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 (DDS, MD, JD, PharmD, PhD)
2. Request submitted by (Department or Program Name): Department of Agricultural Economics
3. Course prefix, number and complete title of course: AGE 242 Rural Entrepreneurship I

4. Change requested
   a. Prerequisite(s): From:
      [List prerequisite(s)]
   b. Withdrawal (reason):
   c. Cross-list with:
      [List cross-listed course(s)]
   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:
   Rural Entrepreneurship I
   Strategic planning regarding economic feasibility of a single-enterprise rural or metropolitan business venture; emphasis on processes for developing a comprehensive enterprise budget and construction and evaluation of risk management alternatives; exchanges with "real-world" entrepreneurs, financial experts and other management personnel; computer capabilities essential.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Agribusiness Entrepreneurship - Economic Analysis

11. a. As currently in course inventory:

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Approval recommended by:

C. Parr Rosson

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14

RECEIVED JUL 22 2015

CURRICULAR SERVICES
SUPPORTING STATEMENT FOR CHANGES MADE 4a THRU 4d AND 10
AGEC 424 RURAL ENTREPRENEURSHIP I to AGEC 424 AGribiSUess
ENTREPRENEURSHIP –
ECONOMIC ANALYSIS
AND
AGEC 425 RURAL ENTREPRENEURSHIP II to AGEC 425 AGribiSUess
ENTREPRENEURSHIP –
FINANCIAL ANALYSIS
JULY 2015

Considering the following justifications, the changes I am proposing will help to communicate to
students, not only in the Department of Agricultural Economics, but also throughout the College
of Agriculture and Life Sciences, the availability of courses that will help them evaluate their
potential as an entrepreneur.

1. Diversity of the student population in the Agricultural Economics degree’s Finance
   and Real Estate Option\(^a\) and in the Rural Entrepreneurship Option\(^b\) has increased
   substantially since the creation of these options in the 2004-2005 catalog, from
   primarily rural interests to a combination of rural and urban/metropolitan interests,

2. The increase in entrepreneurial interest among students in other College of
   Agriculture and Life Sciences majors,

3. Input from former students instrumental in both presenting “professor-for-a-day”
   lectures and providing mentoring, counseling, and additional suggestions from
   students that have completed AGEC 424 and/or AGEC 425 who are now engaged in
   various businesses across the State of Texas, and

4. Students’ and employers’ recognition of the term Agribusiness over the previous
   Rural term.

With the above justifications in mind, these changes will better serve the students both in the
Department of Agricultural Economics and in the College of Agriculture and Life Sciences. In
addition, I do not believe these changes will adversely affect my abilities to teach these courses
as a whole, nor infringe on other Texas A&M University course offerings.

M. Edward Rister, Professor and Associate Head
for the Department of Agricultural Economics,
Instructor for AGEC 424 and AGEC 425, and the
M. Edward Rister ’74 Chair in Rural Entrepreneurship

NOTES:

a. AGEC 424 is required for all students enrolled in the Finance and Real Estate Option

b. AGEC 424 and AGEC 425 are required for all students enrolled in the Rural
   Entrepreneurship Option.

\( ^a \) Finance
\( ^b \) Rural Entrepreneurship
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 Agricultural Economics
3. Course prefix, number and complete title of course: AGEC 425 Rural Entrepreneurship 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 (CIPMD)

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

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Agribusiness Entrepreneurship - Financial Analysis

11. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   AGEC  425  Rural Entrepreneurship II
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   b. Change to:
   Prefix  Course #  Title (excluding punctuation)
   AGEC  425  AGBU ENTRE - FINC ANALYSIS
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level
   2.00  2.00  3.00  101020005  0140  16 - 17 0 0 3 6 3 2

   Approval recommended by:
   C. Parr Rosson

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
SUPPORTING STATEMENT FOR CHANGES MADE 4a THRU 4d AND 10
AGEC 424 RURAL ENTREPRENEURSHIP I to AGEc 424 AGRIBUSINESS
ENTREPRENEURSHIP –
ECONOMIC ANALYSIS
AND
AGEC 425 RURAL ENTREPRENEURSHIP II to AGEc 425 AGRIBUSINESS
ENTREPRENEURSHIP –
FINANCIAL ANALYSIS
JULY 2015

Considering the following justifications, the changes I am proposing will help to communicate to
students, not only in the Department of Agricultural Economics, but also throughout the College
of Agriculture and Life Sciences, the availability of courses that will help them evaluate their
potential as an entrepreneur.

1. Diversity of the student population in the Agricultural Economics degree’s Finance
and Real Estate Option⁸ and in the Rural Entrepreneurship Option⁹ has increased
substantially since the creation of these options in the 2004-2005 catalog, from
primarily rural interests to a combination of rural and urban/metropolitan interests,
2. The increase in entrepreneurial interest among students in other College of
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3. Input from former students instrumental in both presenting “professor-for-a-day”
lectures and providing mentoring, counseling, and additional suggestions from
students that have completed AGEC 424 and/or AGEC 425 who are now engaged in
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M. Edward Rister, Professor and Associate Head
for the Department of Agricultural Economics,
Instructor for AGEC 424 and AGEC 425, and the
M. Edward Rister ’74 Chair in Rural Entrepreneurship

DATE
7-2-2015

NOTES:
  a. AGEC 424 is required for all students enrolled in the Finance and Real Estate Option
  b. AGEC 424 and AGEC 425 are required for all students enrolled in the Rural
     Entrepreneurship Option.
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, DVA)
2. Request submitted by (Department or Program Name): Department of Electrical and Computer Engineering
3. Course prefix, number and complete title of course: ECEN 424 Fundamentals of Networking

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

   Cross-listed courses require the signatures of the 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 11b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and 11b. 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:

11. a. As currently in course inventory:

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Approval recommended by:
Aydin L. Karshian
Department Head or Program Chair (Type Name & Sign) Date 2/4/15

Chair, College Review Committee Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 08/14
Course title and number  ECEN 424 Fundamentals of Networking
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Foundations of computer networking; layered architecture of the Internet, analysis of protocols, new-age networks such as the Web and social networks; computer network programming and offline analysis of real network data. Prerequisite: Grade of C or better in ECEN 303 or STAT 211; junior or senior classification.

Learning Outcomes
At the end of this course the student should be able to model network systems and program applications that utilize computer networking protocols. The student should also be to analyze and describe the properties of networks in terms of their structure, formation and evolution. Algorithmically, the student should be aware of resource allocation, routing, flow control, reliability, and search.

Instructor Information
Name  Srinivas Shakkottai
Telephone number  (979) 458-0094
Email address  sshakkot@tamu.edu
Office hours  TBD
Office location  WEB 332-C

Textbook and/or Resource Material
Recommended texts:

Grading Policies
Quizzes (15%)
Machine Problems (15%)
Exam 1 (15%)
Exam 2 (20%)
Final Exam (25%)
Project (10%)

Grading scale (will be adjusted according to student performance distribution):
90-100 A, 80-89 B, 70-79 C, 60-69 D, below 59 F.
Attendance and Make-up Policies

Make-ups will be granted only for university-excused absences with proper documentation. Refer to student rule 7 at http://student-rules.tamu.edu/rule07 for all policies regarding excused absences.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tr>
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<td>Introduction to Networks and Networking</td>
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<td>2</td>
<td>Physical Layer: Channel capacity, Nyquist condition</td>
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<td>3</td>
<td>Data Link Layer: parity, coding</td>
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<tr>
<td>4</td>
<td>Data Link Layer: code construction</td>
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<tr>
<td>5</td>
<td>MAC Sublayer: Stop and wait, sliding window</td>
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<td>6</td>
<td>Exam 1</td>
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<tr>
<td>7</td>
<td>MAC Sublayer: CSMA/802.11</td>
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<td>Markov chains and queueing: M/M/1 and M/M/c/c</td>
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<td>9</td>
<td>Network Layer: Routing Algorithms</td>
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<td>Transport Layer: Flow control</td>
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<td>Branching processes and random graphs</td>
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<td>16</td>
<td>Power laws and small worlds</td>
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<tr>
<td>17</td>
<td>Project Due</td>
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Americans with Disabilities Act (ADA)

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

Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional

Submit original form and attachments.

3. Course prefix, number and complete title of course: GEOL 101 Principles of Geology

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 ☐ 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: Principles of Geology. Physical and chemical nature of the Earth and dynamic processes that shape it, plate tectonics, Earth’s interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Principles of Geology. Physical and chemical nature of the Earth and dynamic processes that shape it, plate tectonics, Earth’s interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

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</tbody>
</table>

Approval recommended by: [Signature and Date]

[Signature and Date]

[Signature and Date]

Submitted to Coordinating Board by: [Signature and Date]

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 (DDS, MD, JD, PharmD, OT/VT)
2. Request submitted by (Department or Program Name): Geology and Geophysics
3. Course prefix, number and complete title of course: GEOL 101 Principles of Geology

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 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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7. If this course will be stacked, please indicate the course number of the stacked course:

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8. Complete current course title and current catalog course description: Principles of Geology. Physical and chemical nature of the Earth and dynamic processes that shape it, plate tectonics, Earth's interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

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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) 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.
Course title and number    GEOL 101: Principles of Geology
Term                      Fall 2015
Meeting times and location

Course Description and Prerequisites
Physical and chemical nature of the Earth and dynamic processes that shape it; plate tectonics, Earth's interior, materials it is made of, age and evolution, earthquakes, volcanism, erosion and deposition; introduces physical and chemical principles applied to the Earth. Not open to students who have taken GEOL 104 or GEOL 320.

Prerequisites: none

Learning Outcomes
Upon successful completion of this course, students will be able to

1. Describe how the scientific method has led to our current understanding of the Earth's structure, processes and evolution.
2. Interpret the origin and distribution of minerals, rocks and geologic resources.
3. Use the theory of plate tectonics to explain the formation and distribution of the Earth's crustal features.
4. Quantify the rates of physical and chemical processes acting on the Earth and how these processes fit into the context of geologic time.
5. Communicate how surface processes are driven by interactions among the Earth's geosphere, hydrosphere, atmosphere and biosphere.
6. Describe the internal structure and dynamics of the Earth.
7. Evaluate human interactions with the Earth, including sustainable development of natural resources and the assessment and mitigation of hazards.

Textbook and/or Resource Material

Grading Policies
Grades will be assigned based on the following assessments: three tests (total of 30%), lab (30%), and final exam (40%). All grades will be rounded to the nearest tenth of a percent (i.e. 89.95% → 90.0%, 89.94% → 89.9%) and converted to a letter grade as follows: 90.0–100.0 = A, 80.0–89.9 = B, 70.0–79.9 = C, 60.0–69.9 = D, <60.0 = F.
Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading (Tarbuck page numbers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Aug. 31-Sept. 4</td>
<td>Introduction to class and geology; the scientific method; introduction to geologic time; origin of the solar system; Earth's internal structure and external features; plate tectonics</td>
<td>1-22, 22-29</td>
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<tr>
<td>2. Sept. 7-Sept. 11</td>
<td>Minerals and the rock cycle</td>
<td>29-34, 87-105</td>
</tr>
<tr>
<td>4. Sept. 21-Sept. 25</td>
<td>Volcanoes; weathering and sedimentary rocks</td>
<td>137-171, 173-186, 199-214</td>
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<tr>
<td>5. Sept. 28-Oct. 2</td>
<td><strong>Test 1;</strong> sedimentary rocks</td>
<td>214-227</td>
</tr>
<tr>
<td>6. Oct. 5- Oct. 9</td>
<td>Metamorphic rocks; relative time</td>
<td>229-253, 255-267</td>
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<tr>
<td>7. Oct. 12- Oct. 16</td>
<td>Absolute time; crustal deformation</td>
<td>267-277, 279-290</td>
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<td>8. Oct. 19- Oct. 23</td>
<td>Crustal deformation</td>
<td>290-301</td>
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<tr>
<td>10. Nov. 2- Nov. 6</td>
<td>Divergent plate boundaries; convergent plate boundaries</td>
<td>381-403</td>
</tr>
<tr>
<td>11. Nov. 9- Nov. 13</td>
<td>Convergent plate boundaries; groundwater</td>
<td>381-403, 461-487</td>
</tr>
<tr>
<td>12. Nov. 16- Nov. 20</td>
<td>Groundwater and streams; deserts and winds</td>
<td>429-459, 515-535</td>
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<tr>
<td>13. Nov. 23- Nov. 27</td>
<td><strong>Test 3;</strong> Glaciers and glaciations</td>
<td>489-517</td>
</tr>
<tr>
<td>14. Nov. 30-Dec. 4</td>
<td>Geologic record of global climate change; petroleum geology</td>
<td>575-607</td>
</tr>
</tbody>
</table>

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, see Honor Council Rules and Procedures. [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor) Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University Community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act -- failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct. [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

Plagiarism

All materials used in this class 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.

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.

If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/), under the section "Scholastic Dishonesty."
Disability 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

Absence Policy
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
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Information:
2. Request submitted by (Department or Program Name): Department of Materials Science
3. Course prefix, number and complete title of course: MSEN 310, Structure of Materials

Attach a brief supporting statement for changes made to items 4 through 10 below.

4. Change requested
   a. Prerequisite(s): From: 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:
   ☑ 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:

11. a. As currently in course inventory:
    Prefix  Course #  Title (excluding punctuation)
    MSEN  310  STRUCTURE OF MATERIALS

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|-------------------|-------------|-----------|-------|
    | 3.00  | 0.00|       | 3.00| 4010010002        | 1864        | 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 | Acad. Year | FICE Code |
    |-------|-----|-------|-----|-------------------|-------------|------------|-----------|

    Approval recommended by:
    Dr. Ibrahim Karaman 06/05/2015

    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:
    Chair, GC or UCC
    Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@ctec.tamu.edu.
Curricular Services – 08/14
Supporting Statement for item 4a:

Upper-level MSEN course pre-requisites were changed to reflect similar instructional content in "Intro to Materials" Courses taught in different departments (e.g., MEEN 222, CVEN 306, CHEN 313...). This change will make it easier for students coming out of different majors to participate in the MSEN 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):
   - Department of Materials Science
3. Course prefix, number and complete title of course:
   - MSEN 410, Materials Processing

Attach a brief supporting statement for changes made to items 4a through 10 below:

4. Change requested:
   a. Prerequisite(s): From: Junior or Senior classification
      To: MSEN 201 or approval of instructor;
   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://pr.tamu.edu/resources/exports/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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<thead>
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<th>Prefix</th>
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b. Change to:

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<th>Title (excluding punctuation)</th>
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<th>Admin. Unit</th>
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<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

Approval recommended by:
Dr. Ibrahim Karahan

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

Dean of College Date

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

Associate Director, Curricular Services Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting Statement for item 4a:

Upper-level MSEN course pre-requisites were changed to reflect similar instructional content in “Intro to Materials” Courses taught in different departments (e.g., MEEN 222, CVEN 306, CHEN 313...). This change will make it easier for students coming out of different majors to participate in the MSEN 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 (DVS, MD, JD, PharmD, DVMD)
2. Request submitted by (Department or Program Name):
   Department of Materials Science
   MS EN 420, Polymer Science
3. Course prefix, number and complete title of course:

   Attach a brief supporting statement for changes made to items 4a through 10 below:

   a. Change requested: MS EN 201 or approval of Instructor;
      junior or senior classification

   b. Prerequisite(s): From: TO:

   c. Cross-listed 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.

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 (CLMD1)

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:

   Prefix Course # Title (excluding punctuation)
   MS EN 420 POLYMER SCIENCE

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   3.00 0.00 3.00 4010010002 1854 0 0 3 6 3 2 4

b. Change to:

   Prefix Course # Title (excluding punctuation)

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level

   Approval recommended by:
   Dr. Ibrahim Karaman
   Date 06/25/05

   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

   Effectice 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
Supporting Statement for item 4a:

Upper-level MSEN course pre-requisites were changed to reflect similar instrucional content in “Intro to Materials” Courses taught in different departments (e.g., MEEN 222, CVEN 306, CHEN 313...). This change will make it easier for students coming out of different majors to participate in the MSEN 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):
   Department of Materials Science
3. Course prefix, number and complete title of course:
   - MSEN 460, Electronic, Optical, and Magnetic Properties of Materials
4. Change requested
   a. Prerequisite(s):
   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
   - [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://vox.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: MSEN 460, Electronic, Optical, and Magnetic Properties of Materials

<table>
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<th>Lect.</th>
<th>Lab</th>
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<td>4</td>
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</tbody>
</table>

**Approval recommended by:**
Dr. Ibrahim Karaman

06/05/2015

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting Statement for item 4a:

Upper-level MSEN course pre-requisites were changed to reflect similar instructional content in "Intro to Materials" Courses taught in different departments (e.g., MEEN 222, CVEN 306, CHEN 313...). This change will make it easier for students coming out of different majors to participate in the MSEN minor.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Request submitted by (Department or Program Name): Petroleum Engineering
2. Course prefix, number and complete title of course: PETE 335 Technical Presentations I

Attach a brief supporting statement for changes made to items 3a thru 3d. and 6 below.

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

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
POTE 335 Technical Presentations I (1-0) Credit 1
Catalog course description:
Preparation of a written technical paper proposal on a subject related to petroleum technology and oral presentation of the proposal in a formal technical conference format; oral presentations are judged by petroleum industry professionals at the departmental student paper contest held during the same academic year.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
POTE 335 Technical Presentations I (1-0) Credit 1
Catalog course description:
Preparation of a written technical paper proposal on a subject related to petroleum technology and oral presentation of the proposal in a formal technical conference format.

7. a. As currently in course inventory:

<table>
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<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<td>POTE</td>
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<td>TECH PRESENTATIONS I</td>
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b. Change to:

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</table>

Approval recommended by:
A.D. Hill
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

Chair, GC or UCC

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/11
## PETE COURSE CHANGE REQUESTS - FALL 2016

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Change Requested</th>
<th>Rationale</th>
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<tbody>
<tr>
<td>PETE 335</td>
<td>Course description changed to eliminate Student Paper Contest presentation.</td>
<td>PETE 337 course being established so that students can register for their Junior Student Paper Contest presentation to facilitate completion of their degree requirements, and enable the department to better track student completion.</td>
</tr>
<tr>
<td>PETE 355</td>
<td>Addition of CVEN 305 as prerequisite.</td>
<td>Stress/strain relationships in solids as studied in CVEN 305 are directly related to drilling engineering (burst, collapse, buckling, Moore’s diagram for fracturing).</td>
</tr>
<tr>
<td>PETE 435</td>
<td>Course description changed to eliminate Student Paper Contest presentation.</td>
<td>PETE 437 course established so that students can register for their Senior Student Paper Contest presentation to facilitate completion of their degree requirements, and enable the department to better track student completion.</td>
</tr>
</tbody>
</table>
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 (DMS, M.D., PharmD, DVM)
2. Request submitted by (Department or Program Name): Harold Vance Department of Petroleum Engineering
3. Course prefix, number and complete title of course: PETE 355-Drilling Engineering

Attach a brief supporting statement for changes made to items 4a through 4d, and 10 below:

4. Change requested
   a. Prerequisite(s): From: PETE 225, PETE 314, Corequisites: PETE 321, PETE 325
   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 is 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 Expert 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:

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>
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<tr>
<td>PETE</td>
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<td>DRILLING ENGINEERING</td>
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b. Change to:

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Approval recommended by:

A. D. Hill
Department Head or Program Chair (Type Name & Sign) Date 4/19/15

Chair, College Review Committee
Date

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 – 06/14
<table>
<thead>
<tr>
<th>Course No.</th>
<th>Change Requested</th>
<th>Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETE 335</td>
<td>Course description changed to eliminate Student Paper Contest presentation.</td>
<td>PETE 337 course being established so that students can register for their Junior Student Paper Contest presentation to facilitate completion of their degree requirements, and enable the department to better track student completion.</td>
</tr>
<tr>
<td>PETE 335</td>
<td>Addition of CVEN 305 as prerequisite.</td>
<td>Stress/strain relationships in solids as studied in CVEN 305 are directly related to drilling engineering (burst, collapse, buckling, Moore’s diagram for fracturing).</td>
</tr>
<tr>
<td>PETE 435</td>
<td>Course description changed to eliminate Student Paper Contest presentation.</td>
<td>PETE 437 course established so that students can register for their Senior Student Paper Contest presentation to facilitate completion of their degree requirements, and enable the department to better track student completion.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

Form Instructions

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

2. Course prefix, number and complete title of course: PETE 435 Technical Presentations II

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.

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

5. Complete current course title and current catalog course description:
   PETE 435 Technical Presentations II (1-0) Credit 1
   Preparation of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format; oral presentations are judged by petroleum industry professionals at the departmental student paper contest held during the same academic year.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   PETE 435 Technical Presentations II (1-0) Credit 1
   Preparation of a written technical paper on a subject related to petroleum technology and an oral presentation of the paper in a formal technical conference format.

7. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PETE</td>
<td>435</td>
<td>TECH PRESENTATIONS II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>0</td>
<td>1 1 4 2 5 0 1 0 0 0 6</td>
<td>2 2 1 0</td>
<td>0 0 3 6 3 2 4</td>
<td></td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
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<th>Title (excluding punctuation)</th>
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</thead>
</table>

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<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>
<th>Level</th>
</tr>
</thead>
</table>

   Approval recommended by:

   A.D. Hill  [Signature]  4/9/15
   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:

   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 – 02/11
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<td>PETE 355</td>
<td>Addition of CVEN 305 as prerequisite.</td>
<td>Stress/strain relationships in solids as studied in CVEN 305 are directly related to drilling engineering (burst, collapse, buckling, Moore’s diagram for fracturing).</td>
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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 (M.S., M.D., A.P., Ph.D.): PHLT
2. Request submitted by: (Department or Program Name): PHLT 301 Orientation to Public Health
3. Course prefix, number and complete title of course:
   PHLT 301 Orientation to Public Health

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 9. 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 (ILM)
8. If this course will be stacked, please indicate the course number of the stacked course: ___________________________
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:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLT</td>
<td>301</td>
<td>Orientation to Public Health</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

b. Change to:

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<tr>
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<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHLT</td>
<td>201</td>
<td>Orientation to Public Health</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by: ___________________________ Date 6/15/15
Department Head or Program Chair (Type Name & Sign) ___________________________ Date ___________________________
Department Head or Program Chair (Type Name & Sign) ___________________________ Date ___________________________

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

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu.
Curricular Services - 06/14
Course title and number: PHLT 201 Orientation to Public Health
Term: Fall 2015
Meeting times and location: TBD

Course Description:
This 1-credit course is designed mainly to help students to become familiar with public health, including aspects such as different disciplines within the profession and local, national and international agencies that have interest in public health, and public health code of ethics. The course consists mainly of attending seminars and lectures specific to public health themes.

Prerequisites:
Public Health major; or approval of instructor

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

<table>
<thead>
<tr>
<th>BSPH Learning Outcomes</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recognize major public health issues for populations on a social, community, and global scale</td>
<td>Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health. List the leading causes of mortality, morbidity, and health disparities among local, regional, and global populations</td>
</tr>
<tr>
<td>Describe multidisciplinary and ecological public health issues and concerns</td>
<td>Identify the multiple determinants of health. Mention key events associated with the history of public health that could influence current public health issues</td>
</tr>
<tr>
<td>Discuss lifestyle behaviors that promote individual and population health and well-being</td>
<td>Describe risk factors and modes of transmission for infectious and chronic diseases and how these diseases affect both personal and population health. Demonstrate increase in knowledge and skills for addressing lifestyle behavior</td>
</tr>
</tbody>
</table>
| Apply multidisciplinary strategies and interventions in addressing public health issues | Describe the roles of the four main disciplines within public health in safeguarding the population’s health  
Collaborate with others from diverse backgrounds in addressing health disparities and inequities. |
|---|---|
| Apply cultural competencies to public health problems | Discuss the role of gender, race, ethnicity, and other evolving demographics in affecting population health  
Discuss the role of gender, race, ethnicity, and other evolving demographics in designing programs to promote population health  
Discuss ethical issues in public health |
| Apply concepts of planning and management in public health programs | Identify stakeholders who influence health programs, and interventions.  
Explain the roles of the department of health policy and management in addressing structure, financing, and delivery of personal health care and public health services that impact population health. |
| Integrate and apply knowledge, skills, and principles for health improvement | Assess the source and quality of health information and data, as related to individual and community health. |

**Textbook and/or Resource Material**

There is no required textbook for this course.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1 | Course Introduction  
Public health history | Blackboard slide sets and other materials |
| 2 | Public health code of ethics | Blackboard slide sets and other materials |
| 3 | Public health code of ethics continued | Blackboard slide sets and other materials |
| 4 | Health Promotion and Community Health Sciences, and Public Health | Quiz 1  
Blackboard slide sets and other materials |
| 5 | Interventions to promote health | Blackboard slide sets and other materials |
| 6 | Environmental Health and Public Health | Blackboard slide sets and other materials |
| 7 | Tackling Environmental Contaminants in Air, Water, or Food | Blackboard slide sets and other materials |
| 8 | Occupational Health and Public Health | Quiz 2  
Blackboard slide sets and other materials |
<table>
<thead>
<tr>
<th>9</th>
<th>Worksite Interventions to Reduce Injuries</th>
<th>Blackboard slide sets and other materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Health Policy and Management, and Public Health</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>11</td>
<td>Enforcing Laws and Regulations to Protect the Health of the Public</td>
<td>Quiz 3 Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>12</td>
<td>Epidemiology and Biostatistics, and Public Health</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>13</td>
<td>Investigating Disease Outbreaks</td>
<td>Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>14</td>
<td>Actors in Public Health: Local, National, and Global Stakeholders</td>
<td>Quiz 4 Blackboard slide sets and other materials</td>
</tr>
<tr>
<td>15</td>
<td>Final Examination</td>
<td>Final examination due</td>
</tr>
</tbody>
</table>

**Grading Policies**

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes (4)</td>
<td>60%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Examination</td>
<td>30%</td>
</tr>
</tbody>
</table>

The grading scale will be as follows:

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

Final grading in this course will be Satisfactory/Unsatisfactory. To receive a grade of Satisfactory, you will need at least overall 70%.

**Assignment Instructions:**

I. **Quizzes.** Four quizzes will be typically given during the semester on previous reading assignments and class presentations. Reading assigned chapters or papers and lecture are an important part of this course. Thus, quizzes on the readings comprise 60% of the final course grade. Quizzes will usually occur at the beginning of class and will be closed book, closed notes for lessons taught earlier. Students who arrive late to class and miss a quiz will earn a 0 for the missed quiz unless they provide university excused absence. Make-up for university-excused absence is discussed below.

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

III. **Final Examination.** This will either be a take-home examination or in-class examination.
Attendance and Make-up Policies

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

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

Unexcused absences, quizzes and assignments will result in a grade of a 0, for missed participation or assignments.

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

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

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

Blackboard (Bb Statement)

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

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

Plagiarism Virtual Course

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

End of Course Evaluation

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

SPH Mission

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

Americans with Disabilities Act (ADA)

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

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

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

FERPA

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

Equal Opportunity Statement

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

DISCLAIMER

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

Title IX

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

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
**Texas A&M University**  
Departmental Request for a 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): Recreation, Park and Tourism Sciences  
3. Course prefix, number and complete title of course: RPTS 474 Administration of Programs and Services for Youth  
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:  
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:  
<table>
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<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>RPTS</td>
<td>474</td>
<td>MGMT PROG SERV FOR YOUTH</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>2.00</td>
<td>4.00</td>
</tr>
</tbody>
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</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Approval recommended by:  
Gary D. Ellis, PhD  
Department Head or Program Chair (Type Name & Sign)  
Department Head or Program Chair (Type Name & Sign)  
Date  
Dean of College  
Date  
Chair, College Review Committee  
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
Texas A&M University  
RPTS 474W: Management of Programs and Services for Youth
FALL 2016

Instructor: Dr. Jill Martz  
E-mail: jill.martz@ag.tamu.edu  
Phone: 979 - 862-8819
Office: 432 AGLS  
Office Hours: by appointment  
1:00 – 2:30 T, Th
TA: TBA  
Meeting Times & Location: TBA
Office Hours: TBA

COURSE OVERVIEW and INTRODUCTION

Course Purpose:
The realities of the environment in which today's youth serving agencies operate require successful youth development professionals to understand the practical administrative aspects of their organizations. The purpose of this course is to provide students with an understanding of basic principles and strategies for managing and leading youth agencies and organizations.

Course Description:
This course will focus on the organizational behavior, administration, and management of public, non-profit, and for profit or commercial youth programs and agencies. This course is designed to examine the foundations of management and organizational behavior in the context of youth organizations. Topics will include: organizational culture; strategic planning; capacity building; evaluation; marketing and communication; human resource management; financial resource development; and budgeting and fiscal management. We will also look at key contemporary issues facing the youth development field. While we will spend some time covering basic management concepts, this course is designed to be a step beyond a basic management/supervision course (i.e., RPTS 304).

Prerequisites: RPTS 304, 370 and 371; Junior or Senior Classification

Course Outcomes:
- Identify the operational effects of the culture and environment on youth serving organizations;
- Identify approaches to the organizational structure of youth serving organizations and how they influence effectiveness;
- Demonstrate an understanding of the challenges and opportunities associated with stakeholder management, including working with boards and advisory groups;
- Assess the strategic planning processes used in youth development organizations;
- Recognize and differentiate the relationships between values, vision, and mission statements and their roles in organizational stewardship;
- Identify the concept of organizational capacity and capacity building in youth serving organizations, including initiating, developing, and sustaining partnerships;
- Articulate the rationale for and processes used in organizational and program evaluation;
- Demonstrate an understanding of the role of marketing and public relations in youth serving organizations;
- Describe principles, processes, and techniques used in selecting, organizing, motivating, disciplining, and evaluating personnel to meet the objectives of the organization;
- Identify sources of revenue and methods of acquiring financing to support youth programs;
- Develop budget processes and financial analysis methods used in youth serving organizations;
- Identify and articulate key contemporary issues facing youth serving organizations;
- Demonstrate effective written communication skills;
- Develop a broad understanding of the skills and competencies needed to successfully manage and lead effective youth organizations.
Module Outline:
Each module is outlined below. Outlines include “learning objectives” and “module content.” Students are responsible for reviewing all materials and completing all course work on time.

Method of Instruction:
All course materials will be provided on the eCampus website. http://ecampus.tamu.edu/
- Technical Help for eCampus can be found:
  o Help Desk: http://helpdesk.tamu.edu/ (979-845-8300)
  o eCampus Help Site: http://ecampus.tamu.edu/student-help.php

A variety of methods will be used to meet the needs of different learning styles and enable students to learn the course content. Learning style background and information can be found by visiting the following:
http://www.literacyworks.org/mi/assessment/findyourstrengths.html

Software & Technical Skills:
- Students will need access to the internet and eCampus to download and review course materials.
- All assignments will be submitted online. Students will need to be able to upload and download files (Images, Adobe PDFs, MS Word Documents, and MS PowerPoints).

Required Texts and Readings
- Selected reading from academic journals and other sources available through eCampus

STUDENT RESPONSIBILITY, UNIVERSITY & CLASSROOM INFORMATION

- Student-Instructor Communication:
  o Office visits: I am available to meet with you and encourage you to set up a meeting (in person or by phone). I recommend that you try to schedule an appointment ahead of time as I have offices in two locations. If you have any questions, ideas you wish to explore, problems related to the class, or just need to talk, please contact me.
  o In most cases, office visits are more helpful before a “crisis” than after.
  o Emails: Emails sent Sunday-Thursday will be answered within 24 hours. Emails sent Friday-Saturday will be answered on Monday.
  o Grading: Assignments will generally be graded by the Friday following the deadline. Due to work related travel, there may be an occasional exception.
  o Announcements: Check the link to this class regularly on eCampus. If changes are made to the syllabus/schedule or there are delays in grading, you will be notified on this site.
  o Attendance: This class is designed to provide opportunities for analyzing situations and learning diverse points of view. Therefore, lecture attendance is important and expected. Each week of class will have 2 required lectures with 5 points per lecture awarded for attendance. With the approval of the instructor, missed class practicum discussions/lecture attendance points can be made up by completing the assignment in writing and turning it in within a week of the missed class. Student rule 7 provides guidelines for documenting University-excused absences (http://student-rules.tamu.edu/rule07). When possible, arrange for make-up work prior to an absence.
• **Assignments** Students must submit written assignments on or before due dates. **Late submission of assignments will be reflected in grading.** Exceptions will be made only if arrangements have been made prior to the deadline, or documentation for a University-excused absence is submitted. As an intensive writing course, special emphasis will be put on presenting thoughts in a professional manner and providing student feedback.

• **Papers must be:** typed (12 point font and double-spaced) with the use of proper grammar and formal English composition. Points will be subtracted for inaccurate or informal written language.

• **Review your work,** use spell check and a dictionary or thesaurus as needed. Please follow the American Psychological Association, APA, 6th edition, publication manual for references.

• **Diversity** is the strength of our society. In this class, I ask that you maintain an open mind to the differences around you, and I encourage you to respect those differences. Points of view may and should be argued but each speaker/writer is to be respected. I encourage you to acknowledge your diversities by actively engaging with one another. It is especially important that you are tolerant of other students, whose opinions differ from you own, while debating the opinions and remaining respectful of the individuals who hold them.

• **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. I want you to be successful and receive appropriate accommodations but your needs must be articulated by you early in the semester. **If you believe you have a disability requiring an accommodation, please contact Disabilities Services in Cain Hall or call 845-1637.** E-Campus (TAMU) Accessibility Statement: [http://vpapit.tamu.edu/Accessibility_Statement.php](http://vpapit.tamu.edu/Accessibility_Statement.php)

TAMU Accountability Statement: [https://accountability.tamu.edu/content/accessibility-statement](https://accountability.tamu.edu/content/accessibility-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. 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://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)

• **Writing Center** - provides one-to-one consultations on writing or public speaking with a College Reading and Learning Association certified consultant. Two types of consultations are available: online or in-person. Locations: Evans Library or West Campus Library locations or call the Write Line at (979) 845-2160. [http://writingcenter.tamu.edu/](http://writingcenter.tamu.edu/)

• **Student Learning Center (Peer Academic Services)** - provides academic support free of charge to all TAMU students. They offer Supplemental Instruction (SI), tutoring, transfer student services and Independent Study Labs (ISL) for developmental education students. PAS provides training for SI leaders, tutors and peer mentors. [http://slc.tamu.edu](http://slc.tamu.edu)
**GRADING**

The course is organized in modules with various assignments for each module. When evaluating, I will look for clarity, quality, completeness and demonstrated professionalism in your work. The following point system and evaluation criteria will be used to determine grades.

<table>
<thead>
<tr>
<th>Participation/Assignments (Total points = 560)</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation 15 wks @10 = 150</td>
<td>Each module will have an end of module activity that corresponds with the site visit, lecture and/or reading for that topic. Activities will vary from module to module.</td>
</tr>
<tr>
<td>End of Module Assignments 11 @10 = 110</td>
<td>It is important for students to: 1) address the assignment in detail, 2) use at least one reference from the readings to back up an opinion or assessment (i.e. the textbook or other readings).</td>
</tr>
<tr>
<td>OA Part 1 = 50</td>
<td></td>
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<tr>
<td>OA Part 2 = 50</td>
<td></td>
</tr>
<tr>
<td>OA Final Analysis = 50</td>
<td></td>
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<tr>
<td>Grant Project = 100</td>
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<tr>
<td>Final Reflection = 50</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Percentage of Points</th>
<th>Letter Grade</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100% (504+ points)</td>
<td>A</td>
<td>Assignments must be virtually free from errors in writing, word usage, and sentence structure. The paper will be distinguished by clear and logical thinking and will include evidence of advanced critical thinking skills.</td>
</tr>
<tr>
<td>80 - 89% (448 - 503 points)</td>
<td>B</td>
<td>Assignments will be organized and written well although there may be writing errors and a partial lack of focus. The paper will demonstrate a good understanding and application of the topic but may not be as clear or logical as an A submission.</td>
</tr>
<tr>
<td>70 - 79% (392 - 447 points)</td>
<td>C</td>
<td>Assignments in this grade category will show serious difficulty in managing completion of the assignment, weakness in analytical thinking, and/or writing errors that interfere with readability. The paper will illustrate a basic understanding of the topic.</td>
</tr>
<tr>
<td>60 - 69% (336 - 391 points)</td>
<td>D</td>
<td>Assignments in this category will fail to meet the major requirements of the assignment, including tasks or questions that are ignored, misconstrued or redefined to accommodate what the students’ wants or is able to say. Work at this level will include: little or no development of ideas, no clear progression from one section to the next, numerous spelling and grammatical errors, all which give the impression of inferior writing though indications of the students attempt to understand the assignment will be present.</td>
</tr>
<tr>
<td>Less than 60% (335 or fewer points)</td>
<td>F</td>
<td>Assignments in this category will fail to meet minimal standards of acceptability and competence and will illustrate little or no understanding of the topic and/or basic writing skills.</td>
</tr>
</tbody>
</table>

*For Specific Assignment Due Dates – See this Syllabus and the Course Matrix located on eCampus.*

*Students must submit written assignments on or before due dates *Late assignments will be reflected in the grade.* Exceptions will be made only if arrangements have been made in conversation with me prior to the deadline.

*Please note the calendar (& syllabus) are subject to changes. Any changes to the Syllabus will be announced on the eCampus website or by email.*
### COURSE SCHEDULE

**Lectures/Practicum**

Attendance at all lectures and practicums is an expectation for this course with points toward final grades earned for attendance. Failure to attend class and participate in discussions and classroom activities will be reflected in points earned. Total per each week of class = 10 points.

<table>
<thead>
<tr>
<th>Week, Module</th>
<th>Focus/Assignment</th>
<th>Attendance/Assignments Due – Sunday @ 11:55 unless otherwise noted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1, Module 1</td>
<td>Course Syllabus, Outline and Overview</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 2, Module 2</td>
<td>Youth Organizations, Branding</td>
<td>EOM, OA Name due Week 2 10,10</td>
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<tr>
<td>Week 3, Module 3</td>
<td>Assessing Capacity – Part 1 Aspirations – Vision, Mission and Goals</td>
<td>OA Part 1 due Week 3 10,50 McKinsey-Aspirations</td>
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<tr>
<td>Week 4, Module 4</td>
<td>Leadership and Management Personality Assessment</td>
<td>EOM 10,10</td>
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<tr>
<td>Week 5, Module 5</td>
<td>Stakeholder, Partner, Board Relationships</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 6, Module 6</td>
<td>Assessing Capacity Part 2 Strategy/Human Resources</td>
<td>OA Part 2 due Week 6 10,50 McKinsey-Strategy/Human Resources</td>
</tr>
<tr>
<td>Week 7, Module 7</td>
<td>Program Planning - Logic Models</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 8, Module 8</td>
<td>Program Outcome Evaluation - Strategies</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 9, Module 9</td>
<td>Assessing Capacity Part 3 SWOT, Issues, Culture</td>
<td>OA Part 3 due Week 9 10,50 McKinsey – Culture SWOT, Issues</td>
</tr>
<tr>
<td>Week 10, Module 10</td>
<td>Funding and Grant Writing</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 11, Module 11</td>
<td>Budgeting and Finance</td>
<td>EOM 10,10</td>
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<tr>
<td>Week 12, Module 12</td>
<td>Human Resources – Hiring</td>
<td>EOM 10,10</td>
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<td>Week 13, Module 13</td>
<td>Performance Appraisals/Motivation</td>
<td>EOM 10,10</td>
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<tr>
<td>Week 14, Module 14</td>
<td>Crisis and Risk Management</td>
<td>EOM 10,10</td>
</tr>
<tr>
<td>Week 15, Module 15</td>
<td>Innovations and Wrap-Up</td>
<td>Grant Project due Week 15 10,100</td>
</tr>
<tr>
<td>Study - Exams</td>
<td>Summary, Reflection</td>
<td>Reflection due 1st Day of Finals 50</td>
</tr>
</tbody>
</table>

### INDIVIDUAL MODULES OUTLINE

**Module 1: Introduction - Course Syllabus, Outline and Overview**

Upon completing this module students will be able to:
- Identify course expectations, requirements and goals
- Identify writing expectations for the course

**Lectures**
- Welcome and Course Introduction - slides

**Readings**
- APA Citation Guidelines,
- JYD pgs. 7-19,
- NRC Executive Summary
- Writing Well - slides

**Lab Practicum:**
- Personal Competency Assessment from HBM Table 1.3 Pgs. 9 & 10
- YD Organization Personal Assessment

**End of Module Assessment:**
Find a youth serving organization that you are not familiar with and describe them in 300 words. Include your method of finding them, their branding message and their vision, mission, values and goals in your description.
### Module 2: Youth Development Organizations, Branding

Upon completing this module students will be able to:
- Construct elements of youth organizations and their environments
- Explain how program elements help reach organizational goals
- Explain the importance of organizational-level practices and provide examples related to youth development
- Summarize ways in which a youth-serving agency (at the organizational level) can help ensure its programs remain consistent with the framework for positive youth development.

**Lecture**
- Youth Development Organizations - slides

**Readings**
- NRC Executive Summary, Ch. 5 & 10
- Robolt, Balzerman, Rana & Korum (2013)
- Roth & Gunn (2003)
- Essential Elements of Youth Development
- JYD - Voluntary Youth Serving Orgs. Pgs. 139 – 154

**Lab Practicum**
- Youth Agency Environments
- YD and Org. Practices

**End of Module Assessment**
Which of the 11 recommendations in the NRC Executive Summary (beginning on page 8 and available through the TAMU libraries) do you consider most salient 12 years after publication? Why?
- Name of local Organizational
- Organizational Analysis proposed site due by email to instructor and approved

### Module 3: Assessing Capacity Part 1 - Aspirations

Upon completing this module students will be able to:
- Identify and analyze aspects of organizational capacity and their importance to youth development organizations.
- Assess the capacity of vision, mission, value and goal statements for a specific youth development organization
- Identify elements of high capacity and their importance
- Outline effective strategies directors can implement in organizations to produce positive cultural changes

**Lecture**
- Building Capacity - slides
- Review of McKinsey Assessment Tool

**Readings**
- Devita & Fleming (2001)
- McKinsey Capacity Assessment Tool and Grid.

**Lab Practicum**
- Culture Change
- Building Capacity

**Assignment/ Lecture**
- Building Capacity - slides
- Review of McKinsey Assessment Tool

**Readings**
- Devita & Fleming (2001)
- McKinsey Capacity Assessment Tool and Grid.

**Lab Practicum**
- Culture Change
- Building Capacity

**Individual Assignment**
OA – Part 1: Aspirations – Describe your youth serving organization. Use the McKinsey capacity assessment tool to analyze the strength of their mission, vision and goals
### Module 4: Leadership and Management

**Upon completing this module students will be able to:**
- Identify temperaments and personality traits of self and others
- Identify attributes of a successful CEO
- Recognize and articulate organizational values
- Develop goals based or organizational values as well as mission and vision statements

**Lecture**
Leadership and Management - slides

**Readings**
- HBM – Ch. 1 & 2
- Balsar & Carmin (2009)
- Block & Rosenberg (2002)

**Lab Practicum**
Leadership and Management discussion based on analysis of TED Talks

**End of Module Assessment**
Identify and summarize 3 leadership videos on TED Talks and list 3 or more key points from each. Which one do you feel is most relevant to leadership in the field of youth development?

### Module 5: Stakeholder, Partner, Board Relationships

**Upon completing this module students will be able to:**
- Identify the challenges and benefits of engaging with diverse stakeholder groups
- Distinguish the difference between stakeholders and partners
- Articulate best practices to effectively engage with stakeholders to enhance organizational processes
- Distinguish between different types and structures of partnerships
- Synthesize how to overcome barriers to ensure that partnerships with other organizations are successful
- Identify common issues regarding stakeholder engagement and discuss strategies for improvement
- Identify and differentiate management and leadership behaviors when working with boards

**Lecture**
Challenges and Opportunities: Engaging Stakeholders and Partners - slides

**Readings**
- HBM Ch. 6

**Lab Practicum**
- Partnerships
- Stakeholders

**End of Module Assessment**
- Partnerships and Stakeholders
Module 6: Strategic Planning

Upon completing this module students will be able to:
- Identify challenges associated with the strategic planning process
- Synthesize the Strengths, Weaknesses, Opportunities, and Threats (SWOT) approach for strategic planning for youth organizations
- Utilize the SWOT approach and analyze its relationship to a youth organization’s mission and strategic planning
- Construct an example of how to put strategic planning into action
- Analyze the Strategy or Human Resources capacity or a youth serving organization

Lecture
Strategic Planning in Youth Organizations - slides
SWOT Analysis

Readings
HBM Ch. 7

Lab Practicum
Conducting a SWOT Analysis
Youthcast Strategic Planning

Individual Assignment
OA - Part 2: McKinsey Strategy or Human Resources Analysis. Use the McKinsey assessment tool to review the Strategy or Human Resources capacities of the program selected for your OA and describe your findings in narrative format.

Module 7: Program Planning - Logic Models

Upon completing this module students will be able to:
- Construct a “Logic Model” for an organization or program.
- Relate organizational goals and activities to program outcomes.
- Design a summative evaluation to measure program performance based on desired program outcomes.
- Discuss the relationship between accountability and evaluation.

Lecture
Accountability and Evaluation – slides
Logic Model - slides

Readings
NRC Ch. 7
Schwarzlose, Tori. (n.d.) YDI

Lab Practicum
Logic Models
Evaluation

End of Module Assessment
Complete a logic model for a program offered by your organizational analysis agency or program.
## Module 8: Program Outcome - Evaluation Strategies

**Upon completing this module students will be able to:**
- Articulate the rationale for and processes used in organizational and program evaluation;
- Identify strategies to use in measuring short, intermediate and long term outcomes
- Construct a sample youth development program evaluation plan and determine appropriate instruments

**Lecture**
Evaluation Strategies – slides

**Readings**
JYD 82-94

**Lab Practicum**
Uses of Formative and Summative Evaluation
Age appropriate evaluation techniques

**EOM**
Design a sample evaluation strategy using formative and summative evaluation questions and age appropriate strategies that could be used by the youth serving organization selected for your analysis

## Module 9: Organizational Analysis

**Upon completing this module students will be able to:**
- Use feedback from previous assignments to make revisions and complete the analysis of a self-selected youth development organization

**Lecture**
Refer back to earlier class materials

**Readings**
Refer back to earlier class materials

**Lab Practicum**
Work on Organizational Analysis

**Individual Assignment**
OA Part 3 - Use previous feedback to revise sections 1 & 2 and complete Part 3 of your Organizational Analysis. For Part 3 - Complete a graphic representation of a SWOT analysis for your youth development organization and describe it in narrative form. Use this analysis to identify 2 issues the organization should address and include strategies for doing so. As your closing section, describe the capacity of the organizational culture according to the McKinsey tool and predict the likelihood of success by your organization in addressing these strategic issues.

## Module 10: Funding and Grant Writing

**Upon completing this module students will be able to:**
- Create a grant proposal
  - Articulate a youth serving organizations’ aspirations and other critical information for grant proposals
  - Advocate organizational needs to funders
  - Create a logic model utilizing previous feedback
  - Design a budget for a grant proposal

**Lecture**
Funding thru Grant Writing

**Readings**
NRC Ch. 9
HBM Ch. 12 (pp. 286-298)
Proposal Writing Short Course and Proposal Budgeting Basics at foundationcenter.org.

**Individual Assignment**
Begin work on grant assignment
## Module 11: Budgeting and Finance

**Upon completing this module students will be able to:**
- Identify the benefits of fiscal management and accountability for a youth serving organization
- Create line-item budgets and determine actual program costs
- Develop ways to increase an organization’s revenue for the long term
- Determine the benefits of different types of revenue for youth programs.
- Identify and analyze revenues and expenses from an annual youth organization budget report

**Lecture**
- Budgeting - slides
- Fund Raising - slides

**Readings**
- BGC Annual Report
- HBM Ch. 13

**Lab Practicum**
- Financial Management Resources

**End of Module Assessment:**
- Budgeting

## Module 12: Human Resources - Hiring

**Upon completing this module students will be able to:**
- Examine the hiring process and associated challenges and opportunities.
- Strategize how to organize and conduct the hiring process.
- Create a posit on description
- Identify aspects of hiring models and staff development and their use within an organization.

**Lecture**
- Human Resource Management - slides

**Readings**
- HBM Ch. 10 & 11
- Salas, E. & Cannon-Bowers, J. A..

**Lab Practicum**
- Screening candidates and conducting interviews
- Making the right selections

**End of Module Assessment:**
- Recruitment, Selection
# Module 13: Human Resources – Performance Appraisals/Motivation

**Upon completing this module students will be able to:**
- Examine and explain the importance of paid and volunteer staff training.
- Examine policies/ best practices regarding staff and volunteer training and performance evaluation to improve administrative processes and strategies

**Lecture**
- ISOTURE Volunteer Management - slides

**Readings**
- JYD 126-128
- ACA – Who’s on the Bus?

**Lab Practicum**
- Training, Staff Motivation, Discipline and Rewards
- Managing Volunteers

**End of Module Assessment:**
Based on the principles discussed in the past 2 weeks, describe in 300-500 words what you think is important in evaluating and motivating staff. If you were in a position to do so, how would you go about operationalizing these things?

# Module 14: Risk Management and Public Relations

**Upon completing this module students will be able to:**
- Strategize various risk and crisis management techniques to assess and address risks within youth organizations
- Examine risk management situations and determine the issues and how to prevent such an event in the future.

**Lecture**
- Risk Management – slides
- ADA, Title IX and Child Protection - slides

**Readings**
- HBM Ch. 4
- ACA Crisis Response Trng.
- ACA Risk Management
- Nat’l 4-H Hdqtrs. - Best Practices

**Lab Practicum**
- Risk Mgmt. Assessment
- Crisis Management

**End of Module Assessment:**
- Crisis Management Strategies

# Module 15: Innovations and Wrap-Up

**Upon completing this module students will be able to:**
- Identify and articulate key contemporary issues facing youth serving organizations;
- Develop a broad understanding of the skills and competencies needed to successfully manage and lead effective youth organizations.

**Lecture**
- New Directions in Youth Development - slides

**Readings**
- JYD 95-108 and 155-166
- Zeldin, Camino & Mock (2005)
- Zeldin, Christens & Powers (2012)

**Individual Assignment:**
- Final Grant Writing Project Due last day of class
- Summary/Self-Reflection Due 1st Day of Finals

**Additional Information** – download selected readings (see above) through eCampus
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., Phurm.D, D.V.M)
2. Request submitted by (Department or Program Name): Wildlife and Fisheries Science Department
3. Course prefix, number and complete title of course: WFSC 406: Conservation Biology and Wildlife Habitat Management

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: WFSC 636
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: Conservation Biology and Wildlife Habitat Management Designed to acquaint the student with major land use practices on lands that produce wildlife, how these influence wildlife production and alterations or manipulations of habitat used to achieve specific wildlife management goals.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Wildlife Habitat Management

11. a. As currently in course inventory:

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<thead>
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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
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<tbody>
<tr>
<td>WFSC</td>
<td>406</td>
<td>Conservation Biology &amp; Wildlife Habitat Management</td>
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</table>

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<tr>
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<th>Lab</th>
<th>Other</th>
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b. Change to:

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<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>WFSC</td>
<td>406</td>
<td>WILDLIFE HABITAT MANAGEMENT</td>
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<th>Lab</th>
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Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
departmentheadsignature
Chair, College Review Committee Date
Kim Dooley
Deans of College Date
Chair, GC or UCC Date
Effective Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
The reason we are changing the title is because the course is stacked with WFSC 636, which is called “wildlife habitat management”. Basic concepts of conservation biology are covered in both courses and in the case of the undergraduate course, redundant in the course title. Wildlife habitat management typically includes basic principles of conservation biology.