically driven management decisions. This course will introduce students to a variety of datasets and teach them (hands on usage of) SAS to implement various quantitative techniques. This is an applied course that involves extensive use of data and PC-based analysis using SAS, a popular statistical software. The course will cover a number of quantitative analyses, explanatory and predictive models pertinent to marketing, such as market response models, brand choice models, consumer segmentation models and customer lifetime models.
Course Goals/Learning Outcomes
Students will:

- Recognize data-driven marketing strategy and the process of conversion of data to marketing decisions.
- Apply data handling and management techniques.
- Employ statistical software (with an emphasis on SAS) to estimate various marketing models (i.e., dirtying your hands with data).
- Evaluate the strengths and weaknesses of these modeling approaches.
- Prepare a database/marketing engineering project.

Course Materials/Readings

1. Supplementary Readings: Available on eCampus course page/handouts given in class
2. Recommended Books:
   a. Lora D. Delwiche and Susan J. Slaughter (2003), The Little SAS Book: A Primer, 3rd Edition (or the latest edition), SAS Publishing; Highly recommended

You are encouraged to read articles relating to pricing and marketing that appear in publications such as Business Week and The Wall Street Journal. I would also encourage you to post any interesting articles related to marketing and business analytics in the course’s Facebook page at: https://www.facebook.com/pages/Marketing-Engineering-at-TAMU/417703991599146?ref=hl.

Prerequisites

MKTG 321

Course Organization and Format

The sections below discuss the mechanics of the course.

Study Groups
Students will need to form study groups early in the semester. Groups should be of three or four members. No group may have more than four members; two-person groups will be allowed only by special permission of the instructor. A study group composition is due by the due date given in the course schedule. The members of a group will work together on the class project, excel function demonstration and the marketing analytics presentation.
**Class Format**
Class activity is divided among lectures and computer exercises.

*Lecture/Discussions.* Approximately half of the class time will follow a lecture format. These sessions are devoted to the presentation and discussion of data handling techniques, concepts, and model formulation.

The lecture/discussion sessions are often accompanied by supplementary material and assigned readings from the course packet. Lectures are not designed to summarize the readings, although many important concepts will be consolidated and extended. *The readings are considered an integral part of the course and students will be held responsible for their content during discussion.*

*Computer Exercise Sessions.* The course will involve PC-based analyses using several software packages such as SAS and Excel. These sessions are an integral part of the course, which involve the “hands-on” use of the software, and are intended to help you learn to use them for various applications.

**Grading and Course Requirements**

I believe in allowing many evaluation moments during the semester of different types. Though the course might become very intensive and demanding, the high number and diversity of evaluation tools also avoids each evaluation moment to impact more than 25% of the final grade, which in turn, reduces the risk for students. Each student's overall course grade will be based upon the following components:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Weight</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid –Term Exam</td>
<td>25%</td>
<td>Short answer, essay questions, data analysis and model estimation</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
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</tr>
<tr>
<td>Course Project (Group)</td>
<td>20%</td>
<td>Database marketing project: Presentation and Written Report</td>
</tr>
<tr>
<td>Assignments</td>
<td>20%</td>
<td>Written assessment of cases, articles and solving data oriented problems</td>
</tr>
<tr>
<td>Class Participation</td>
<td>5%</td>
<td>Active participation in class and case discussions</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

The final course grade will be determined as: A=90%, B=80%, C=70%, D=60%

**A. Exams**
There will be two in-class exams. The two exams will cover lectures, discussions and exercises from the computer sessions, and selected readings. The format of the exams will be discussed in class (there will be two exam review sessions, one before each exam). The final exam will be cumulative, as in, it will be based on all the topics covered in the course. Only students with a University excused absence will be permitted to take the makeup
exam. See http://student-rules.tamu.edu/rule07 for a list of University excused absences. To be excused the student must notify me (in writing, if feasible) prior to the date of absence, and also provide appropriate documentation for the absence. If you miss an exam due to non-approved reasons, there will be no make-up exams and you will get zero points.

B. Course Project

The project for this course is a database/marketing engineering project. The objective of the project is to have the students apply the various concepts and marketing models into action. Each group is required to access any secondary data (or a dataset gathered or assembled from multiple sources) that is publicly available, or available through the university, and apply some of the principles and techniques learned in the class. You are also encouraged to collect data on your own if you have interest in any particular industry, organization etc. Note: These datasets and the project should be approved by me.

You are required to submit a one/two page overview of your project (check outline for the date). I will take into account if your dataset has potential (for example, does it have enough data points, does it have meaningful variables etc.) to carry-out an in-depth “marketing analytics” analysis. Since the course is data intensive, I expect that you would work with large datasets possibly collected from different sources. Simple survey data are strongly discouraged. I’ll also provide an overview of some of the datasets that I have, and you are welcome to work on them. For the project, teams can use any modeling technique that best fits the question that they seek to address.

The steps involved in these will be appropriate data manipulation, model building/formulation, model estimation, interpretations of results, and managerial recommendations.

The output of the group project has two components:

A. An in-class presentation. Groups will be randomly assigned to letter groups in class for the purpose of a presentation schedule (see the schedule at the end of the syllabus). Presentations should be limited to a maximum of 15 minutes with an additional 5 minutes allotted for class discussion. The PowerPoint slides to be used for the presentation must be emailed to me the day prior to your group’s presentation.

Use the following guidelines to structure your presentation:

1. Introduction of your project/scope of the problem: The purpose of this section is to acquaint your audience with the background, research context and objectives of your project. Explain why the problem is relevant or important from a managerial perspective.

2. Research methodology: In this section, explain in detail the steps that you undertook to collect the various types of data that you worked with. Explain all the variables in detail and explain how they are constructed. The model formulation is the crucial part of the presentation. Explain the dependent variable and the set of independent variables and how the model is estimated. Provide sample SAS codes (procedures that you used for model estimation), if possible.
3. Results and managerial takeaways: Summarize the results of the article and the managerial implications of the study. Explain the interpretations of the models that you estimated

4. Limitations: Conclude your presentation discussing a set of limitations associated with the study.

B. A written project report. The text of the report that is due at the end of the semester should not exceed 15 pages in length (and shorter reports are quite acceptable). Please leave adequate margins on all sides and double space. When you submit the final report, please submit the data that you used, the programs that you used for data analysis and model estimation along with the Word file. You can upload your project documentation, data, and report into eCampus.

Peer evaluation on the group project/ task and group etiquette

All the members in the group should work on all parts (especially those related to data analysis) of the project together. You should not split the project and work on separate components. You can take a lead on a component, but it is your responsibility that you understand everything that goes in the project report/presentation. The requirement applies to all group assignments. To ensure that each team member participates equally in the project and the group assignments and that the grade that each student receives on all group tasks reflects the actual amount of work that he/she put into the project, the group grades will be individually adjusted (based on the instructor’s discretion). A peer evaluation form is posted on the class website. Each group member should upload their form on the day the project report is due (See the class outline). If a student fails to turn in the form, then it will be assumed that the student is fine with his/her peers’ contribution of work.

C. Assignments

Hard copy versions of all the assignments are due at the beginning of class on the day the assignment is due. While most of the assignments will be individual, some will be group based (read the part about Group Etiquette on page 4). If it is a group assignment, you can divide the work among the members, but make sure you understand everything. If it is an individual assignment, you are encouraged to work with others, but the final product should reflect your own understanding of the material. Do not turn in work that you have copied from another student. Understanding how to answer the questions asked in the assignments is a “necessary condition” of doing well on the exams.

While some assignments will involve working with data, other assignments will be based on the assigned case studies that have been selected to fit the objectives of the course and to cover a cross section of interesting industries and marketing analytics. All students are expected to come to class ready to discuss each case and assigned article, regardless of whether or not a written assignment has been prepared. Students may be called upon at any time (a.k.a. cold called) to provide specific recommendations and analysis. At a minimum, you should be able to (i) state clearly what management should do and (ii) provide a specific, logically consistent rationale for your recommendations, backed by your analysis. Even if you do not contribute to a specific case discussion by speaking, make sure that you are comfortable with what you would have done in the management situation described in the case and why.
D. Excel Function Demonstration
The purpose of this task is to help you learn (and teach your peers and learn from them) some commonly used functions that are available in Excel. Since Excel is available in PCs, I believe that this exercise would give you a chance to learn about several tools that are available in the software. Each group (same team as for the group project) will present and discuss in-depth three different analytical tools or functions that are readily available in Excel. I’ll provide a list of functions that are commonly used in workplaces in varying levels of difficulty. Your presentation should focus on demonstrating a set of functions with at least two examples for each function (you should share sample excel files with the class).

A hard copy of the presentation slides is due before the presentation. You do not need to write-up the presentation. Refer to the peer evaluation on the group project for more.

E. Class Participation
Please have your name cards on the table for all of the class sessions. It helps me track attendance and participation. Grading class participation is necessarily subjective. Some of my criteria for evaluating effective class participation include:

1. Is the student willing to learn? Is the participant prepared? Do comments show evidence of analysis of the case? Do comments add to our understanding of the situation? Does the participant go beyond simple repetition of information already presented, adding analysis and conclusions? Do comments show an understanding of theories, concepts, and analytical tools presented in class lectures or reading materials?
2. Is the participant a good listener? Are the points made relevant to the discussion? Are they linked to the comments of others? Is the participant willing to interact with other class members?
3. Is the participant an effective communicator? Are concepts presented in a concise and convincing fashion?

Your grade for class participation is not a direct function of the amount of "air time" you take up. In general, I will evaluate you on how well you respond to my questions and on how effectively you take into account the comments and analyses of your classmates. In situations where multiple students have raised their hands to speak, I will try to call on the student with the least cumulative air time to that date. This procedure, carried out over the course of the semester, should help to ensure that everyone who is well prepared and wants to contribute will have the opportunity to do so.

Exercise Sessions Etiquette: Although I dislike including this section in the syllabus, it is only fair to make the course expectations clear. Exercise sessions involve hands-on learning of statistical software during which I often have to help students individually. As I am helping out other students, you are encouraged to work on the given problem and you may not use the time to have an “idle chat” with other students. If you are disruptive during the lecture or exercise sessions, you will be warned about it. Repeated disruptions will lead to zero participation points (of a maximum of 20). Please no web browsing, shopping, or visiting social networking sites during the exercise sessions. No texting and use of mobile phones is allowed in any of the class sessions. If I see you using the PC for non-educational use, I’ll warn you once. After that, I will not warn you—I will start reducing your participation points.
A necessary, but not sufficient, condition for class participation is that you attend class. In order to obtain a grade for class participation you must attend the class sessions (please let me know in advance if you cannot attend a session). Missing more than 10% of the sessions will seriously affect your participation grade. See http://student-rules.tamu.edu/rule07 for a list of University excused absences. Attendance will be mandatory during the days of a guest lecture and project presentations, and questions/ comments during presentations are highly valued.

STUDENT FEEDBACK
I expect you to be involved with the class. You are strongly encouraged to contact me before, during or after the class, or during scheduled office hours to raise or clarify any issue regarding the course, especially things that are not going well. If you hesitate to raise an issue publicly during class or if my office hours are inconvenient, please email me to share your concern or to schedule an appointment.

COPYRIGHTED MATERIALS
The handouts and lecture materials used in this course are copyrighted. Handouts include all materials generated for this class, which include but are not limited to syllabi, exams, and all in-class materials. Because these materials are copyrighted, you do NOT have the right to copy or reproduce these materials unless permission is expressly granted.

GENERAL COMMENTS
The course is designed to train students in quantitative modeling and also to develop hands-on experience of working with statistical software. Marketing analytics is becoming more and more important and is becoming an important skill to have in order to do well in the job market. If you would like to discuss more about a career in marketing analytics and would like to learn more material than what is covered in the course, please do come and talk to me. The content of the course is very technical in nature. You should not expect to read the lecture notes and the supplementary readings like you would read a popular business book or an airport novel and understand the material. It is also recommended that you spend a lot of time in learning SAS.

SOFTWARE AND COMPUTER LAB INFORMATION
You can purchase SAS (version 9.3 or 9.2) for free from SELL (Software Evaluation and Licensing Library). Go to the CIS website at http://cis.tamu.edu/customer-sales/sell/studentsas.php to get more information on how to obtain the SAS license. You can also call them at 862-4104 to obtain a copy of it. When you pick up the SAS CDs from SELL, you will also receive a 1-page instruction sheet. Follow these instructions to install SAS. If you have any problems with installation, contact CIS by phone or by email at sashelp@tamu.edu. SPSS, ACCESS and SAS are also available in the several Open Access Labs in the campus (the closest to Wehner is in the West Campus Library). CIS also provides short courses on SAS that you might want to attend (http://cis.tamu.edu/shortcourses/#sas).
CLASS COMMUNICATION TOOL

We will use the Texas A&M University (TAMU) eCampus system (http://eCampus.tamu.edu) as a means of electronic support for class activities. We will refer to this resource as the course website. The course website contains links to the syllabus and other pertinent course information such as handouts. Students are required to periodically check the course web page. Note that the only email I will be using is ram@mays.tamu.edu. Email is the best way to reach me. Also note that I will contact students mainly by email at their TAMU email account. If you do not have a TAMU email account, please contact CIS at http://cis.tamu.edu/students/. I will not be sending emails to any other hosts such as Gmail, Hotmail etc. You can access the eCampus system using your NetID and password.

OFFICE HOURS POLICY

Office hours provide an opportunity for you to obtain specific guidance and help understanding the course material. Office hours will be on from 2:00 p.m. to 3:00 p.m. (Central time zone) on M and W. If no student attends the office hour time by 2:15 p.m., I will end the office hours at 2:15 P.M. You are always welcome to email me to set up a mutually convenient time.

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.

Texas A&M University is committed to providing reasonable accommodation for all students with disabilities. If you believe you have a disability requiring an accommodation, please speak with the instructor as early in the semester as possible.

Students with disabilities must register with Disability Services prior to receiving accommodations in this course (http://disability.tamu.edu). The Office of Disability Services is located in Cain Hall, Room B118, or call 845-1637.

RELIGIOUS HOLIDAYS

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV at http://studentrules.tamu.edu). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.
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. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

http://aggiehonor.tamu.edu

For each assignment or project that is submitted for grading in this course, students must affirm their commitment to the Aggie Honor Code with the following statement.

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.”

(http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions)

If it is determined that scholastic dishonesty is taking place, I will follow the procedures specified in the student rules and take the appropriate disciplinary action (a minimum of which will be a zero on the work turned in). Individual assignments (quizzes, case analyses, examinations, and homework) are to be individual efforts unless otherwise instructed. Cheating, plagiarism, fabrication, and misrepresentation will not be allowed.

Note: Plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission from that person. Of particular relevance in this course, it is important to note that fabrication includes falsifying research data.

Instructor’s Bio

Dr. Ramkumar Janakiraman is a currently an Associate Professor of Marketing and Mays Research Fellow at the Mays Business School, Texas A&M University. Ram has a Ph.D. in Business Administration from the Marshall School of Business, University of Southern California, Los Angeles, CA. His research interests are primarily in the domain of econometric modeling of firm and consumer decision making. They include social media analytics,
customer relationship management, digital marketing, healthcare, marketing and public policy. His research has appeared or forthcoming in journals such as *Management Science*, *Marketing Science*, *Journal of Marketing*, *Journal of Marketing Research*, *Information Systems Research*, *Journal of Management*, *Decision Sciences* and *Annals of Family Medicine*. Ram has also published in engineering journals. Ram’s research has received several recognitions. One of his research papers was a finalist in the best paper award given by the Industry Studies Association-INFORMS (2011) and another research paper received an honorable mention in the best paper award awarded by the Decision Science Institute (2011). Ram’s work has been covered in popular business outlets such as the *Wall Street Journal* and Inc. He teaches graduate level courses on marketing engineering, marketing analytics and pricing, and an undergraduate course on marketing analytics. He is a recipient of the Mays Teaching Fellowship and the Association of Former Students (AFS) Teaching Achievement Award for his outstanding teaching contributions to Mays Business School, Texas A&M University.
# Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments/Tasks Due</th>
</tr>
</thead>
</table>
| 09/01/2014 | Course Introduction  
What is Marketing Analytics? | Read Supplementary Articles *(e)*                                  |
| 09/03/2014 | Types of Marketing Data  
Applications of Marketing Analytics | Read Supplementary Articles *(e)*                                  |
| 09/08/2014 | How to “Excel” working with Marketing Data?  
Data driven techniques with Microsoft Excel | Group Composition Due                                               |
<p>| 09/10/2014 | Basics of Data Structure, Data Hygiene and Data Analysis. Introduction to SAS |                                                                     |
| 09/15/2014 | Marketing Mix Analytics I: Simple Linear Regression |                                                                     |
| 09/17/2014 | <strong>Guest Lecture: Marketing Databases</strong> | Assignment 1 Due                                                   |
| 09/22/2014 | Marketing Mix Analytics II: Multiple Regression | Regression Analysis <em>(e)</em>                                          |
| 09/24/2014 | In-class exercises on Marketing Mix Analytics |                                                                     |
| 09/29/2014 | Advanced Data Handling Procedures (in SAS) |                                                                     |
| 10/06/2014 | <strong>Guest Lecture</strong> | Project Description Due Assignment 2 Due                           |
| 10/08/2014 | Commonly Used Microsoft Excel Functions in Business |                                                                     |
| 10/13/2014 | Preview for Midterm Exam |                                                                     |
| 10/15/2014 | <strong>Midterm Exam</strong> |                                                                     |
| 10/20/2014 | <strong>Project Review Meeting</strong> |                                                                     |
| 10/22/2014 | Customer Analytics: Discrete Choice Models | Logistic Regression <em>(e)</em>                                          |
| 10/29/2014 | In-class exercises on Customer Analytics |                                                                     |
| 11/03/2014 | More Microsoft Excel Functions |                                                                     |
| 11/05/2014 | <strong>Project Consultation Day</strong> |                                                                     |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
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</thead>
<tbody>
<tr>
<td>11/12/2014</td>
<td>Digital Analytics: Designing Marketing Experiments</td>
<td>Boost Your Marketing ROI with Experimental Design Assignment 3 Due</td>
</tr>
<tr>
<td>11/17/2014</td>
<td>Guest Lecture</td>
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<tr>
<td>11/19/2014</td>
<td><strong>Project Consultation Day</strong></td>
<td></td>
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<tr>
<td>11/24/2014</td>
<td>Social Media Analytics</td>
<td>Assignment 4 Due What It Means to Put Analytics to Work?</td>
</tr>
<tr>
<td>11/26/2014</td>
<td>Challenges in Implementing Data Driven Analytics</td>
<td>Assignment 4 Due</td>
</tr>
<tr>
<td>12/01/2014</td>
<td>Recap of the course and review for final exam</td>
<td></td>
</tr>
<tr>
<td>12/03/2014</td>
<td><strong>Project Presentations</strong></td>
<td>Project Reports Due Peer Evaluations Due</td>
</tr>
<tr>
<td>12/08/2014</td>
<td>No class; Redefined Day</td>
<td>Project Reports Due @1:00 PM Peer Evaluations Due</td>
</tr>
</tbody>
</table>

Notes: Final exam will be administered on Dec 15\textsuperscript{th} 2014 in Wehner 184 from 10:30 A.M. to 12:30 P.M. [Click here for the official exam schedule](#). Exams will be not re-scheduled except for university excused absences.

\footnote{The schedule is subject to change according to the instructor’s discretion to accommodate guest lectures.}
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Request submitted by (Department or Program Name): Department of Performance Studies
2. Course prefix, number and complete title of course: PERF 284 Performance Studies Internship
3. Catalog course description (not to exceed 50 words):

Supervised experience program conducted in the area of the student’s interest in Performance Studies.

4. Prerequisite(s): PERF 101 Introduction to Performance Studies

5. Is this a variable credit course? Yes

If yes, from 0 to 4

6. Is this a repeatable course? Yes

If yes, this course may be taken 3 times.

Will this course be repeated within the same semester? No

7. 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.A. in Performance Studies, undergraduate general academics

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

9. Yes I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pr.tamu.edu/ersources/export-controls/ExportControlBasicsforDistanceEducationver2413.pdf).

10. Prefix Course # Title (excluding punctuation)

<table>
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<th>PERF</th>
<th>284</th>
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</table>

Approval recommended by:

Donnell Dux
Department Chair

Date

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:

Associate Director, Curricular Services

Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 445-8211 or sandra.williams@tamu.edu.

Curricular Services - 03/14
PERF 284 Performance Studies Internship
fall 2015
Syllabus

Meeting days and times: TBA
Meeting location: TBA

Instructor: Jeff Morris
Telephone: (979) 845-6751
E-mail: morris@tamu.edu
Office: LAAH 245
Office hours: T R 2:00-3:00 P.M.

Course Description
Supervised experience program conducted in the area of the student's interest in Performance Studies.

Prerequisites: PERF 101 Introduction to Performance Studies

Learning Outcomes
- Relate concepts of Performance Studies to real world situations
- Apply techniques of Performance Studies in the workplace
- Demonstrate skills and competencies required for in the workplace
- Summarize self-directed learning experiences

Materials
Required materials will be determined by the instructor at the start of the semester according to the requirements of the specific internship opportunity and the student's professional goals.
Grading Policies

Satisfactory completion of assignments includes meeting deadlines, following instructions, and articulating thoughts with professional, respectful, and concise language.

A  90–100%
B  80–89%
C  70–79%
D  60–69%
F  0–60%

Weekly reflections  30% (10 at 3% each)
Learning Agreement  10%
Midterm Evaluation  10%
Final Evaluation    10%
Final paper         30%
Attendance/Participation  10%

Attendance and Make-up Policies

Your timely, prepared, and respectful attendance is expected at all scheduled meetings. Make-up work will be arranged in case of university-excusable absences. Refer to TAMU Student Rule 7 at http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA) Policy Statement

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Academic Integrity Statement and Policy

"An Aggie does not lie, cheat or steal, or tolerate those who do.” See http://aggiehonor.tamu.edu for more information.
Schedule

1  Weekly reflection 1: Each reflection will apply critical thinking and clear, concise writing skills to address the reflection prompt from the instructor. Typically, an acceptable length for each reflection is 300 words.

2  Weekly reflection 2

3  Learning agreement: This is an agreement between you and your employer outlining the learning objectives, activities, and organizational structure of your agency or institution. Discuss your professional goals and learning expectations with your supervisor.

4  Weekly reflection 3

5  Weekly reflection 4

6  Weekly reflection 5

7  Midterm Evaluation: Completed by your supervisor, to evaluate your performance in pursuing the learning outcomes articulated in the learning agreement and give constructive feedback.

8  Weekly reflection 6

9  Weekly reflection 7

10 Weekly reflection 8

11 Weekly reflection 9

12 Weekly reflection 10

13 Final evaluation: Completed by your supervisor, to evaluate your performance in pursuing the learning outcomes articulated in the learning agreement and give constructive feedback.

14 Work on final paper

Final  Final paper due: 1,000-1,500 word essay reflecting on lessons learned, how you met each learning outcome articulated in the learning agreement, and how you imagine applying these lessons and skills in future work.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: PERF 292 Cooperative Education in Performance Studies

3. Catalog course description (not to exceed 10 words):

Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; technical report on a related subject area approved by the instructor.

4. Prerequisite(s): PERF 101 Introduction to Performance Studies

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.

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

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

9. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controlbasicsfordistanceeducationver2413.pdf).

10. Prefix Course # Title (excluding punctuation)

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Approval recommended by:

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

Chair, College Review Committee Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curriculum Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 03/14
PERF 292 Cooperative Education in Performance Studies
fall 2015
Syllabus

Meeting days and times: TBA
Meeting location: TBA
Instructor: Jeff Morris
Telephone: (979) 845–6751
E-mail: morris@tamu.edu
Office: LAAH 245
Office hours: T R 2:00–3:00 P.M.

Course Description
Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; technical report on a related subject area approved by the instructor.

Prerequisites: PERF 101 Introduction to Performance Studies

Learning Outcomes
- Relate concepts of Performance Studies to real world situations
- Apply techniques of Performance Studies in the workplace
- Demonstrate skills and competencies required for in the workplace
- Summarize self-directed learning experiences

Materials
Required materials will be determined by the instructor at the start of the semester according to the requirements of the specific Cooperative Education opportunity and the student’s professional goals.
Grading Policies

Satisfactory completion of assignments includes meeting deadlines, following instructions, and articulating thoughts with professional, respectful, and concise language.

A 90–100%
B 80–89%
C 70–79%
D 60–69%
F 0–60%

Weekly reflections 30% (10 at 3% each)
Learning Agreement 10%
Midterm Evaluation 10%
Final Evaluation 10%
Final paper 30%
Attendance/Participation 10%

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Schedule

1. Weekly reflection 1: Each reflection will apply critical thinking and clear, concise writing skills to address the reflection prompt from the instructor. Typically, an acceptable length for each reflection is 300 words.

2. Weekly reflection 2

3. Learning agreement: This is an agreement between you and your employer outlining the learning objectives, activities, and organizational structure of your agency or institution. Discuss your professional goals and learning expectations with your supervisor.

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8. Weekly reflection 6

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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. Request submitted by (Department or Program Name): Department of Performance Studies

2. Course prefix, number and complete title of course: PERF 484 Performance Studies Internship

3. Catalog course description (not to exceed 50 words):

Supervised experience program conducted in the area of the student’s interest in Performance Studies.

4. Prerequisite(s): PERF 101 Introduction to Performance Studies, junior or senior standing

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.

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

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

9. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/ExportControlBasicsforDistanceEducationver2413.pdf).

10. Prefix Course # Title (excluding punctuation)

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<td>PERF STUDIES INTERNSHIP</td>
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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:

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 – 03/14
PERF 484  Performance Studies Internship  
fall 2015  
Syllabus

Meeting days and times:  TBA  
Meeting location:  TBA

Instructor:  Jeff Morris  
Telephone:  (979) 845-6751  
E-mail:  morris@tamu.edu  
Office:  LAAH 245  
Office hours:  T R 2:00-3:00 P.M.

Course Description

Supervised experience program conducted in the area of the student's interest in Performance Studies.

Prerequisites:  PERF 101 Introduction to Performance Studies; junior or senior standing

Learning Outcomes

- Relate concepts of Performance Studies to real world situations
- Apply techniques of Performance Studies in the workplace
- Demonstrate skills and competencies required for in the workplace
- Summarize self-directed learning experiences

Materials

Required materials will be determined by the instructor at the start of the semester according to the requirements of the specific internship opportunity and the student's professional goals.
Grading Policies
Satisfactory completion of assignments includes meeting deadlines, following instructions, and articulating thoughts with professional, respectful, and concise language.

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

Weekly reflections 30% (10 at 3% each)
Learning Agreement 10%
Midterm Evaluation 10%
Final Evaluation 10%
Final paper 30%
Attendance/Participation 10%

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Schedule

1 Weekly reflection 1: Each reflection will apply critical thinking and clear, concise writing skills to address the reflection prompt from the instructor. Typically, an acceptable length for each reflection is 300 words.

2 Weekly reflection 2

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14 Work on final paper

Final

Final paper due: 1,000-1,500 word essay reflecting on lessons learned, how you met each learning outcome articulated in the learning agreement, and how you imagine applying these lessons and skills in future work.
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: PERF 492 Cooperative Education in Performance Studies

3. Catalog course description (not to exceed 50 words):

Educational work assignment by a student in the field of his or her career interest and course of study; supervision of the student by the cooperating employer and the instructor; technical report on a related subject area approved by the instructor.

4. Prerequisite(s): PERF 101 Introduction to Performance Studies; junior or senior standing

Cross-listed with: None

Stacked with: None

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

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

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

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

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

8. B.A. in Performance Studies, undergraduate general academics

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

9. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vir.tamu.edu/resources/export-control/exportControlBasicsforDistanceEducationver2v13.pdf).

10. Prefix Course # Title (excluding punctuation)
    PERF 492 CO-OP IN PERF STUDIES

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

    Approval recommended by: Donnalee Dax (Name)
    Nov 3, 2014

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

[Signature]
PERF 492  Cooperative Education in Performance Studies
fall 2015
Syllabus

Meeting days and times: TBA
Meeting location: TBA

Instructor: Jeff Morris
Telephone: (979) 845-6751
E-mail: morris@tamu.edu
Office: LAAH 245
Office hours: T R 2:00-3:00 P.M.

Course Description
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Prerequisites: PERF 101 Introduction to Performance Studies; junior or senior standing

Learning Outcomes
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Grading Policies

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Final  Final paper due: 1,000-1,500 word essay reflecting on lessons learned, how you met each learning outcome articulated in the learning agreement, and how you imagine applying these lessons and skills in future work.
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 Veterinary Integrative Biosciences
3. Course prefix, number and complete title of course: VIBS 222 - Great Poisonings of the World

4. Catalog course description (not to exceed 50 words):
Exploration of the effect of intentional and accidental man-made and natural "poisonings" on humans and the environment and their impact on public policy.

5. Prerequisite(s):
Freshman or Sophomore classification

Cross-listed with: Stacked with:

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

6. Is this a variable credit course? ☑ No If yes, from ________ to ________
7. Is this a repeatable course? ☑ No If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☑ 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)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S. Ph.D. in geography)
      B.S. in biomedical sciences
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)
   VIBS 222 Great Poisonings of the World
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 0.00 3.00 2610040002 2873 15 - 16 0 0 3 6 3 2
   Approval recommended by:
   Evelyn Tiffany-Castiglioni Date
   Department Head or Program Chair (Type Name & Sign)
   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)

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
Course title and number
Great Poisonings of the World VIBS 222

Term (e.g., Fall)
Fall 2015

Meeting times and location
TR 9:30-10:50

Course Description and Prerequisites
Exploration of the effect of intentional and accidental man-made and natural "poisonings" on humans and the environment and their impact on public policy.

Prerequisite: Freshmen or Sophomore classification

Learning Outcomes
At the end of the course students will be able to define how environmental contaminations continue to shape US and international policy and social interactions. Students will be able to debate the economic, social and regulatory impact of pollutants on the environment.

Instructor Information
Name Weston Porter, PhD
Telephone number 845-0733
Email address wporter@cvm.tamu.edu
Office hours After class and by appointment
Office location VMR 406

Textbook and/or Resource Material
The Poisoning of Michigan by Joyce Egginton

Grading Policies
Grades will be based upon one group presentation (25%), three tests (25% each). The group presentation will be 20 minutes class debate on the cause and consequence of an environmental contaminant on the environment and its affect on social and public policy.

90-100=A, 80-89.9=B, 70-79.9=C, 60-69.9=D, 59.9 or below=F

Attendance Policies
Attendance is highly encouraged as a large portion of the course material is not included in the handouts. Absences that are excused by the University are referred to in the TAMU Student Rules regarding academics http://student-rules.tamu.edu/rule07 and must be documented. Other absences will need to be at the discretion of the instructor with proper notification and documentation. In the event of an emergency or accident, 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. All make-up work, included tests, must be completed within three calendar days from the last day of absence.
Course Topics, Calendar of Activities, Major Assignment Dates

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<tr>
<td>Lect 21</td>
<td>Cattlegate: The Poisoning of Michigan</td>
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<td>Lect 22</td>
<td>Cattlegate: Video</td>
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<th>Week 12</th>
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<tr>
<td>Lect 23</td>
<td>The Politics of the Environment</td>
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<tr>
<td>Lect 24</td>
<td>The Activists- Rise of Green Peace</td>
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<tr>
<td>Lect 25</td>
<td>Group Presentations</td>
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<td>Thanksgiving</td>
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<tbody>
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<td>Lect 26</td>
<td>Group Presentations</td>
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<tr>
<td>Lect 27</td>
<td>Group Presentations</td>
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Test 3-Final Exam
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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Veterinary Pathobiology
3. Course prefix, number and complete title of course: VTPB 212, Genetics in the News
4. Catalog course description (not to exceed 50 words): This course will use contemporary news articles from the popular press as a starting point to delve into the science of genetics and genomics, and their methodologies to gain a deeper understanding of how data is analyzed and interpreted leading to news headlines in this increasingly important field.
5. Prerequisite(s): Sophomore classification or approval of instructor; HS or college course in biology recommended
Cross-listed with: BIMS 212 and GENE 212
Stacked with:

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)

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)
   VTPB | 212 | GENETICS IN THE NEWS

<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:
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
Course title and number: Genetics in the News, VTPB 212
Term: Fall 2015
Meeting times and location: 9:35-10:50 TR, location TBA

Course Focus

The science of genetics and the broader field of genomics is becoming central to understanding and adapting advances in the life sciences with direct impact on many issues facing society from medical and veterinary advances to food production, biological impact of climate change, ecological conservation and synthetic life forms. As a consequence, discoveries and technological advances in genetics are often in the news.

Course Description and Prerequisites

VTPB 212 (3 Credit hours) Examination of contemporary news articles from the popular press for class discussion of the underlying genetics and genomics, and their methodologies to gain a deeper understanding of the science behind news headlines in this increasingly important field.

Prerequisites: Freshman/Sophomore classification or approval of instructor; high school or college biology course recommended.

Learning Outcomes

At the end of the course, students will be able to:
1. Differentiate and describe the fundamental principles of genetics including gene function and inheritance;
2. Apply these principles to analyze the accuracy and interpret current news reports describing advances in genetics and genomics.

Instructor Information

Name: David Threadgill
Telephone number: 979-862-2569
Email address: dwt@tamu.edu
Office hours: Thursday 11:00 am-12:00 pm
Office location: REYN 428

Textbook and/or Resource Material

Publisher: Pearson / Benjamin Cummings, ISBN-13: 978-0-321-72412-0. This text is an excellent reference, but is not required for your success in the course as any modern genetic text will suffice. News articles will be assigned weekly.

Grading Policies

Your grade is based on the number of points you accumulate during the semester. It is unlikely that there will be a curve in this class so it is to your advantage to accumulate points at every opportunity during the semester. All written assignments must be submitted prior to 5:00 pm on the due date. No late work will be accepted EXCEPT in the case of a University-approved excuse.
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due Date</th>
<th>Point Value</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>Clicker participation during class</td>
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<tr>
<td>Exam #1</td>
<td>Tuesday, date xxx</td>
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<tr>
<td>News Article</td>
<td>Tuesday, date xxx prior to 5:00 pm</td>
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<tr>
<td>Exam #2</td>
<td>Tuesday, date xxx</td>
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<tr>
<td>Oral presentation</td>
<td>Tuesday/Thursday, date xxx</td>
<td>50</td>
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<tr>
<td>Final Exam</td>
<td>Date/time</td>
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</table>

Note: Final Exam is Cumulative

Total 500

<table>
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<tr>
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<tr>
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<td>400 - 449</td>
<td>B</td>
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<tr>
<td>350 – 399</td>
<td>C</td>
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<tr>
<td>300 – 349</td>
<td>D</td>
</tr>
<tr>
<td>Below 300</td>
<td>F</td>
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</tbody>
</table>

Note: A grade of “Incomplete” will only be used as delineated in Student Rule 10.5.

**Attendance and Make-up Policies**

Attendance is required and will be determined by clicker response during lecture. Attendance at examinations is mandatory unless there is a genuine emergency as described in Student Rule 7 (http://student-rules.tamu.edu/rule07). Missing an examination without a documented emergency will result in a zero score for the examination in question. Attendance and make-up policy will follow Student Rule 7.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Course introduction</td>
<td></td>
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<tr>
<td></td>
<td>From Galen to Mendel, Watson, and Crick: foundation of genetics</td>
<td></td>
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<tr>
<td>2</td>
<td>My parents and me: pedigrees and probabilities</td>
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<tr>
<td>3</td>
<td>Is there a biological reason for sex?: linkage and recombination</td>
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<tr>
<td>4</td>
<td>Where are my genes?: chromosomes, extra-nuclear inheritance</td>
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<tr>
<td></td>
<td>Exam 1</td>
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<tr>
<td>5</td>
<td>To tan or not to tan?: mutations, repair and cancer</td>
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<tr>
<td>6</td>
<td>Why should I care about my grandmother’s diet?: epigenetics and</td>
<td></td>
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<tr>
<td></td>
<td>transgenerational inheritance</td>
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<tr>
<td>7</td>
<td>Neanderthals, lactose intolerance and farming: population and</td>
<td></td>
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<tr>
<td></td>
<td>evolutionary genetics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>News article due</td>
<td></td>
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<tr>
<td>8</td>
<td>How does Farmer Brown produce more corn than me?: quantitative</td>
<td></td>
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<tr>
<td></td>
<td>genetics</td>
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<tr>
<td>9</td>
<td>Why won’t Spot play catch?: behavioral genetics</td>
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<tr>
<td>10</td>
<td>Plague, HIV and disease: immunogenetics and infections</td>
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<td></td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>11</td>
<td>The newt who lost its tail: stem cells</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>I’m my own ecosystem?: microbiome, genomics and synthetic life forms</td>
<td></td>
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<tr>
<td>13</td>
<td>Student presentations</td>
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<td>14</td>
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</table>

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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 (DUS, MD, JD, PharmD, D/V/A)
2. Request submitted by (Department or Program Name): Department of Veterinary Physiology and Pharmacology
3. Course prefix, number and complete title of course: VTPP 444: Practicum in Biomedical Research
4. Catalog course description (not to exceed 50 words):

Team or group development of sustainable collaborations that include biomedical research, high-impact educational practices, and community service: focus on connecting research experiences to future career goals.

5. Prerequisite(s):
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 (EIMD)

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

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>VTPP</th>
<th>444</th>
<th>Practicum in Biomedical Research</th>
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<tbody>
<tr>
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Approval recommended by:  

Department Head of 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

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

[Signature]
Department Head or Program Chair

[Signature]
Chair, College Review Committee

[Signature]
Dean of College

[Signature]
Chair, GC or UCC

[Effective Date]
Curricular Services

RECEIVED  DEC 01 2014
### Course Information

**Course Title:** VTPP 444: Practicum in Biomedical Research  
**Term:** Fall 2015  
**Credit Hours:** 3  
**Meeting Times:** TBA  
**Meeting Location:** VMA 300D

### Course Description and Prerequisites

**Course Description:** (3 credit hours) Team or group development of sustainable collaborations that include biomedical research, high-impact educational practices, and community service: focus on connecting research experiences to future career goals.

**Prerequisites:** VTPP 423/427 or VTPP 434/435; Junior or Senior classification

### Learning Outcomes

This is a course that incorporates both undergraduate research and service learning. It is designed to provide a high-impact learning experience to improve student learning by developing the habits and skills for integrative and lifelong learning. By the end of this course a student will:

- **Master the depth of knowledge**, including the ability to synthesize knowledge across courses from biomedical science courses and other research experiences; articulate disciplinary and interdisciplinary theories, concepts, principles, and skills necessary to create a novel research program.
- **Demonstrate critical thinking**, including the ability to evaluate, analyze, and integrate information from a variety of sources from the biomedical literature; use appropriate strategies and tools to represent, analyze, and integrate physiological information; and develop critical, reasoned positions for a novel research plan.
- **Communicate effectively**, including the ability to listen actively and critically to identify critical skills and goals of potential collaborators; demonstrate effective oral communication skills used to present at biomedical conferences; demonstrate effective writing skills to publish in the biomedical literature (i.e., an abstract); and demonstrate effective communication of original and creative ideas to a wide range of audiences in the form of a biomedical grant application.
- **Practice personal and social responsibility**, including the ability to practice ethical leadership of biomedical research teams; recognize ethical dilemmas in biomedical research and apply rational decision-making in order to address it; choose ethical courses of action in research and practice; acknowledge and address the consequences of one’s own actions to better team dynamics and iteratively improve research plans; and engage in civic activities through service learning.
- **Prepare to engage in lifelong learning**, including the ability to exhibit the skills necessary to acquire, organize, reorganize, and interpret new knowledge gained from biomedical pilot studies; formulate a plan of personal goals for continued professional growth as a biomedical researcher; and demonstrate intellectual curiosity through exploring collaborations and developing novel biomedical research plans.
- **Work collaboratively**, including the ability to participate effectively in diverse teams, consider different points of view of collaborators, work with others to support a shared purpose or goal of producing research.
**Teaching Philosophy**

This course is designed so that you learn in the process of developing authentic, sustainable, mutually beneficial research collaborations. To achieve the course learning outcomes, all course activities are informed by authentic practices of successful biomedical researchers. Practicing biomedical researchers 1) guide their own learning, 2) collaborate in multidisciplinary teams, 3) develop projects in identifiable stages, 4) create new knowledge, 5) formally communicate results, and 6) reflect on personal learning processes. By integrating research, teaching, and service, you will learn the skills and habits of thought to be a successful biomedical researcher firmly embedded in a wider community.

**Structure of the Course**

The structure of the course is designed so that you use the processes practiced by successful biomedical researchers to develop collaborations that integrate research, teaching and service.

**Flipped class:** We will use a “flipped class” model in which short video lectures and written materials are studied outside of the classroom and collaborative projects are completed in the classroom.

- Learn basic material at your own pace
- Maximize meaningful contact with experts and peers in class working on collaborative projects

**Team-based projects:** All projects will be performed teams of students with diverse talents, skills and backgrounds.

- Complete each project in a team with diverse abilities and goals
- Identify, leverage and develop your particular talents

**Scaffolding the development process in phases:** The class is divided into distinct phases used by practicing scientists to scaffold the collaborative process and maximize impact.

- Introduce you to the minimum required knowledge to begin research collaboration
- Transition from optimizing existing research infrastructure to creating your own infrastructure.

**Learning by doing:** We will minimize teaching you facts, concepts procedures with lectures or laboratory exercises with known outcomes. Instead, you will learn by developing research collaborations.

- Direct your own learning and teach each others
- Minimize the simple transfer of knowledge

**Scientific Communication:** All course products will be in standard forms used by biomedical scientists in the process of developing research, teaching, and service collaborations.

- Learn to communicate in diverse environments
- Course products have potential to directly scaffold the next stage of your career

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>James Herman</th>
<th>Christopher Quick</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>979-862-7765</td>
<td>979-845-2645</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:jherman@cvm.tamu.edu">jherman@cvm.tamu.edu</a></td>
<td><a href="mailto:cquick@cvm.tamu.edu">cquick@cvm.tamu.edu</a></td>
</tr>
<tr>
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<td>By appointment</td>
<td>By appointment</td>
</tr>
<tr>
<td>Office</td>
<td>VMS 307</td>
<td>300D VMA</td>
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**Textbook and/or Resource Material**

None required

**Grading Policies**

Graded Products

- Phase 1 Product (5 points)
- Phase 2 Product (10 points)
- Phase 3 Product (25 points)
- Phase 4 Product (50 points)
- Peer Evaluation (10 points)

*Scaling grades of Team Products.* Producing sustainable research collaborations is half the challenge of research. You will be working in multidisciplinary team to develop team products. Team projects will be graded based on whether the products will lead to a sustainable collaboration. The points you receive for a project will be weighted by your relative participation in your team, as evaluated by your teammates.
Providing Constructive Criticism. Critically evaluating research products and providing constructive criticism is the other half of the challenge of research. You are therefore expected to rate and providing constructive feedback to peer projects.

Grading scale:
- >89 points  A
- 80-89 points  B
- 70-79 points  C
- 60-69 points  D
- <60 points  F

Class Attendance

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. **Late work will not be accepted without a University-approved excuse**

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://studentrules.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>Course Topics, Calendar of Activities, Major Assignment Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Phase</strong></td>
</tr>
</tbody>
</table>
| Phase 1 | 1 | • Developing a career plan.  
| Identify Collaborators |  | • Appreciation learning  
| | 2 | • Analyzing constraints and incentives  | Identify collaborators |  |
| | 3 |  | Brainstorming with partners |  |
| | 4 |  |  | Fri 5PM: Project 1 |
| Phase 2 Preliminary Plan | 5 | • Research with human subjects training  
| | 6 | • Formal writing instruction  
| | 7 | • Predoctoral fellowships  
| Phase 3 Pilot Project | 8 | • Behavioral vs biomedical research  
| | 9 | • Documenting results  
| | 10 | • Analyzing preliminary data  
| Phase 4 Formal Proposal | 11 | • Writing predoctoral fellowships  
| | 12 | • Writing lesson plans  
| | 13 | • Formal review processes  
| | 14 | Write formal proposal |

**Other Pertinent Course Information**

**Goal of projects:**

You will build upon the research experience, skills and interests of your team to develop an active and sustainable collaboration with external researchers, teachers, or community leaders. You and your team will identify and evaluate potential collaborators, develop preliminary plan, implement and evaluate pilot project. You will also write a formal collaboration proposal.

**PHASE 1: IDENTIFY AND EVALUATE POTENTIAL COLLABORATORS:** Based on your research experiences and specific career goals, identify and evaluate potential collaborators with interest in research, teaching, or service.

*Product:* Team-produced 1 page report detailing common interests, complementary skills, and available resources.

**PHASE 2: DEVELOP A PRELIMINARY PLAN:** Work with your collaborator to develop a preliminary plan consistent with the incentives and constraints of all parties.

*Product:* Team-produced formal 12 minute oral conference presentation.

**PHASE 3: IMPLEMENT AND EVALUATE PILOT PROJECT:** Launch and evaluate a pilot project that tests critical aspects of the preliminary plan. Formally evaluate results and elicit feedback.

*Product:* Team-produced formal conference abstract (250 words).

**PHASE 4: CREATE A FORMAL COLLABORATION PROPOSAL:** Use preliminary results and feedback from collaborators to develop a formal project plan.

*Product:* Individually produced plan Formal proposal for a research project, teaching plan or service plan (at least 1000 words).

**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.

**Special Note Concerning Students with Disabilities and Learning Differences**

Whether or not a student is registered with Disability Services, rooms are available for those who would perform better given quiet to concentrate or flexibility to get up and move around. All attempts have been made to incorporate the principles of “Universal Design” in classroom activities and online resources. Computers and experimental equipment are available that can be customized for particular student needs. We expect active participation of all students to help us make the class accessible and inclusive so that the diverse talents of all participants can be fully engaged.
<table>
<thead>
<tr>
<th>Academic Integrity</th>
</tr>
</thead>
<tbody>
<tr>
<td>“An Aggie does not lie, cheat, or steal, or tolerate those who do.”</td>
</tr>
<tr>
<td>For additional information please visit: <a href="http://aggiehonor.tamu.edu">http://aggiehonor.tamu.edu</a></td>
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</table>

<table>
<thead>
<tr>
<th>Special Note Regarding Scientific Integrity</th>
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<tbody>
<tr>
<td>Whether or not a student has satisfied minimal requirements of academic integrity for fairly earning a grade, there are heightened expectations for behavior arising from the special nature of this course. Course activities are focused on the discovery of new knowledge that has the potential for publication in the peer-reviewed literature. Because published original research must be novel, correct, and important, it is necessary to ensure that due diligence is done to identify and give due credit to previously-published research that impacts the claim for novelty, correctness or importance of your results. Furthermore, students must follow scientific standards of a particular society sponsoring a scientific conference or archival journal that governs whether a contribution to joint work requires co-authorship.</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.*

1. Request submitted by (Department or Program Name): Department of Wildlife and Fisheries Sciences

2. Course prefix, number and complete title of course: WFSC 404 Aquatic Ecosystems

3. Catalog course description (not to exceed 50 words):
   Inland and coastal zone aquatic ecosystems, lower foodweb structure, functioning and influence on living resources; lakes, rivers, estuaries, open bay systems, factors impacting ecosystem health and fisheries; harmful algal blooms, reduced water inflows, eutrophication and hypoxia formation as they affect foodwebs, recruitment of commercially and recreationally important fisheries.

4. Prerequisite(s):

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
    WFSC 404 Aquatic Ecosystems

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</table>

Approval recommended by:
Michael Masser
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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/14
Aquatic Ecosystems (WFSC 404)
Course Syllabus, Spring 2015

Course description:
Ecological aspects of lakes, rivers, estuaries and open bay systems are covered in this class, where factors impacting ecosystem health and fisheries are emphasized. These include harmful algal blooms, reduced water inflows, eutrophication and hypoxia formation as they affect foodwebs and recruitment of commercially and recreationally important fisheries.

Prerequisites:
There are no prerequisites for this class. However, enrolling students should be junior or senior classification, or with approval from the instructor.

Learning outcomes:
At the end of the course, the student will:
1. Summarize key characteristics of lower foodwebs in inland and coastal zone aquatic ecosystems.
2. Explain how the lower foodweb influences ecosystem health and living natural resources.
3. Analyze documented responses to deteriorated ecosystems arising from shifts in lower foodweb community composition.
4. Evaluate and determine the most successful ways of managing living natural resources in inland and coastal zone aquatic ecosystems.
5. Create an original research proposal that, if completed, would advance our understanding of relationships between lower foodweb characteristics and the structure and functioning of inland and coastal zone aquatic ecosystems.

Instructor:
Daniel Roelke, Office 301 Old Heep, Office Hours on [insert day] from [insert hours]
Phone: 845-5777, email: droelke@tamu.edu

Time and Location:
Class meetings will be in room [insert place] on [insert days] from [insert times].

Readings:
There is no assigned textbook for this class. Instead, readings for the class will be assigned from the primary literature.
Topics of Discussion (also see tentative lecture schedule below):

1. Water issues, global and in Texas
2. Model - Lower foodweb box and arrow diagram with links to higher trophic levels
3. Multicellular organisms of the lower foodweb and their importance to fisheries
4. Single-celled and colonial organisms, and their importance to fisheries
5. Species interactions and community structure of the lower foodweb
6. Lower foodweb communities changing through time
7. Model – Plankton population dynamics equation
8. Harmful algal blooms
9. Chemical cycles
10. Water as a substance
11. Circulation and stratification
12. Eutrophication and hypoxia
13. Water in landscapes, importance of inflows to foodwebs
14. Management tools for aquatic ecosystems

Tentative Lecture Schedule

Please see next page. [Reviewers please note, the following page is a sample from a previous class. This schedule, changes depending on which semester the course is offered, federal holidays, etc.]

Grading and Breakdown:

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<tr>
<td>B</td>
<td>80% – 89%</td>
<td>22.5% Exam 2</td>
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<td>C</td>
<td>70% – 79%</td>
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<td>D</td>
<td>60% – 69%</td>
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<td>F</td>
<td>&lt;60%</td>
<td>10% Class Participation</td>
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Late work will be accepted, but will incur a penalty of –10% of the grade per extra day except in the case of university excused absence.

Attendance and Make-up Policy:

If the absence is excused, the student will be provided 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 me. If a regularly scheduled make up exam is arranged, 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. For more detailed information on TAMU policy, see http://student-rules.tamu.edu/rule07.
Exams:

In general, examinations will be comprised of short-answer type questions based on material covered during lectures, your assigned readings, and student led discussions. Exams will be cumulative. Exams 1 and 2 will last one hour, the final exam will last 2 hours.

Presentation and Written Proposal:

You will be responsible for giving a 15-minute proposal presentation to the class and a written proposal to me (due the same day as your presentation). The proposal should comprise a review of the scientific literature that is relevant to your proposal topic. The proposal should outline a perceived problem/issue and describe what research you would do to address this problem/issue. The written portion of this assignment should follow scientific style, detailing your proposed research project. You must meet with me well in advance of your scheduled presentation to discuss your ideas of a problem and a solution. The written proposal will be due the same day you give your oral presentation, and will consist of the following sections:

1. Title
2. Introduction to the Problem (~2 pages)
3. Hypotheses or Objectives (~0.5 page)
4. Materials and Methods (between 1 and 2 pages, figures are encouraged here)
5. Time Table (~0.5 page, or include as figure)
6. Budget (~0.5 page, this should be in table format)
7. Deliverables (~0.25 page)
8. Literature Cited (peer-reviewed journal articles only)

Extra tables and figures should be attached at the end of the proposal. The text should be formatted with one-inch margins all around, double spacing, 12-point font, and acceptable font for publication. You may use any visual aids necessary when presenting your proposal, e.g., slides, overheads, demonstrations, etc.

On the first day of class you will be given your assigned presentation date. I will be happy to review your progress on this assignment and provide you with suggestions, assuming this is done at least two-weeks in advance of the day you give your presentation.

Note: Scientific writing is very difficult to learn, as well as effective communication. The best way to learn how to write technically is to read excellent technical writing and to practice. For this reason, I strongly suggest that you start on your proposal as soon as possible. I will be happy to review your work and provide you with suggestions, assuming this is done at least two-weeks in advance of the day you give your presentation.
Additional Information:

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 979-845-1637. For additional information visit http://disability.tamu.edu.

Plagiarism

According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit (aggiehonor.tamu.edu <http://aggiehonor.tamu.edu>). You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have used a paper written by someone else, I will recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at aggiehonor.tamu.edu.

Copyright

Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Aggie Honor Code

“An Aggie does not lie, cheat or steal or tolerate those who do.”
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Wildlife and Fisheries Sciences

2. Course prefix, number and complete title of course: WFSC 444 Aquaculture I: Principles and Practices

3. Catalog course description (not to exceed 50 words):
Scientific perspectives concerning major principles associated with fish production under controlled conditions; production techniques associated with prominent species produced via aquaculture throughout the world with emphasis on those cultured in the United States.

4. Prerequisite(s):

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
WFSC 444 Aquaculture I Principles and PRACT

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Approval recommended by:

Michael Masser
Department Head or Program Chair (Type Name & Sign) Date 09/3/14

Chair, College Review Committee Date 10/7/2014

Kim Dooley
Dean of College Date 10/6/2014

Submitted to Coordinating Board by:

Chairs, 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 - 02/14

RECEIVED OCT 09 2014 CURRICULAR SERVICES
Instructor: Dr. Delbert M. Gatlin III  
Office: 215 Herman Heep Building  
Phone: 847-9333  
e-mail: d-gatlin@tamu.edu

Course description:  
This course covers major principles of aquatic animal production under controlled conditions. Scientific perspectives on aquaculture production techniques associated with prominent species produced for food and stock enhancement throughout the world are presented. Special emphasis is given to species cultured in the United States.

Prerequisites: junior or senior classification or approval of instructor.

Course objectives:  
Provide scientific perspectives concerning the major principles associated with aquatic animal production under controlled conditions.

Provide an overview of the production techniques associated with prominent species produced via aquaculture throughout the world with emphasis on those cultured in the United States.

Learning outcomes:  
Students will be able to understand major concepts and principles of aquacultural production.

Students will be able to gain an appreciation for various types of aquacultural production systems and value their different applications.

Students will be able to integrate and apply principles of aquaculture to species that are either established or emerging as candidates for production under controlled conditions. In doing so, students will be able to demonstrate competence in understanding and adapting various production techniques in aquaculture.

1. Introduction – week 1  
   a. History of aquaculture  
   b. Current status and future perspectives

2. Water sources – weeks 2 and 3  
   a. Ground water  
   b. Surface water  
   c. Municipal water

3. Water systems – weeks 4 and 5  
   a. Earthen ponds  
   b. Flowing-water systems including raceways and partitioned aquaculture systems  
   c. Cages and net pens  
   d. Recirculating systems

4. Site selection and facility construction – week 6  
   a. Siting requirements  
   b. Preferable characteristics
5. Water quality – weeks 7 and 8
   a. conservative aspects of water quality including alkalinity, hardness, temperature, salinity, turbidity
   b. non-conservative aspects of water quality including dissolved oxygen, pH, ammonia, nitrite, nitrate
   c. Influence of primary productivity on water quality

6. Nutrition and feeding – week 9
   a. Biochemistry of major nutrient groups including protein, lipid, carbohydrate, minerals and vitamins
   b. Principles of diet formulation and feed ingredients
   c. Feed processing methods
   d. Feeding practices, strategies and standards

7. Reproduction, genetics, and breeding – week 10
   a. Reproductive physiology
   b. Genetic principals applied in aquaculture
   c. Induced spawning
   d. Breeding programs

8. Diseases and parasites – week 11
   a. Major disease-causing organisms including bacteria, fungi, protozoans and viruses
   b. Chemotherapeutic agents
   c. Methods of disease treatment

9. Handling, harvesting and processing – week 12
   a. Seining, grading and other handling procedures
   b. Hauling practices and considerations
   c. Product forms and processing procedures

10. Production Techniques – weeks 13 and 14
    Techniques cover the following species: Catfishes, crayfishes, penaeid shrimp, baitfishes, sportfishes, carps, tilapia, red drum, salmonids, molluscan shellfish

Two Exams: Mid-term and final exams.

Laboratory: Approximately seven laboratory sessions will be held to apply and/or demonstrate principles discussed in lecture.

Grading: The final grade will be computed as follows: 35% for each exam, 25% for laboratory reports and 5% for class attendance and participation.

Grading scale: A = 100 – 90
               B = 89 – 80
               C = 79 – 70
               D = 69 – 60
               F = < 59

Field trips: Optional, to be arranged.

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

Aggie Honor Code
"An Aggie does not lie, cheat, or steal or tolerate those who do."
Please refer to the Honor Council Rules and Procedures on the website http://aggiehonor.tamu.edu

For all assignments and exams you will be required to sign the following:

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

__________________________
Signature of student

Attendance and Make-up policy

Regular attendance and class participation is strongly encouraged and will constitute 5% of the final grade. Make-up exams will be given only with a university-authorized excuse. Please refer to student rule 7 at http://student-rules.tamu.edu/rule07.
Time and site: Wednesday 1:50-4:40. Laboratory exercises will take place at the Aquacultural Research and Teaching Facility off Highway 60 West (approximately 10 miles from campus).

Schedule: Each subject will be covered during one weekly laboratory period.

Grading: A written report must be submitted for each laboratory subject one week after each laboratory session. Specific instructions on areas to be addressed in the report will be provided with each assignment. Grading will be based on how well those areas are addressed.

If a laboratory session is missed, a make-up assignment will be made for that session.

The laboratory grade will constitute 25% of the final course grade.

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<td>Design, construction and evaluation of pond, raceway and cage culture systems</td>
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<td>2.</td>
<td>Water sources, supplies and water quality measurement</td>
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<tr>
<td>3.</td>
<td>Formulation, manufacture and analysis of diets; evaluation of feeding practices</td>
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<td>4.</td>
<td>Diagnosis and treatment of diseases and parasites</td>
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<td>5.</td>
<td>Induction of spawning in fish</td>
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<td>6.</td>
<td>Harvesting of culture systems</td>
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<tr>
<td>7.</td>
<td>Transporting, grading and processing of aquaculture products</td>
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Course Withdrawal
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): Computer Science and Engineering

3. Course prefix, number and complete title of course: CSCE 332 Programming Language Design

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): Course no longer being taught.
   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:

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

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

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Dilma Da Silva
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 845-2801 or sandra.williams@tamu.edu

RECEIVED OCT 3 2014

ESSAP

RECEIVED NOV 26 2014
CHANGE IN COURSES
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)

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

3. Course prefix, number and complete title of course:
   AERO 201. Introduction to Flight

4. Change requested
   a. Prerequisite(s) From:
      Admitted to major degree sequence in aerospace engineering and completion of CEB courses with a grade of C or better: MATH 251 or MATH 253 or registration therein
      To:
      Admitted to major degree sequence in aerospace engineering: Grade of C or better in ENGR 111, MATH 151, MATH 152, PHYS 218: Grade of C or better in MATH 251 or MATH 253, or registration therein
   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 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:

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

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

11. As currently in course inventory:
    - Prefix: AERO
    - Course #: 201
    - Title (excluding punctuation): INTRO TO FLIGHT

    | Lect | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |------|-----|-------|-----|------------------|-------------|----------|-------|
    | 3.00 | 1.00|       | 3.00| 1402010006       | 0100        | .00 36   | 32    |

    b. Change to:
    - Prefix: 
    - Course #: 
    - Title (excluding punctuation): 

    | Lect | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |------|-----|-------|-----|------------------|-------------|-----------|----------|-------|
    |      |     |       |     |                  |             | -         | 00 36 32 |       |

    Approval recommended by:
    - Boyd
    - Date: 10-06-14

    Department Head or Program Chair (Type Name & Sign)
    - Date: 11/15/14

    Chair, College Review Committee
    - Date: 11/15/14

    Dean of College
    - Date: 11/15/14

    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 – 08/14
Course prerequisites are being updated to reflect the removal of the term “CBK” from the engineering section of the catalog. The new prerequisites listed, adequately cover the material needed for AERO 201. The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan, be completed with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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
   - Graduated
   - □ First Professional (DVM, MD, JD, PharmD, DMD)

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

3. Course prefix, number and complete title of course:
   AERO 210. Introduction to Aerospace Mechanics

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.

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:

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

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)
   AERO      210      INTRO TO AERO MECHANICS
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   3.00  1.00  3.00  1402010006  0100  0 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
   0 0 0 0 0 0 0 3 6 3 2 2

   Approval recommended by:
   ____________________________  ____________________________  ____________________________
   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:
   ____________________________  ____________________________
   Associate Director, Curricular Services  Date  Chair, GC or UCC  Effective Date

Comments:

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (DES, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 212. Introduction to Aerothermodynamics
4. Change requested
   a. Prerequisite(s): From: AERO 201 and MATH 251, or registration therein
       To: Grade of C or better in CHEM 117, CHEM 117; Grade of C or better in AERO 201 and MATH 251 or registration therein
   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 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-controls/export-control-basics-for-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:

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b. Change to:

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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date 10-06-14
Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) Date 11-16-14
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 - 08/14
Course prerequisites are being updated to reflect the prerequisite changes to AERO 201. The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan, be completed with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, Phd, DV)  
2. Request submitted by (Department or Program Name):  
   Department of Aerospace Engineering  
3. Course prefix, number and complete title of course:  
   AERO 214. Introduction to Aerospace Mechanics of Materials  

4. Change requested  
   Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below:  
   a. Prerequisite(s): From: AERO 201; AERO 210 and MATH 308 or registration therein  
      To: AERO 214; PHYS 208; Grade of C or better in AERO 210 and MATH 308 or registration therein  
   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 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.  
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)  
   AERO  
   214  
   INTRO AERO MECH OF MATLS  
   Lect.  
   Lab  
   Other  
   SCH  
   CP and Fund Code  
   Admin. Unit  
   HICE Code  
   Level  
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   3.00  
   1402010006  
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   3  
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   3  
   2  
   b. Change to:  
   Prefix  
   Course #  
   Title (excluding punctuation)  
   Lect.  
   Lab  
   Other  
   SCH  
   CP and Fund Code  
   Admin. Unit  
   Acad. Year  
   HICE Code  
   Level  
    }

Approval recommended by:  

JAMES BOYD
Department Head or Program Chair (Type Name & Sign)  
10-06-14  

Chair, College Review Committee  

DEAN OF COLLEGE  
11-15-14  

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Curricular Services – 08/14

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra.williams@admissions.tamu.edu
Course prerequisites are being updated to reflect the prerequisite changes to AERO 201. The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan, be completed with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, Pharm.D, DVM)

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

3. Course prefix, number and complete title of course: AERO 220. Introduction to Aerospace Computation

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:

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

   a. As currently in course inventory:

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<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<td>220</td>
<td>INTRO AEROSPACE COMPUTATION</td>
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   b. Change to:

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<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

   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: ____________________

   Associate Director, Curricular Services Date

   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
Course prerequisites are being updated to reflect the prerequisite changes to AERO 201. The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan, be completed with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 301. Theoretical Aerodynamics
4. Change requested: Attach a brief supporting statement for changes made to items 4a through 4d and 4f below.
   a. Prerequisite(s): From: AERO 201, AERO 212, AERO 220, MATH 308 To: Grade of C or better in AERO 201, AERO 212, AERO 220, MATH 308
   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 Controls for Distance Education (http://vpr.tamu.edu/resources/export-controls/exports-controls-for-distance-education)]
8. 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:

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b. Change to:

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</table>

Approval recommended by:

[Signature] James Boyd 10-06-14

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

[Signature] Chair, College Review Committee Date

[Signature] Dean of College Date

[Signature] Chair, GC or UCC Date

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (DS, MDS, DM, MD, DDS, OMM)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 302. Aerospace Engineering Laboratory

<table>
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<tbody>
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<td>Grade of C or better in ENGL 194, Grade of C or better in AERO 301, AERO 304, AERO 310, ECEN 215 or registration therein</td>
</tr>
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</table>

<table>
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<tr>
<th>Change requested</th>
<th>Attach a brief supporting statement for changes made to items 4a through 4d and 10 below</th>
</tr>
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<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>From: AERO 301, AERO 304, AERO 310 and ECEN 215, or registration therein To:</td>
</tr>
<tr>
<td>Withdrawal (reason):</td>
<td></td>
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<tr>
<td>Cross-listed courses</td>
<td>Cross-listed courses require the signature of both department heads.</td>
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<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
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<td></td>
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</table>

4. Is this an existing core curriculum course? ☑ Yes ☐ No
5. If grade type is changing for existing course, indicate the new grade type: ☑ Grade S/U ☐ P/F (CLMD)
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 Controls 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:

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

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

11. a. As currently in course inventory:

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</table>

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:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14

RECEIVED
OCT 07 2014
EASA

RECEIVED
NOV 20 2014
CURRICULAR SERVICES
Course prerequisites are being updated to reflect the prerequisite changes to AERO 201. The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan, be completed with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
Texas A&M University  
Department 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):  
   - Department of Aerospace Engineering  
3. Course prefix, number and complete title of course:  
   - AERO 303, High Speed Aerodynamics  

| Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.  |

4. Change requested  
   a. Prerequisite(s):  
      - From: AERO 301  
      - To: Grade of C or better in AERO 301  
      - Cross-listed courses require the signature of both department heads.  
   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?  
   - ☑ 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:  

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

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

<table>
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<th>Course #</th>
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<th>Type (lecture, lab, other)</th>
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<th>CIP and Fund Code</th>
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<th>HICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

Approval recommended by:  

Audited 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  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (DMD, DNP, DVM)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 304, Aerospace Structural Analysis I

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

5. Cross-listed courses require the signature of both department heads.
6. Is this an existing core curriculum course? [ ] Yes [ ] No
7. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLMD)
8. 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).

9. Complete current course title and current catalog course description:

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

   a. As currently in course inventory:

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   Approval recommended by:

   [Signature]
   Date: 10-06-14

   Department Head or Program Chair (Type Name & Sign)
   Date: 11-14

   Chair, College Review Committee
   Date: 11-14

   Department Head or Program Chair (Type Name & Sign)
   (If cross-listed course)
   Date: 11-14

   Dean of College
   Date: 11-14

   Submitted to Coordinating Board by:

   Chair, GC or UCC
   Date: 11-14

   Associate Director, Curricular Services
   Date: 11-14

   Effective Date: Nov 20, 2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course:  AERO 306. Aerospace Structural Analysis II

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-controls/export-controls-basics-for-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):

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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 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.williams2@tamu.edu.
Curricular Services — 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 310. Aerospace Dynamics
4. Change requested:
   a. Prerequisite(s): From: AERO 210, AERO 214, AERO 220, MATH 308 To: Grade of C or better in AERO 210, AERO 214, AERO 220, MATH 308
   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-controls/export-controls-basics-for-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:

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

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, MFT, ED, ENT, DVM)
2. Request submitted by (Department or Program Name):
   Department of Aerospace Engineering
3. Course prefix, number and complete title of course:
   AERO 321. Dynamics of Aerospace Vehicles

4. Change requested
   a. Prerequisite(s): From: AERO 301 and AERO 310 To:
   Grade of C or better in AERO 301 and AERO 310
   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:

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

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)
    AERO  321  DYN OF AERO VEHICLES

    Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
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    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
   Department Head or Program Chair (Type Name & Sign) Date
   Dean of College Date

   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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 351. AEROTHERMODYNAMICS AND PROPULSION

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<tr>
<td>b. Withdrawal (reason):</td>
</tr>
<tr>
<td>c. Cross-list with:</td>
</tr>
<tr>
<td>Cross-listed courses require the signature of both department heads.</td>
</tr>
<tr>
<td>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.</td>
</tr>
<tr>
<td>e. Change in course number, contact hours (lab &amp; lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.</td>
</tr>
</tbody>
</table>

4. Attach a brief supporting statement for changes made to items 4a through 4d, and 10 below.

| Grade of C or better in AERO 303 or registration therein |

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:

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

   a. As currently in course inventory:
      Prefix | Course # | Title (excluding punctuation) |
      ------ | -------- | ----------------------------- |
      AERO   | 351      | AEROTHERMODYNAMICS AND PROPULSION |
      Lect. | Lab | Other | SCII | CIP and Fund Code | Admin. Unit | CICE Code | Level |
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   b. Change to:
      Prefix | Course # | Title (excluding punctuation) |
      ------ | -------- | ----------------------------- |
      Lect. | Lab | Other | SCII | CIP and Fund Code | Admin. Unit | Acad. Year | CICE Code | Level |
      - | - | - | - | - | - | 0 | 0 | 3 | 6 | 3 | 2 |

   Approval recommended by:
   JBD Jeffrey Boyd 10-06-14

   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:
   Associate Director, Curricular Services 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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, etc.)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 401. Aerospace Vehicle Design I

4. Change requested
   a. Prerequisite(s): From: AERO 302, AERO 303, AERO 305, AERO 321, AERO 351
      To: Grade of C or better in AERO 302, AERO 303, AERO 305, AERO 321, AERO 351
   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:

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

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)
       AERO  401  AEROSPACE VEHICLE DESIGN I
       Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  EICE Code  Level
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       b. Change to:
       Prefix  Course #  Title (excluding punctuation)
       Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  EICE Code  Level

       Approval recommended by:
       Department Head or Program Chair (Type Name & Sign)  Date
       Chair, College Review Committee  Date
       (If cross-listed course)
       Department Head or Program Chair (Type Name & Sign)  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 – 08/14

RECEIVED
OCT 07 2014
EASA
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (CECS, DSAS, FECE, HVMC, DVMA)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 402. Aerospace Vehicle Design II
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
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   Approval recommended by:

   James Boyd  10-06-14

   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 845-8231 or sandra.williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 404. Mechanics of Advanced Aerospace Structures

4. Change requested
   a. Prerequisite(s): From: AERO 304 and junior or senior classification To: Grade of C or better in AERO 304 and junior or senior classification
   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-controls/export-controls-basics-for-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:

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Approval recommended by: [Signature]

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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

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

3. Course prefix, number and complete title of course:
AERO 405. Aerospace Structural Design

4. Change requested
   a. Prerequisite(s): From: AERO 306 To: Grade of C or better in AERO 306
   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-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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)
   AERO  405  AEROSPACE STRUC DESIGN

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
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   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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandrawilliams@tamu.edu.
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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  
   - [X] Graduate  
   - [ ] First Professional (DDS, MD, DVM, or DPM)  
2. Request submitted by (Department or Program Name):  
   Department of Aerospace Engineering  
3. Course prefix, number and complete title of course:  
   AERO 406. Polymer Nanocomposites and their Applications  

**Attach a brief supporting statement for changes made to items 4a through 4d and 10 below.**  

4. Change requested  
   a. Prerequisite(s) From:  
      ________________________________  
   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  
   [X] 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:  
   [X] 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:  

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

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

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Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
Date  
Department Head or Program Chair (Type Name & Sign)  
If cross-listed course  
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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (DOM, MD, JD, PHARM, DPT)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 413. Aerospace Materials Science

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: ________________________________
   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.

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

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).

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):

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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

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, Pharm.D, DVM)  

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

3. Course prefix, number and complete title of course:  
   AERO 417. Aerospace Propulsion

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:

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Approval recommended by:

[Signature]

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

[Signature]

Chair, College Review Committee  Date

[Signature]

Dean of College  Date

Submitted to Coordinating Board by:

[Signature]

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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):
   Department of Aerospace Engineering
3. Course prefix, number and complete title of course:
   AERO 419. Chemical Rocket Propulsion

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:

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

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)
    AERO 419 CHEM ROCKET PROPULSION
    Lect. Lab Other SCH CIP and Fund Code Admin. Unit EICE Code Level
    3.00 0.00 3.00 1402010006 0100 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 EICE Code Level
    Approval recommended by:
    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 844-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
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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):
   Department of Aerospace Engineering
3. Course prefix, number and complete title of course:
   AERO 420, Aeroelasticity

4. Change requested
   a. Prerequisite(s): From:
   AERO 303, AERO 306, AERO 310
   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 11 a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11 a 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
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7. If this course will be stacked, please indicate the course number of the stacked course:
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Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign)

Date

Chair, College Review Committee

Date

Dean of College

Date

Submitted to Coordinating Board by:

[Signature]

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 – 08/14
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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, DMA)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 422. Active Controls for Aerospace Vehicles

4. Change requested
   a. Prerequisite(s): From: AERO 321 To: Grade of C or better in AERO 321
   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:

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

   a. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ----------------------------- |
   AERO   | 422      | ACT CONTR FOR AERO VEH

   Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | HICE Code |
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   b. Change to:

   Prefix | Course # | Title (excluding punctuation) |
   ------ | --------- | ----------------------------- |

   Lec. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | HICE Code |
   ---- | ---- | ------ | ---- | ----------------- | ----------- | --------- |

   Approval recommended by:
   [Signature] James Boyd 10-06-14
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date
   Department Head or Program Chair (Type Name & Sign) (of cross-listed course)

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 423. Orbital Mechanics

Change requested
AERO 321
Grade of C or better in AERO 321

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.

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

11a. As currently in course inventory:

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11b. Change to:

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Approval recommended by:

[Signatures]

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, Ph.D., M.P.H.)
2. Request submitted by (Department or Program Name):  Department of Aerospace Engineering
3. Course prefix, number and complete title of course:  AERO 424. Spacecraft Attitude Dynamics and Control
4. Change requested
   a. Prerequisite(s):  From:  AERO 321  To:  Grade of C or better in AERO 321
   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.
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-control-basics-for-distance-education).
8. Attach a course syllabus.
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. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   AERO  424  SPACECRAFT ATT DYN CNTRL

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FERGE Code
   3.00  0.00  3.00  1402010006  0100  0 0 3 6 3 2 4

   Change to:

   Prefix  Course #  Title (excluding punctuation)

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FERGE Code

Approval recommended by:

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

Visited by:

Associate Director, Curricular Services  Date

Efficient Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate ∙ Graduate ∙ Professional
Submit original form and attachments

Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (MD, JD, PharmD, DVM)

Request submitted by (Department or Program Name):
Department of Aerospace Engineering

Course prefix, number and complete title of course:  AERO 425. Flight Test Engineering

Change requested
a. Prerequisite(s): From: AERO 321 To: Grade of C or better in AERO 321
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).

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:

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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

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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):
   Department of Aerospace Engineering
3. Course prefix, number and complete title of course:
   AERO 426, Space System Design

Attach a brief supporting statement for changes made to items 4a through 4d and 10 below:

4. Change requested
   a. Prerequisite(s):
      From: AERO 306, AERO 321, AERO 351
      To: Grade of C or better in AERO 306, AERO 321, AERO 351
   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:

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

   a. As currently in course inventory:
      Prefix  Course #  Title (excluding punctuation)
      AERO  426  Space System Design

      Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  EIC Code
      3.00  0.00  3.00  1402010006  0100  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  EIC Code

   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:
   Associate Director, Curricular Services Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
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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, DVM/PhD, MD) DRN
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 428. Electromagnetic Sensing for Space-Borne Imaging

4. Change requested
   a. Prerequisite(s) From: AERO 306, AERO 321, AERO 351 To: Grade of C or better in AERO 306, AERO 321, AERO 351
   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: ☑ Yes ☐ No

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (https://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-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. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   ------- | --------- | ----------------------------------
   AERO   | 428      | ELECTROMAG SENSING IMAGING

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   ----- | ---- | ------ | ---- | ----------------- | ------------ | --------- | ----
   3.00  | 0.00 | 3.00   | 1402010006 | 0100          | 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 | 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:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services — 08/14
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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, MPH)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 430. Numerical Simulation

4. Change requested
   a. Prerequisite(s): From: AERO 220 or MATH 417 To: Grade of C or better in AERO 220 or MATH 417
   b. Withdrawal (reason): 
   c. Cross-list with: 

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

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 (CLIM)
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:

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

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

11. a. As currently in course inventory:

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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:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services — 08/14
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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, DVM, PA-C, NUR)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 435. Aerothermodynamics

Attach a brief supporting statement for changes made in Items 4 thru 10, and 11 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 (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://vp.r.tamu.edu/resources/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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

11. As currently in course inventory:

   Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   AERO | 435 | AEROTHERMODYNAMICS

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
   --- | --- | --- | --- | --- | --- | --- | ---
   3.00 | 0.00 | 0.00 | 3.00 | 1402010006 | 0100 | 0 0 3 6 3 2 4

   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: ___________________________________________ 10-06-14

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

   Chair, College Review Committee  Date

   Chair, GC or UCC  Date

   Effective Date  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
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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, PhD, Other)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 440. Cockpit Systems and Displays

| Attach a brief supporting statement for changes made to items 4d through 4d and 11b below |
| Change requested | AERO 321 or junior or senior classification in computer science | Grade of C or better in AERO 321 or junior or senior classification in computer science |
| 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.

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:

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11a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) 10-08-14

Chair, College Review Committee 11-18-14

Dean of College 11-18-14

Submitted to Coordinating Board by:

Chair, GC or UCC 11-18-14

Associate Director, Curricular Services 11-18-14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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, Ph.D.
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 445. Vehicle Management Systems

Attach a brief supporting statement for changes made to items 4a, 4b, 4c, and 11 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 curricum 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-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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

11. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   AERO  445  VEHICLE MGMT SYSTEMS

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   Change to:

   Prefix  Course #  Title (excluding punctuation)

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   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  ____________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (D.D.S., M.D., J.D., M.F.A., M.D.M.)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 452. Heat Transfer and Viscous Flows

Attach a brief supporting statement for changes made to items 4a through 4d below:

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 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 course current 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:

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Approval recommended by: James Boyd 10-06-14

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:

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 – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 (DUS, MD, PhD, DVM, (M)P)
2. Request submitted by (Department or Program Name): Department of Aerospace Engineering
3. Course prefix, number and complete title of course: AERO 472. Airfoil and Wing Design

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<td>Withdrawal (reason):</td>
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<td></td>
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<tr>
<td>Cross-list with:</td>
<td></td>
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</table>

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

4. 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.

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://vpc.tamu.edu/resources/export-controls/export-controls-basics-for-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 30 words):

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Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
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Approved by:

James Boyd 10-06-14 Date
Chair, College Review Committee
Date

Dean of College Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@curriculumservices.tamu.edu

Curricular Services – 08/14
The department requires that all courses, that are prerequisites for required courses on the aerospace engineering degree plan be completed, with a grade of C or better. These changes were approved by the departmental academic programs committee and will also be consistent with what is listed on the AERO degree evaluation in HOWDY.
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 Biological and Agricultural Engineering
3. Course prefix, number and complete title of course:    AGSM 439 Management of Agricultural Systems I
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 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:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

a. As currently in course inventory:

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Approval recommended by:

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

Bob Knight
Chair, College Review Committee    Date

Kim Dooley
Dean of College    Date

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 – 08/14
AGRICULTURAL SYSTEMS MANAGEMENT 439
Management of Agricultural Systems I
Fall 2014

Instructor: Gary Riskowski
103 Price Hobgood Bldg.
845-7619
riskowski@tamu.edu

Office Hours: T TR 8:30-9:30, 11:00-12:00 or by appointment

Instructor: Russell McGee
143 Scoates Hall
845-3659
romcgee@tamu.edu

Office Hours: MWF 10:00-11:00, T TR 2:00-4:00 or by appointment

TA: Raminderdeep (Rummy) Sidhu
315 Scoates Hall
dsidhu@neo.tamu.edu

Class Time/Location: 9:35-10:50am, Tue & Thur / 203 AEPM


Course Objectives:
1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.

2. To develop the professional communication skills needed to be successful in business.

3. To develop problem solving skills to deal with open-ended technical and management problems.

4. To gain experience working to solve an industry problem.

5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.
Learning Outcomes:

1. Demonstrate an ability to analyze, design, and manage a system or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, feasibility, and sustainability, and

2. Be prepared for systems management through the curriculum culmination in a major team management experience based on the knowledge and skills acquired in earlier course work and incorporating appropriate regulations, standards, and multiple realistic constraints.

Note: AGSM 439 is designated as a “W” class. W classes are writing intensive classes and therefore, a major objective of the class will be to improve your writing skills.

Ecampus: This course will use Ecampus to provide information related to the class, assign homeworks, and turn in work. Ecampus grade book will be used to report all grades.

Grading Policy: The grade will be assigned based on the grading system below. Grading in this course will be based primarily on the homework assignments and class engagement. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade. Note: You must also pass the W Course requirement from this class (See the section on W-Course).

100 pts – Individual Information Sheet (Individual)

300 pts – Project Definition@@ (Individual)

900 pts – Individual Section Writing Assignment** (Individual)

650 pts – Final Report (Team)

300 pts – Project Description for Major Project@@ (Individual)

150 pts – Team meetings with instructors

2400 pts – TOTAL

**Each team member will select one of the Sections to write (only one member per section). This assignment will be done in two parts – the first draft will be reviewed by the instructors and returned for a re-write, then re-submitted to be graded. Up to 1/3 of the final points for each assignment can be deducted for a low quality draft or no draft submittal. The draft must be re-written and re-submitted or the final grade will be zero.

@@ These assignments will be done in two parts – the first draft will be reviewed by the instructors and returned for a re-write, then re-submitted to be graded. Up to 1/3 of the final points for each
assignment can be deducted for a low quality draft or no draft submittal. The draft must be re-written and re-submitted or the final grade will be zero.

**Class Engagement:** Class engagement includes attendance, attentiveness, participation, and professional behavior. Grade points will be deducted (-50 pts/class) for unexcused absences and classes with non-professional behavior.

**Late Work Policy:** All assignments are due at the time and date posted, except in the cases of an excused absence. If an assignment is turned in late the writer will be deducted 20% the first day late and 13% for every day after until a week late then it will be a 0; unless you have an excuse that meets the criteria given in Student Rule 7 (http://student-rules.tamu.edu/rule07). Assignments may be submitted after that date to receive feedback from the instructor, but zero points will be given in these situations if not turned in within the week time frame. The time/date posted on the assignment submission will be used to determine if the deadline was met. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

**Team Participation:** The AGSM 439 class is based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption. The team is expected to meet twice with one instructor during the semester. This is recommended to be after homework 5 and 9 are completed. The team will be fully responsible for setting up the appointment with the instructor to meet and also setting the meeting area – schedule meeting rooms well ahead of time by contacting Susie in the main office. The team is also responsible for developing and determining the information content of the writing assignments. The final report is a team effort.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to the overall course grade points based upon the relative level of contribution. Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort by each member on the writing of the final document for the semester, for the overall team effort over the semester, and the participation in team meetings.
Grade Assignment:  Letter grades will be assigned using the standard thresholds of 90%, 80%, 70%, 60% on the adjusted course average for A, B, C, or D, respectively. The instructor reserves the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances, but individual adjustment will be rare.

W Course:  This course is a writing intensive (W) Course. The Core Curriculum Review Committee established the writing-intensive course graduation requirement at Texas A&M University. Each student must score 60% or better on the individual writing assignments of the course to pass the course. It is possible to have an overall course average above 60% and still fail the course if the individual writing component is failed. (The W Course Advisory Committee wants to prevent the case where a student might receive an A in much of the course but neglect the portion that requires individual writing. This student, if passed, would get credit for a graduation requirement in writing without successfully demonstrating writing ability.)

Tentative Class Schedule AGSM 439

9/2 – Introduction; HW 0
9/4 – Degree plans (Ashlea Schroeder); Project Definition; Background Section
9/9 – Guest Speaker - Librarian (Deva Reddy)
9/11 – Business Writing Style
9/16 – Guest Speaker - Writing Center
9/18 – Business Writing Style
9/23 – Flow Analysis /Potential Solutions/Selection Analysis/Decision Matrix
9/25 – Guest Speaker- Writing Center/ Effective Teamwork
9/30 – Career Fair
10/2 – Review Background; Economic analysis
10/7 – Guest Speaker – Career Center (David McMahon)
10/9 – Review Flow Analysis; Recommended Solution; Risk and Uncertainty
10/14 – Effective Teamwork
10/16 – Implementation Plan
10/21 – Joining the Workforce
10/23 – Electronic Communications for Business
10/28 – Guest Speaker- Legal Considerations for Land Development
10/30 – Review Economic Analysis/Final Solution; Final Report; Executive Summary
11/4 – Conducting a Business Meeting
11/6 – Review Risk and Uncertainty; Discuss projects for AGSM 440

11/11 – Guest Speaker- TCEQ and the Regulatory Environment
11/13 – Discussion and selection of projects for AGSM 440

11/18 – Guest Speaker-Water Rights and Imminent Domain
11/20 – Guest Speaker - Entrepreneurship

11/25 – Discussions with instructors
11/27 – Thanksgiving Holiday

12/2 – Discuss project definition for AGSM 440
12/4 – Discuss final report

12/9 – Last day of class; Final Class Critiques

**Homework Schedule**

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<td>2 Background Section</td>
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<td>10/32</td>
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<tr>
<td>3 Flow Analysis/Decision Matrix/Potential Solutions/Selection Analysis</td>
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<td>10/23</td>
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<tr>
<td>6 Economic Analysis/Recommended Solution</td>
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<td>7 Risk and Uncertainty/Implementation</td>
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<td>11/6</td>
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<tr>
<td>8 Final Economic Analysis/Recommended Solution</td>
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<td>11/13</td>
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**Course Attendance**

You are expected to attend and engage in class each day that we are meeting, and to attend all team meetings. Any excuses recognized by Texas A&M University will be accepted as excused absences. All other absences must be excused by the instructor before it will be considered an excused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must contact the instructor in writing prior to the class when possible and receive a written approval (http://student-rules.tamu.edu/rule07). If there was no prior approval the form that will need to be submitted will be posted on the eCampus information page. Work conflicts will not be excused absences. However, a limited number of interview
trips will be excused on a case-by-case basis. The course schedule is set for the semester, and you are expected to schedule around it.

**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. If you qualify for special accommodations, please inform the instructor as soon as possible.

**Additional Accommodations**

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

**Academic Integrity**

*Aggies do not lie, cheat or steal; nor do they tolerate those who do.*

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: http://aggiehonor.tamu.edu. All violations will be handled as specified by University Guidelines.

**The University Writing Center**

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
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, M.D., JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering
3. Course prefix, number and complete title of course: AGSM 440 Management of Agricultural Systems II

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.

5. Change in course title and description. Enter complete current course title and current course description in item 2; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

6. Is this an existing core curriculum course? ☑ Yes  □ No

7. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  □ S/U  □ P/F (CLMD)

8. 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).

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:

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Approval recommended by:

Stephen W. Saarce
Department Head or Program Chair (Type Name & Sign)  Date

Bob Knight
Chair, College Review Committee  Date

Kim Dooley
Dean of College  Date

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  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14

[Received] CURRICULAR SERVICES
AGRICULTURAL SYSTEMS MANAGEMENT 440
Management of Agricultural Systems II
Spring 2015

Instructor: Gary Riskowski
103 Price Hobgood Bldg.
845-7619
riskowski@tamu.edu

Office Hours: T TR 11:00-12:00 or by appointment

Instructor: Russell McGee
303E Scoates Hall
845-3659
romcgee@tamu.edu

Office Hours: MWF 10:00-11:00, T TR 2:00-4:00 or by appointment

TA: TBD

Class Time/Location: *9:35-10:50 am, Tue & Thur / 203 AEPM


Course Objectives:
1. To use the analytical skills and business knowledge from the AGSM curriculum to solve problems common in industry.
2. To develop the professional communication skills needed to be successful in business.
3. To develop problem solving skills to deal with open-ended technical and management problems.
4. To gain experience working to solve an industry problem.
5. To enhance understanding and appreciation of the role of professionalism and continuous education in career building.

Learning Outcomes:
This is the second course in a two-course sequence for the capstone experience in the AGSM curriculum. When you complete the class you should be able to:

1. Complete a systems analysis of a significant management problem including necessary decision analysis, risk analysis, and implementation plan.
2. Evaluate the financial and economic issues associated with the project.
3. *Completely document systems analysis project (e.g. interim reports, biweekly updates, and a final report).*
4. *Make professional oral and written final presentations.*

**Note:** AGSM 440 is designated as a “C” class. C classes are communication intensive classes and therefore, a major objective of the class will be to improve your writing and speaking skills.

**Ecampus:**
This course will use Ecampus to provide information related to the class, assign homeworks, and turn in work. Ecampus grade book will be used to report all grades.

**Grading Policy:**
The grade will be assigned based on the grading system below. Grading in this course will be based primarily on the homework assignments and class engagement and progress reports. Each assignment will have expectations for the work to be done and a grading rubric associated with it. Following are the items that will be used to establish your course grade. **Note: You must also pass the C Course requirement from this class (See the section on C-Course).**

- 900 pts – Individual Writing Assignment**
- 400 pts - Oral Progress Reports (4 reports x 100 pts each - each grade based on quality of slides and oral presentation).
- 200 pts - Peer Reviews (4 reviews x 50 pts each)
- 500 pts - Final Written Report
- 300 pts – Final Oral Presentation to Client
- 100 pts - Poster Presentation
- 300 pts - Class Engagement@@
- 300 pts – Three meetings with faculty advisor
- 3000 pts – TOTAL

Note- An unexcused absence from class during a progress report/peer review will result in a zero for the progress report, a zero for the peer review and a zero for class engagement for that day.

**Each team member will select one of the Sections to write (only one member per section). Grades for the individual writing assignments will be based on grammar, organization, clarity, etc. Each of these sections is graded in two parts – the first draft is graded and returned for a re-write, then re-submitted to be graded again. The points for the draft will be 300 pts and the points for the final submittal will be 600 pts. **The draft must be re-written and re-submitted or the second grade will be zero.**
Class engagement includes attendance, attentiveness, participation, and professional behavior.

**Progress Reports:** Each team will give 4 progress reports during the semester to the client, instructor and 1 peer review team. The topic of each progress report will generally follow the topics listed below. The team will receive a grade for the content of the presentation (slides and oral discussion) and each individual member will receive a grade for the quality of their portion of the presentation and how well they respond to questions. One peer-review team has been assigned to each team. The peer-review teams are expected to attend the progress reports and to ask questions after the report. Each peer-review team must also submit a short written critique of the progress report.

Progress report:
1 – Background
2 – Flow Analysis/Potential Solutions/Selection Analysis
3 – Economic Analysis/Recommended Solution
4 – Risk and Uncertainty Analysis/Implementation Plan

**Late Work Policy:** All assignments are due at the time and date posted. If an assignment is turned in late, the writer will be deducted 20% the first day late and 13% for every day thereafter until a week late, then it will be a 0; unless you have an excuse that meets the criteria given in Student Rule 7 (http://student-rules.tamu.edu/rule07). Assignments may be submitted after that date to receive feedback from the instructor, but zero points will be given in these situations if not turned in within the week time frame. The time/date posted on the assignment submission will be used to determine if the deadline was met. The purpose for this stringent policy on meeting deadlines is to prepare you for the expectations of business practice. Activities such as proposal submissions or bidding on contracts have similar fixed deadlines that determine if a submission will be considered.

**Team Participation:** The AGSM 440 class is based on a team working together to find a solution to the given problem and then to evaluate the potential of that solution for successful adoption by you project client. Although many of the writing and feedback assignments are to be completed as individuals, the team is responsible for developing and determining the information content of those writing assignments. The final report and poster presentation are mostly team efforts.

All members of the team are expected to have equal contribution to the team effort. Each member should take initiative to contribute to the overall work of the team, and should not wait for the other team members to assign tasks. Situations where team contributions are unequal will result in adjustments to
the overall course grade points based upon the relative level of contribution. Individual levels of contribution to the team will be assessed using confidential evaluation forms. These forms will be sent at the end of the semester to each team member. In addition, the instructor for the team will make an evaluation and tabulate the evaluations of others. Participation will be evaluated based on the percentage of contribution to the team effort. **Not submitting a team participation form at the end of the semester will automatically result in a 100 point deduction.**

**Faculty Advisor:** Each team is expected to utilize a faculty advisor to assist them in developing solutions for their project. We will survey the faculty advisors at the end of the semester to determine if they had several quality meetings with the teams throughout the semester. Teams will receive 100 points per quality meeting for up to 3 meetings with their faculty advisor. **Each team should select the faculty advisor but get approval from the instructor before the faculty advisor is asked to serve in that role.**

**Grade Assignment:** Letter grades will be assigned using the standard thresholds of 90%, 80%, 70%, and 60% on the adjusted course average for A, B, C, or D, respectively. The instructor reserves the right to adjust these thresholds downward for the class as a whole if the overall course average distribution justifies an adjustment. Individual grade assignments may be adjusted as well in the case of extenuating circumstances, but individual adjustment will be rare.

**C Course:** This course is a communication intensive (C) Course. The Core Curriculum Review Committee established the communication-intensive course graduation requirement at Texas A&M University. **Each student must score 60% or better on the individual writing and speaking assignments of the course to pass the course.** It is possible to have an overall course average above 60% and still fail the course if they fail the individual writing and speaking components. (The University wants to prevent the case where a student might receive an A in much of the course but neglect the portion that requires individual writing and speaking. This student, if passed, would get credit for a graduation requirement in communication without successfully demonstrating communication ability.)
Tentative Class Schedule AGSM 440

Spring 2015

1/20 - Introduction
1/22 - Review of Past Projects

1/27 - Review business writing style and expectations for the report sections
1/29 - Present business speaking style and expectations for progress reports

2/3 - Groups 1, 2 Progress Reports and Discussion
2/5 - Groups 3, 4 Progress Reports and Discussion

2/10 - Groups 5, 6 Progress Reports and Discussion
2/12 - Groups 7, 8 Progress Reports and Discussion

2/17 - Groups 9, 10 Progress Reports and Discussion
2/19 - Groups 1, 2 Progress Reports and Discussion

2/24 - Groups 3, 4 Progress Reports and Discussion
2/26 - Groups 5, 6 Progress Reports and Discussion

3/3 - Groups 7, 8 Progress Reports and Discussion
3/5 - Groups 9, 10 Progress Reports and Discussion

3/10 - Groups 1, 2 Progress Reports and Discussion
3/12 - Groups 3, 4 Progress Reports and Discussion

3/17 - Spring Break
3/19 - Spring Break

3/24 - Groups 5, 6 Progress Reports and Discussion
3/26 - Groups 7, 8 Progress Reports and Discussion

3/31 - Groups 9, 10 Progress Reports and Discussion
4/2 - Groups 1, 2 Progress Reports and Discussion

4/7 - Groups 3, 4 Progress Reports and Discussion
4/9 - Groups 5, 6 Progress Reports and Discussion

4/14 - Groups 7, 8 Progress Reports and Discussion
4/16 - Groups 9, 10 Progress Reports and Discussion

4/21 - Overall critique of all the progress reports
4/23 - Present expectations for final written and oral reports
4/28 - Present expectations for quality posters and poster presentations
4/30 - Class Wrap-up
5/6 - Capstone Event- Poster Presentations

Homework Schedule

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<td>3 Material Flow/Decision Matrix/Potential</td>
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<td>Solutions/Selection Analysis</td>
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<td>10 Final Report</td>
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<tr>
<td>11 Poster Presentations</td>
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Operating Procedures

The emphasis of this course is the independent solution of problems facing industry. This will be primarily an independent study course, with the majority of time required for successful completion of the course being outside of the scheduled class times.

Over the course of this project, you are expected to become an effective and productive team. This has many implications, but at the minimum, you will be organized to complete the assigned tasks on time, each member is expected to provide an equal contribution to the overall effort, and your team needs to meet or exceed the course expectations. If you have difficulty becoming an effective team, you are expected to discuss the situation with your instructor. At the end of the semester, each individual will be required to rate the contributions of each team member. **Scheduling of team meetings is up to the team members.** Each team will need to find a day and time that is available for your team to meet on a weekly basis.

For individual writing assignments:

To meet the requirements for a C-Course, each student must complete individual writing assignments. Each assignment must go through a process where the student writes the assignment, then the instructor provides feedback on the writing, and the student must re-write the assignment for final submission.
Plagiarism is the uncited use of material developed by others in a manner that passes the work off as your own. Plagiarism can occur intentionally or unintentionally, but both cases are unacceptable. Potential situations where plagiarism may occur in this course would be the use of material from Internet sites, vendor literature, technical publications or other resources, and the use of the writing of a classmate. When plagiarism is detected in a submitted assignment, no credit will be given for the portions that are the work of others. If the plagiarism occurs between teammates, all involved will be provided the opportunity to document the originality of their work. Only the original author will receive credit for the work. If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. These procedures will be followed and enforced in this course to maintain an environment of academic honesty.

Following the assignments of the team’s AGSM 440 projects:
1. You are expected to meet with your team members to begin to gain a better understanding of the problem assigned to you and to know each other. The first priority will be to set an appointment to meet with your client. Where feasible, a site visit is strongly encouraged. For others, an on-line web conference or telephone conference is acceptable.
2. Some problems may have more than one team assigned. While these teams are expected to operate independently, during the information gathering process, the teams should coordinate to minimize the time commitment of the client. In addition, some problems have the same general topic as those used in the BAEN capstone course, but with a different focus and expectation. If you share a topic with one of these BAEN teams, you will be informed. If this is the situation, you are expected to coordinate with that BAEN team to schedule site visits and conference calls in an effort to minimize the time requirement on the client.

Course Attendance

You are expected to attend and engage in class each day that we are meeting, and to attend all team meetings. Each class attended will count as 50 points towards a total of 300. If you come in 10 minutes late, you will be given a 0 for the day’s participation, peer review, and progress report. Any excuses recognized by Texas A&M University will be accepted as excused absences. All other absences must be excused by the instructor before it will be considered an excused absence. It is understood that your team may need to travel, or have some other conflict with the scheduled class period. For these to be considered excused absences, you must contact the instructor in writing prior to the class when possible and receive a written approval (http://student-rules.tamu.edu/rule07). If there was no prior approval the form that will need to be submitted will be posted on the eCampus information page. Work conflicts will not be excused absences. However, a limited number of interview trips will be excused on a case-by-case basis, but do not schedule them on dates that your team is presenting. The course schedule is set for the semester, and you are expected to schedule around it.

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. If you qualify for special accommodations, please inform the instructor as soon as possible.

Additional Accommodations

If any student in this class requires accommodation related to a unique circumstance, please make an appointment to see the course instructors as soon as possible. Appropriate arrangements will be made.

Academic Integrity

Aggies do not lie, cheat or steal; nor do they tolerate those who do.

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Students should refer to the University policy on academic integrity found in the Honor Council website: http://aggiehonor.tamu.edu. All violations will be handled as specified by University Guidelines.

The University Writing Center

We encourage all students make full use of the University Writing Center, its resources and expertise. You may schedule appointments with writing consultants at the Centers on main campus on the second floor of Evans Library and in the West Campus Library. Additionally, many resources are available on the web site (http://writingcenter.tamu.edu), such as helpful tips for editing, planning, revising and proofreading your writing. You can make an appointment on the web site or by calling (458-1455). You may also submit documents for on-line assistance.
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 (D0S, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Anthropology
3. Course prefix, number and complete title of course:
   ANTH 484: Anthropology Internship

   Attach a brief supporting statement for changes made in items 4a thru 4d, and 10 below.

4. Change requested:
   a. Prerequisite(s): From: ANTH 202, ANTH 210 and ANTH 225 with a grade of B or higher.
   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 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).

8. Approval recommended by:

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

Submitted to Coordinating Board by:

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra-williams@tamu.edu.
Curricular Services – 08/14
November 10, 2014

MEMORANDUM

TO: Curricular Services

THROUGH: Cynthia Werner, Department Head, Department of Anthropology

FROM: Marco L. Valadez, Senior Advisor, Department of Anthropology

RE: Change in prerequisites for ANTH 484

I would like to change the current prerequisites for ANTH 484. Given that this course will be required for students in the new Museum Studies minor I feel that requiring three of our lower division courses may be limiting those who would like to take on the minor. Dropping the requirement of the courses will make it easier for students outside of the department to take on the minor.
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): Visualization
3. Course prefix, number and complete title of course: ARTS 104: Introduction to Graphic Design

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

4. Change requested
   a. Prerequisite(s): From: Major in visualization only To: Major in visualization/minor in art
   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: ☒ 1 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).

9. Complete current course title and current catalog course description: Introduction to Graphic Design. Introduction to the concepts and techniques utilized in the layout of graphic presentations; basic digital camera operations, typography, use of color, design principles; integration of type, graphic elements and images. Prerequisite: Major in visualization only.

Complete proposed course title and proposed catalog course description (not to exceed 50 words): Introduction to Graphic Design. (Introduction to the concepts and techniques utilized in the layout of graphic presentations; basic digital camera operations, typography, use of color, design principles; integration of type, graphic elements and images. Prerequisite: Major in visualization, minor in art.

11. a. As currently in course inventory:

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Approval recommended by: Tim McLaughlin [Signature] 11/10/14

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

Chair, College Review Committee Date

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
ARTS 104

With the addition of the "Art Minor" in the Visualization Department, class offerings that will accommodate the Art Minor students have become crucial. With approximately 230 Art Minors, 6 to 8 additional studio offerings per semester are required and therefore a number of the courses that were originally for the VIST students need to be expanded to include the Art Minors.
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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Visualization
3. Course prefix, number and complete title of course: ARTS 212: Life Drawing

4. Change requested
   ARTS 115 or equivalent or approval of instructor and undergraduate program
   To: ARTS 111 or ARTS 115 or equivalent or approval of instructor and undergraduate program coordinator
   a. Prerequisite(s): From: coordinator
   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.

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: Life Drawing. Life drawing course emphasizing structure and action of the human figure. Prerequisite: ARTS 115 or equivalent or approval of instructor and undergraduate program coordinator.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Life Drawing. Life drawing course emphasizing structure and action of the human figure. Prerequisite: ARTS 111 or ARTS 115 or equivalent or approval of instructor and undergraduate program coordinator.

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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</thead>
</table>

Approval recommended by:

Tim McLaughlin
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 – 08/14

DECEIVED CURRICULAR SERVICES
ARTS 212

With the addition of the “Art Minor” in the Visualization Department, class offerings that will accommodate the Art Minor students have become crucial. ARTS 111, which is a course exclusively for Art Minors, is the equivalent of ARTS 115. Therefore, any student taking ARTS 212 will have a foundation of drawing prior to taking the class.
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): Visualization
3. Course prefix, number and complete title of course: ARTS 305: Painting I

4. Change requested
   ARTS 111, ARTS 115 or any drawing class or approval of instructor and undergraduate program coordinator, junior or senior classification
   ARTS 111 or ARTS 115 or approval of instructor and undergraduate program coordinator, junior or senior classification
   a. Prerequisite(s): From: classification To: classification
   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 for a 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 ☐ 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-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description: Painting I. Exploring potentials of painting media with emphasis on color and composition. Prerequisite: ARTS 111, ARTS 115 or any drawing class or approval of instructor and undergraduate program coordinator, junior or senior classification.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Painting I. Exploring potentials of painting media with emphasis on color and composition. Prerequisite: ARTS 111 or ARTS 115 or approval of instructor and undergraduate program coordinator, junior or senior classification.

11. a. As currently in course inventory:

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   University Credit Hours: 3
   SCH 5007050003
   Admin. Unit 2938
   FICE Code 003632
   Level 3

   Lect. 2.00 Lab 4.00 Other 3.00

   b. Change to:

   | Prefix | Course # | Title (excluding punctuation) |

   University Credit Hours: 3
   SCH
   Admin. Unit
   FICE Code 003632
   Level

   Lect. Lab Other SCH
   CIP and Fund Code
   Admin. Unit
   Acad. Year 0 0 6 3 2

   Approval recommended by: Tim McLaughlin
   Date 10/14

   Chair, College Review Committee
   Date

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

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

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

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

   Curricular Services – 08/14

   Referred to CURRICULAR SERVICES
   Effective Date NOV 10 2014
ARTS 305

With the addition of the "Art Minor" in the Visualization Department, class offerings that will accommodate the Art Minor students have become crucial. ARTS 111, which is a course exclusively for Art Minors, is the equivalent of ARTS 115. Therefore, any student taking ARTS 305 will have a foundation of drawing prior to taking the class.
**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:**
   - [X] Undergraduate  ■ Graduate  ■ First Professional (DDS, MD, JD, PharmD, DVM)

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

3. **Course prefix, number and complete title of course:**
   - ARTS 310: Digital Photography

4. **Change requested**
   - **Prerequisite(s):**
     - From: Junior or senior classification
     - To: Visualization major or approval of instructor;
   - **Withdrawal (reason):**
     - NA
   - **Cross-list with:**
     - NA

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

5. **Is this an existing core curriculum course?**
   - [ ] Yes  ■ No

6. **If grade type is changing for existing course, indicate the new grade type:**
   - [X] Grade  ■ S/U  ■ P/F (C 3 MD)

7. **If this course will be stacked, please indicate the course number of the stacked course:**
   - NA

   **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:**
   - Digital Photography. Creation, manipulation, and critique of the digital image; composition and aesthetics; digital camera controls; exposure refinement; lighting techniques; digital workflow; image conversion and control; color management; post-processing techniques; layering and compositing; printing technology and processes.

9. **Complete proposed course title and proposed catalog course description (not to exceed 50 words):**
   - Photography for Visualization. Advanced aesthetic and thematic control of the digital image; exposure refinement; advanced lighting techniques and digital compositing; digital work-flow; image conversion and control; color management; digital forensics; printing technology, processes and presentation.

---

### Course Information

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**Lect.**

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**Level**

| 3 |

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**Approval recommended by:**

Tim McLaughlin  
Chair, Department of Program Chair (Type Name & Sign)  
Date: 11/10/14

Prepared by:

[Signature]

Chair, College Review Committee  
Date: 11/11/14

Dean of College  
Date: 11/11/14

**Submitted to Coordinating Board by:**

Associate Director, Curricular Services  
Date: 11/11/14

[Signature]

Chair, GC or UCC  
Date: 11/11/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu. 
Curricular Services – 08/14

---

[Stamp: RECEIVED NOV 11 2014 CURRICULAR SERVICES]
The ARTS prefix is used for courses which are generally recognized as the domain of the visual arts including graphic design, drawing and painting. These courses are broadly of interest to the student body as a whole and are used extensively for students interested in the Minor in Art. VIST courses differ fundamentally from traditional art courses in that they emphasize the mathematics and science that underly the course content.

Moving ARTS 310 to a VIST designation reflects this change in content and direction which is considerably more technical and would therefore, generally not be of interest to non-majors.
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): Visualization
3. Course prefix, number and complete title of course: ARTS 311: Black and White Photography

Attach a brief supporting statement for changes made in items 4a through 4d and 10 below.

4. Change requested
ARTS 115; VIST 106 or equivalent or approval of instructor and undergraduate program coordinator; junior or senior classification.

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 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: Black and White Photography. Exploration of vision through the photographic image as a medium of visual expression; basic theory and practice of black and white and/or still photography and/or digital imaging; historic development and aesthetic concern for photographic imagery. Prerequisite: ARTS 115; VIST 106 or equivalent or approval of instructor and undergraduate program coordinator; junior or senior classification.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Black and White Photography. Exploration of vision through the photographic image as a medium of visual expression; basic theory and practice of black and white and/or still photography and/or digital imaging; historic development and aesthetic concern for photographic imagery. Prerequisite: Approval of instructor and undergraduate program coordinator; junior or senior classification.

10. As currently in course inventory:

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b. Change to:

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</tr>
<tr>
<td>Lect.</td>
<td>Lab.</td>
<td>Other</td>
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Approval recommended by:

Tim McLaughlin

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

Chair, College Review Committee Date

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

(If cross-listed course)

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 – 08/14
ARTS 311

Any student taking ARTS 311 will have necessarily taken one or more lower level design and/or drawing courses, making them eligible for ARTS 311. Further, the instructor has the prerogative, by virtue of evaluating a portfolio of work and/or interviewing a student, to determine that student's work to be of a quality such that they are prepared to take ARTS 311.
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):  
   Visualization
3. Course prefix, number and complete title of course:  
   ARTS 312: Advanced Photography

Attach a brief supporting statement for changes made to items 4a thru 4d. and 10 below.

4. Change requested
   a. Prerequisite(s):  
      From: ARTS 310 or ARTS 311  
      To: ARTS 210, ARTS 310 or ARTS 311
   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.
   f. If grade 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:  
      ☑ 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).

5. Is this an existing core curriculum course?  
   Yes ☐ No ☑

6. Complete current course title and current catalog course description: Advanced Photography. Advanced photographic image-making; development, control and presentation of the expressive photographic image; expression and criticism. Prerequisite: ARTS 310 or ARTS 311.

7. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Advanced Photography. Advanced photographic image-making; development, control and presentation of the expressive photographic image; expression and criticism. Prerequisite: ARTS 210, ARTS 310 or ARTS 311.

10. a. As currently in course inventory:
    
   Prefix  Course #  Title (excluding punctuation)  
   ARTS  312  ADVANCED PHOTOGRAPHY

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   2.00  4.00  3.00  5006050003  2938  0  0  3  6  3  2  3

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)  

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level

   Approval recommended by:
   Tim McLaughlin  11/10/14

   Department Head or Program Chair (Type Name & Sign)  Date
   Chair, College Review Committee  11/11/14

   Department Head or Program Chair (Type Name & Sign)  Date
   (If cross-listed course)
   Dean of College  11/11/14

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

   Effective Date  Nov 18 2014

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
ARTS 312

The new course, ARTS 210, a general photography introductory course unrestricted in the university, is added to the eligible prerequisites for ARTS 312 (Advanced Photography). Therefore, a student who has taken ARTS 210 but not VIST 310 or ARTS 311 would still be eligible to take ARTS 312.
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): Visualization
3. Course prefix, number and complete title of course: ARTS 325: Digital Painting

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested Any drawing course or approval of instructor and undergraduate degree coordinator; junior or senior classification.* ARTS 103, ARTS 115 or equivalent; junior or senior classification.*
   a. Prerequisite(s): From: *Field trip required. 
   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 (CL MD)
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: Digital Painting. Theory and practice of digital imaging media; exploration of traditional and new forms of art making and creativity; emphasis on color theory. Prerequisites: Any drawing course or approval of instructor and undergraduate degree coordinator; junior or senior classification.*
*Field trip required.

Complete proposed course title and proposed catalog course description (not to exceed 50 words): Digital Painting. Theory and practice of digital imaging media; exploration of traditional and new forms of art making and creativity; emphasis on color theory. Prerequisites: ARTS 103, ARTS 115 or equivalent; junior or senior classification.*
*Field trip required.

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Tim McLaughlin
Department Head or Program Chair (Type Name & Sign) Date 11/10/14

Chair, College Review Committee Date 11/11/14

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Curricular Services – 08/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
ARTS 325

The relevant change in the ARTS 325 prerequisite from "any drawing course" to specific drawing courses in our course offerings (or their equivalent) decreases the probability of students who have little or inferior drawing experience enrolling in 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 (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Visualization
3. Course prefix, number and complete title of course: ARTS 350: The Arts and Civilization

Attach a brief supporting statement for changes made to items 4a through 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 (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: The Arts and Civilization. Investigation of the image of work of selected periods in terms of criticism, aesthetic rationale, specific masters and social significance by going beyond historical chronology. May be repeated for up to 6 credit hours.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): The Arts and Civilization. Investigation of the image of work of selected periods in terms of criticism, aesthetic rationale, specific masters and social significance by going beyond historical chronology.

10. As currently in course inventory:
   Prefix Course # Title (excluding punctuation)
   ARTS 350 ARTS & CIVILIZATION

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   3.00 0.00 3.00 5007030003 2938 0 0 3 6 3 2 3

   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: Tim McLaughlin 1/10/14
   Department Head or Program Chair (Type Name & Sign) Date

   Chair/College Review Committee 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
ARTS 350

The change here is the deletion of "May be repeated for up to 6 hours." There is no historical data to support retaking this course. Therefore it may be used once in a student's degree plan.
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): Visualization
3. Course prefix, number and complete title of course: ARTS 353: Color Theory

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.

a. Prerequisite(s): From: senior classification To: junior or senior classification
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-controls/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description: Color Theory. Aspects of color and color theory including optical phenomena, color theory and perception; application and principles with respect to art and design; two-dimensional and three-dimensional projects examining color theories. Prerequisite: Environmental design, landscape architecture, and visualization majors; junior or senior classification.

Complete proposed course title and proposed catalog course description (not to exceed 50 words): Color Theory. Aspects of color and color theory including optical phenomena, color theory and perception; application and principles with respect to art and design; two-dimensional and three-dimensional projects examining color theories. Prerequisite: College of Architecture majors or art minors; junior or senior classification.

11. As currently in course inventory:

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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code
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b. Change to:

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<th>Title (excluding punctuation)</th>
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Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
ARTS 353

The relevant change in the ARTS 353 prerequisite streamlines the wording to include any upper level student in the College of Architecture as well as including all Art Minors. With approximately 230 Art Minors, 6 to 8 additional studio offerings per semester are required and therefore a number of the courses that were originally for the VIST students need to be expanded to include the Art Minors.
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: [x] 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 291. Research

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?: [x] Yes [ ] No

6. If grade type is changing for existing course, indicate the new grade type: [x] Grade [ ] S/U [ ] P/F

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:

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

10. As currently in course inventory:

    Prefix | Course # | Title (excluding punctuation) |
    ------ | -------- | ----------------------------- |
    ATMO   | 291     | RESEARCH

    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
    ------ | ---- | ------ | ---- | ----------------- | ----------- | --------- | ----- |
    1-4 |     |       | 1-4 | 40040100002       | 0351        | 0 0 3 6 3 2 | 2

b. Change to:

    Prefix | Course # | Title (excluding punctuation) |
    ------ | -------- | ----------------------------- |
    ATMO   | 491     | RESEARCH

    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
    ------ | ---- | ------ | ---- | ----------------- | ----------- | ---------- | --------- | ----- |
    0-4 |     |       | 0-4 | 40040100002       | 0351        | 14 - 15    | 0 0 3 6 3 2 | 2

Approval recommended by:

[Signature]
10/28/14
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee
11/7/14
Date

Dean of College
11/7/14
Date

Submitted to Coordinating Board by:

[Signature]
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 – 08/14
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: X 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 435, Synoptic Dynamic Meteorology

4. Change requested
   a. Prerequisite(s): From: ATMO 336 or equivalent To: ATMO 336 or equivalent, MATH 308
   b. Withdrawal (reason):
   c. Cross-list with:
   
   Cross-listed courses require the signature of both department heads.

5. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 1a and b for a change in title.
6. Complete item 1a and b.
7. Attach a course syllabus.
8. Is this an existing core curriculum course?
   [ ] Yes  [ ] No
9. If grade type is changing for existing course, indicate the new grade type: [ ] Grade  [ ] S/U  [ ] P/F (CLMD)
10. If this course will be stacked, please indicate the course number of the stacked course:
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. Complete current course title and current catalog course description:

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

14. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   ATMO  435  SYNOPTIC DYNAMIC METEOROLOGY
   
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   3.00  0.00  0.00  3.00  4004010002  351  0  0  3  6  3  2  4
   
   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:
   Ping Yang  11/19/14

   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
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
November 19, 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 in Prerequisites for ATMO 435

Students are required to have completed or to be concurrently enrolled in MATH 308 for the first semester of atmospheric dynamics (ATMO 336), but the second semester (ATMO 435) lists only the first dynamics course as a prerequisite. This created a loophole whereby a student might enroll in MATH 308 concurrently with ATMO 336 but subsequently drop the course. The material covered in MATH 308 is crucial for the content of ATMO 435, and we wish to add an explicit requirement that it be completed prior to taking ATMO 435. If you have any questions please contact our Advisor, Missy Mathews, by email at missy@tamu.edu, or by phone at 979-845-7688.
363. Introduction to Atmospheric Chemistry and Air Pollution. (3-0). Credit 3. Descriptive introduction of the composition and chemistry of natural and pollutant compounds in the atmosphere; transport, cycling and reactivity of atmospheric material; atmospheric measurements, data processing, air quality and human health issues; air pollution trends and climate change. Prerequisites: CHEM 101 and CHEM 102 or approval of instructor.

435. Synoptic-Dynamic Meteorology. (3-0). Credit 3. Dynamics and diagnosis of synoptic-scale systems; perturbation theory and baroclinic instability; wave energetics, frontogeneses. Prerequisite: ATMO 336 or equivalent; MATH 308.

441. Satellite Meteorology and Remote Sensing. (2-2). Credit 3. Introduction to satellite orbit dynamics, atmospheric radiative transfer, atmospheric remote sensing methods, and analysis and application of remotely sensed meteorological data. Prerequisites: ATMO 324, MATH 308; junior or senior classification.

443. Radar Meteorology. (2-2). Credit 3. Principles of radar theory, hardware, operations and analysis using real-time radar and computer-based case studies; conventional, Doppler and polarimetric weather radar; precipitation estimation, hydrometeor identification and air motion analysis; observations and analyses of thunderstorms, mesocyclones, tornadoes and gust fronts. Prerequisites: ATMO 352, PHYS 208.

446. Physical Meteorology. (3-0). Credit 3. Physics and meteorology of clouds and precipitation; atmospheric electricity; radiative transfer. Prerequisite: ATMO 335.

455. Numerical Weather Prediction. (2-2). Credit 3. Basic principles of computer models of the atmosphere: parameterizations; use and critical evaluation of models and model output. Prerequisites: MATH 308; ATMO 336 or registration therein.

456. Practical Weather Forecasting. (1-4). Credit 3. Advanced weather forecasting techniques with application to a variety of forecasting problems, both public and private sector. Prerequisites: ATMO 435 or registration therein; junior or senior classification.

459. Tropical Meteorology. (3-0). Credit 3. Tropical climatology; structure, evolution, and motion of tropical cyclones; tropical cyclone hazards; large-scale tropical phenomena. Prerequisites: ATMO 336; ATMO 352 or registration therein.

461. Broadcast Meteorology. (0-2). Credit 1. Instruction in the practice of broadcast meteorology; practice in and preparation of weather forecast products and demonstration videotapes. May be taken two times for credit with faculty advisor approval. Prerequisites: ATMO 335 or registration therein; MATH 308 or registration therein; junior or senior classification.

463. Air Pollution Meteorology. (3-0). Credit 3. Problems of air pollution in our global atmosphere; environmental cycles; waste products in the biosphere; atmospheric pollution; natural concentrations of atmospheric constituents; pollution sources; atmospheric transport; pollution sinks; effects of pollution; monitoring and surveillance; and management of air quality. Prerequisite: ATMO 363 or approval of instructor; junior or senior classification only.

464. Laboratory Methods in Atmospheric Sciences. (2-4). Credit 3. Instruction in chemical techniques used to monitor the atmosphere and other earth systems; sampling strategies; survey of current literature focusing on development of new techniques. Prerequisites: CHEM 101 and one semester of calculus (MATH 171 or equivalent).

484. Internship. Credit 1 to 3. 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. Prerequisites: ATMO 251; approval of faculty advisor.

485. Directed Studies. Credit 1 or more each semester. Offered to enable majors in meteorology to undertake and complete with credit in their particular fields of specialization limited investigations not covered by any other courses in established curriculum. Prerequisite: Junior or senior classification.

489. Special Topics in... Credit 1 to 4. Selected topics in an identified area of meteorology. May be repeated for credit.

491. Research. Credit 1 to 4. Research conducted under the direction of faculty member in atmospheric sciences. May be repeated 2 times for credit. Registration in multiple sections of this course is possible within a given semester provided that the per semester credit hour limit is not exceeded. Prerequisites: Junior or senior classification and approval of instructor.
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

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 (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://vps.tamu.edu/resources/export-controls/export-controls-basics-for-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:

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b. Change to:

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<th>Title (excluding punctuation)</th>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acct. Year</th>
<th>FICE Code</th>
<th>Level</th>
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<td>0351</td>
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<td>0 0 3 6 3 2</td>
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Approval recommended by:

Ping Yang (Department Head or Program Chair) Date: 10/20/14

Chair, College Review Committee Date: 11/3/14

Dean of College Date: 11/3/14

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date: 11/3/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services • 08/14

RECEIVED PDF
CURRICULAR SERVICES

[Stamp: Nov 10 2014]
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 491 Research

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:
   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.

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:

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

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) |
    |--------|----------|------------------------------|
    | ATMO   | 491      | RESEARCH                     |
    
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 1 - 4 |     |       | 1 - 4 | 4004010002      | 0351        | 0 3 6 3 2 | 4     |
    
    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | ATMO   | 491      | RESEARCH                     |
    
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 0 - 4 |     |       | 0 - 4 | 4004010002      | 0351        | 14 - 15   | 0 3 6 3 2 | Level 4   |

Approval recommended by:

Feng Yang
Department Head or Program Chair (Type Name & Sign)  Date: 10/20/14

Chris House
Chair, College Review Committee  Date: 11/7/14

Kate Miller
Dean of College  Date: 11/7/14

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date: November 10, 2014

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

Curricular Services – 08/14
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 (D, S, MD, JD, JdD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering

3. Course prefix, number and complete title of course:  
   BAEN 301 Biological and Agricultural Engineering Fundamentals I

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

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  ☐ Pass/Fail (or other)

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:

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

10. 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.

11. a. As currently in course inventory:

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<th>Prefix</th>
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<th>Lect.</th>
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<th>Other</th>
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<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
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<th>Level</th>
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</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
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<tr>
<td>BAEN</td>
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<td>1403010006</td>
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<td>15 16</td>
<td>0 0</td>
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</tbody>
</table>

Approval recommended by:

Stephen W. Searcy  
Department Head or Program Chair  
(Date)

Bob Knight  
Chair, College Review Committee  
(Date)

Kim Dooley  
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 845-4201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Course Syllabus

BAEN 301, Biological and Agricultural Engineering Fundamentals I

Spring 2014

Instructor: Dr. Sandun Fernando, P.E.
303 C Scoates Hall
845-9793
sfernando@tamu.edu

Meeting Times:
Lecture: Tuesdays and Thursdays from 9.35AM-10.50AM in AEPM 203
Laboratory: Sec. 501 Tuesdays 2.50PM – 5.20PM SCTS 237, AEPM 104 or TBA
Sec. 502 Thursdays 2.40PM – 5.10PM SCTS 237, AEPM 104 or TBA
Soil and water laboratories will be conducted in the field and the locations will be announced in due course.
Office Hours: By Appointment Only

Catalog Description
BAEN 301. Biological and Agricultural Engineering Fundamentals I (3-3) Credit 4. II Fundamental engineering concepts related to agricultural systems including the environment (soil, water, and air), plant and animal production systems, and processing and associated machines and facilities; applications of techniques for data collection and analysis to problems in biological and agricultural engineering; design of experiments and communication of experimental results.

Prerequisites
MEEN 221 or registration therein.

Text
Required:

Course Objectives
The objective of this course is to educate students in fundamental scientific and engineering aspects of agricultural production and environmental systems. The course will include issues related to (1) soil, water, air, and environment and (2) plant and animal production and processing and associated machines and facilities. The course will introduce biological and agricultural engineering students to field and laboratory techniques in engineering through hands-on investigation of natural processes. A strong emphasis will be placed on data analysis and interpretation and preparation of technical reports. The course is divided into sections addressing topics and skills relevant to various areas of specialization in biological and agricultural engineering. At the completion of this course, students should have gained skills necessary to help them succeed in upper-level biological and agricultural engineering courses and should be familiar with various areas of specialization within the biological and agricultural engineering profession.
Learning Outcomes
At the end of this course, students should be able to:

1. Describe agricultural production techniques;
2. Explain how engineering is utilized in agricultural production, environmental and energy systems;
3. Describe principles of agricultural power and machinery;
4. Explain the interrelationships among soil, water, air, and agricultural systems;
5. Develop hypotheses for scientific experiments and procedures for testing hypotheses;
6. Apply engineering principles to design systems for testing hypotheses;
7. Apply project management techniques to construction of experimental systems;
8. Collect experimental data;
9. Conduct basic analysis and interpretation of experimental data; and
10. Write technical reports detailing results and conclusions of experiments.

Course Requirements and Grading
An Aggie does not lie, cheat or steal, or tolerate those who do.
Written reports on laboratory activities will be required. Reports should be single-spaced and printed on one side of paper only. Formats will be described in class. A take-home final exam will be given.

Grades for this course are based on ability to master specific skills, participation in individual and team projects, and learning fundamental principles required in engineering design and analysis. The different activities will be weighted as follows in determining semester grades:

<table>
<thead>
<tr>
<th>Item</th>
<th>Percentage of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laboratory Reports</td>
<td>35</td>
</tr>
<tr>
<td>Homework Assignments</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term exam</td>
<td>20</td>
</tr>
<tr>
<td>Attendance/participation</td>
<td>05</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

Any grade disputes should be resolved within one week of grade issuance. It is the students’ responsibility to review grades in E-campus on a weekly basis.

Attendance and Late Work Policy
Because most activities will be team activities, class participation is essential. For each unexcused lecture absence, 1 point will be deducted up to a total of 05 points. For each unexcused laboratory absence 5 points will be deducted from your overall total. If you need an excused absence (for non-emergency matters), please email the details to me prior to the absence.

For more information, refer to Student Rule 7 at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)
Final course grades will be assigned as follows:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90 - 100 % outstanding competence in the skills taught in the course and exceptional understanding of the applicability and limits of those skills</td>
</tr>
<tr>
<td>B</td>
<td>80 - 89 % competence in the skills taught in the course, and good understanding of the applicability and limits of those skills</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79 % competence in most skills taught in the course and understanding of the applicability and limits of those skills</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69 % minimal competence in some skills taught in the course and limited understanding of the applicability and limits of those skills</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60 %</td>
</tr>
</tbody>
</table>

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Disability Services in Room B118 of Cain Hall. The phone number is 845-1637. Also, as a courtesy, please advise me as soon as possible if you need accommodations for a disability.

**Safety during Laboratory Sessions:**
It is of utmost importance that all students adhere to all established safety protocols to avoid any physical and/or chemical hazards during laboratory sessions. You are required to read, understand and implement the safety precautions indicated in your laboratory manual, laboratory handouts and/or safety handouts.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lectures</th>
<th>Laboratories</th>
<th>Homework</th>
</tr>
</thead>
</table>
| 1    | Introduction: Working with Spreadsheets / Basic statistical operations | Laboratory 1:  
  - Chemical lab safety training  
  - Sign the Laboratory Safety Acknowledgement (LSA) Forms  
  - Sign the Electronic LSA Forms | Homework 1 |
<p>|      | Jan-16  | Report Writing / Creating and Testing Hypotheses | |
| 2    | Jan-21  | Unit cancellation / Common units of measure | Laboratory 2: Data Analysis – Part 1 |
|      | Jan-23  | Power Transmission – Simple Machines | |
| 3    | Jan-28  | Power trains | Laboratory 3: Data Analysis – Part 2 |
|      | Jan-30  | Engines | Homework 2 |
| 4    | Feb-04  | Tractors and Power Units | Laboratory 4: Power Transmission |
|      | Feb-06  | Plant Production &amp; Harvesting - Equipment efficiency and capacity | |
| 5    | Feb-11  | Economics of Agricultural Machinery | Laboratory 5: Engine Teardown |
|      | Feb-13  | Alternative Energy Systems, Biodiesel | Homework 3 |
| 6    | Feb-18  | Exam 1 | No Laboratory |
|      | Feb-20  | Ethanol Production | |
| 7    | Feb-25  | Hydrogen/Fuel Cells | Laboratory 6: Agricultural Machinery Selection |
|      | Feb-27  | Hydrogen/Fuel Cells/Exam Dis. | |
| 8    | Mar-04  | Handling Storage and Transport of Biological Products | Laboratory 7: Economics of Agricultural Machinery |
|      | Mar-06  | Heat flow, Insulation and Psychometrics | |</p>
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