The Undergraduate Curriculum Committee recommends approval of the following:

1. **New Courses**

   **AERO 411. Applications of Fracture Mechanics to Aerospace Structures.** *(3-0). Credit 3.* Foundations of linear elastic fracture mechanics of aerospace structure; calculation of stress intensity factors and energy release rates; crack growth under fatigue loading; ASTM standards for fracture testing; the role of fracture mechanics in the analysis and design of aerospace structures. Prerequisite: AERO 304 or equivalent with a grade of C or better.

   **AGCJ 413. Emerging Media in Agriculture.** *(3-0). Credit 3.* Popular emerging media in agriculture to communicate, build and market a brand online; understanding the strategy behind the posts and other communications; create emerging media communications strategies for academic or business entities that may be implemented upon completion of course. Prerequisite: AGCJ 313.

   **ALEC 425 Principals of Program Evaluation.** *(3-0). Credit 3.* Evaluation principles applied to educational programs in agriculture and life science; basic understanding of skills in program evaluation processes, concepts, and theories; develop expertise needed to design and conduct evaluations of youth and adults in extension, community, and school-based programs. Prerequisite: Junior or senior classification.

   **ANSC 470. Quality Assurance for the Food Industry.** *(3-0). Credit 3.* Principles of food system process control including statistical process control (SPC) and the tools required to assure uniform communication and understanding of quality assurance systems. Prerequisite: Junior or senior classification. Cross-listed with FSTC 470.

   **ANTH 435. Medical Anthropology.** *(3-0). Credit 3.* Overview of medical anthropology, a subfield in anthropology which examines the biological and cultural basis of health and disease in order to understand the influence of culture on the illness experience and treatment. Prerequisite: Junior or senior classification or approval of instructor.

   **ANTH 437. Ethnobotany.** *(3-0). Credit 3.* Interdisciplinary study of the complex and dynamic relationships that exist between people and plants. Prerequisite: Junior or senior classification or approval of instructor.

   **BMEN 428. Microcontrollers and Communications in Medical Devices.** *(3-0). Credit 3.* Principles of embedded system architecture and programming; fundamentals and theoretical foundations of wireless communication systems; hands-on experiences of how an embedded system could be used to solve problems in biomedical engineering; projects on wireless sensors and imaging for medical devices. Prerequisite: BMEN 211 or approval of instructor.

   **BMEN 448. Healthcare Technology in the Developing World.** *(1-6). Credit 3.* Principles of operation for major types of medical equipment; physiology underlying the measurement; major functional (system) pieces for each instrument; typical problems/applications of each instrument. Prerequisites: MATH 152, PHYS 208, and approval of instructor.

   **CVEN 462. Engineering Hydrogeology.** *(3-0). Credit 3.* Groundwater in the hydrologic cycle; aquifer properties; well hydraulics, testing, and design; groundwater quality; and groundwater management and sustainability. Prerequisites: CVEN 311; CVEN 301 or CVEN 339; junior or senior classification; or approval of instructor.
ENGR 333. Project Management for Engineers. (3-0). Credit 3. Basic project management for engineering; project development and economic justification; estimating; scheduling; network methods; critical path analysis; earned value management; project organizational structures; project risk assessment; resource allocation; ethics; characteristics of project managers. Prerequisite: Junior or senior classification in the Dwight Look College of Engineering or biological and agricultural engineering or approval of instructor.

ENTC 484 Professional Internship. (1-0). Credit 1. Directed internship in a private firm, government agency/laboratory, or non-governmental organization to provide work and/or research experience related to the student’s program and career objectives. May be taken two times for credit. Prerequisites: Junior and senior classification and approval of internship agency and instructor.

FINC 444. Behavioral Finance. (3-0). Credit 3. Psychological and sociological aspects of financial decision making for individuals, institutions, and corporations; impacts of psychological factors on the financial markets, including anomalies in asset prices and stock market bubbles and crashes. Prerequisites: FINC 351 and FINC 361.

FINC 464. Commercial Credit Analysis. (3-0). Credit 3. Recognized techniques for assessing the ability and willingness of business firms to service debts as originally agreed; regulatory and ethical requirements for structuring and documenting commercial bank loans to protect interests of shareholders, depositors, and deposit insurers. Prerequisite: Admission to Mays Commercial Banking Certificate Program, or FINC 434 and approval of advisor.

FREN 481. Seminar in French and Francophone Studies. (3-0). Credit 3. In-depth exploration of topics in French and Francophone literature, culture, and/or film, involving individual student research projects. May be taken two times for credit as topics change. Prerequisite: Junior or senior classification or approval of instructor.

FSTC 470. Quality Assurance for the Food Industry. (3-0). Credit 3. Principles of food system process control including statistical process control (SPC) and the tools required to assure uniform communication and understanding of quality assurance systems. Prerequisite: Junior or senior classification. Cross-listed with ANSC 470.

GERM 104. Intensive Beginning German. (8-0). Credit 8. Accelerated elementary language study, with oral, listening, reading, and writing practice. Equivalent to GERM 101 and GERM 102.

GERM 204. Intensive Intermediate German. (6-0). Credit 6. Accelerated intermediate-level language study, with oral, listening, reading, and writing practice. Equivalent to GERM 201 and GERM 202. Prerequisite: GERM 102 or GERM 104.

GERM 440. Global Germany. (3-0). Credit 3. Impact of globalization on Germany and the globalization of German life and culture from postwar period to the present; analysis of theoretical, historical, fictional and/or cinematic works presenting relationship of modern Germany with world affairs. Course conducted in English. Prerequisite: Junior or senior classification or approval of instructor.

GERM 441. Representations of the Holocaust. (3-0). Credit 3. Analysis of artistic mediations of the Holocaust across diverse textual and visual media with particular focus on aesthetic, political, pedagogical, and ethical challenges. Course conducted in English. Prerequisite: Junior or senior classification or approval of instructor.
IDIS 433. Industrial Sales Force Development. (3-0). Credit 3. Techniques and processes for developing, maintaining and leading high performing industrial sales organizations; organizations planning and forecasting processes, processes and procedures for identifying and developing talented sales professionals who can operate within a sales process and provide solutions to customers while growing profitable accounts. Prerequisite: IDIS 330 with a grade of C or better.

IDIS 450. Analytics for Distribution Operation. (3-0). Credit 3. Fundamental concepts in data analytics in distribution operations; using data management tools to process transaction data into useful information; various statistical and analytical models to make strategic decision making; predictive analytics, simulation and risk analysis, linear optimization, and data mining. Prerequisites: IDIS 343 and IDIS 344 with a grade of “C” or better.

ISEN 210. Fundamentals of Industrial Engineering Design. (3-3). Credit 4. Engineering design for product development, problem definition and need identification, information gathering and concept generation, decision making and concept selection; industrial engineering concepts including design for manufacturing, assembly, sustainability and environment; economic decision making and cost evaluation; risk, reliability and safety; quality; robust design and optimization. Prerequisite: ENGR 112.

ISEN 230. Informatics for Industrial Engineers. (3-0). Credit 3. Structured programming concepts for implementing mathematical and statistical models in industrial engineering problems; emphasis on introductory production and service system problems and computer-based approaches to solve the problems; engineering applications of probability and statistics concepts. Prerequisite: CSCE 206 or CSCE 111 or CSCE 121 or equivalent. Concurrent enrollment in STAT 211.

ISEN 310. Uncertainty Modeling for Industrial Engineering. (3-0). Credit 3. Models and methods based on probability and statistics for industrial engineering applications; random variables, expectation, distribution fitting, reliability of systems, central limit theorem and interval estimates in the context of production and service systems. Prerequisites: ISEN 230 and STAT 211; junior or senior classification.

ISEN 320 Operations Research I. (3-0). Credit 3. Development and application of fundamental deterministic optimization models and solution methods; focus on quantitative modeling and formulation of linear, integer, and network flow problems; use of computer optimization software to model and solve real-life problems. Prerequisites: MATH 304; junior or senior classification.

ISEN 330. Human Systems Interaction. (3-0). Credit 3. Principles of human factors and ergonomics; emphasis on design to support human capabilities, limitations, and interaction tendencies in sociotechnical work systems; topics include human information processing, physiological and biomechanical functioning, and implications for design of the workplace and jobs; case studies in manufacturing, medicine, aerospace, ground transportation, and computer interaction. Prerequisites: MMET 181; junior classification.

ISEN 340. Operations Research II. (3-0). Credit 3. Probabilistic methods for industrial and service systems; stochastic processes used in industrial engineering, including Poisson processes and discrete and continuous-time Markov chains; applications to production operations, inventory control, revenue management, quality control, reliability, digital simulation and finance. Prerequisites: MATH 304 and ISEN 310; junior or senior classification.
ISEN 350. Quality Engineering. (2-3). Credit 3. Strategic approach to implementing quality, process and business improvement methods using data analysis tools; total quality management and six sigma approaches to define, measure, analyze, improve and control processes; principles of lean engineering; control charts; process capability analysis; basic metrology, applied statistics, lean principles and process capability. Prerequisites: ISEN 310 and ISEN 230; junior or senior classification.

ISEN 355. System Simulation. (2-3). Credit 3. Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, models and analysis; applications to industrial situations. Prerequisites: ISEN 230 and ISEN 310; junior or senior classification.

ISEN 370. Production Systems Engineering. (3-0). Credit 3. Principles, models, and techniques for planning and analysis of production and distribution systems; application of linear, integer, and nonlinear optimization models and solution methods for aggregate planning, supply chain planning, push (MRP) and pull (JIT) material flow management, inventory control under deterministic and stochastic demands, operations scheduling, and production scheduling. Prerequisites: ISEN 230 and ISEN 320; junior or senior classification.

ISEN 405. Facilities Design and Material Handling. (3-0). Credit 3. Principles of facilities location, layout, and material handling systems and to practice designing facilities; modeling, design, and analysis techniques; methodologies in facilities location, layout, and material handling; integration of ergonomics analysis techniques and their implications on design, layout, safety and quality. Prerequisites: ISEN 210 and ISEN 320; junior or senior classification.

ISEN 408. Supply Chain and Logistics. (3-0). Credit 3. Principles, models and techniques for planning, analysis and design of supply chain systems; optimization principles, including linear and integer programming, applied to supply chain planning and operations; information technology, design models, databases, and strategic and tactical decision making. Prerequisites: ISEN 320, ISEN 340, and ISEN 370; junior or senior classification.

ISEN 410. Advanced Engineering Economy. (3-0). Credit 3. Principles of economic equivalence; borrowing, lending, and investing; establishing minimum attractive rate of return; replacement analysis; capital budgeting; uncertainty analysis; decision trees. Prerequisites: ISEN 210 or ISEN 302; junior or senior classification.

ISEN 413. Advanced Data Analytics for Industry. (3-0). Credit 3. Data mining; linear discriminant analysis (LDA), principal component analysis (PCA) and other methods; classification, clustering, and mining, information extraction; dealing with uncertainty, Bayesian inference; neural models, regression and feature selection. Prerequisites: ISEN 310 and ISEN 350; junior or senior classification.

ISEN 434. Human Error and System Failures. (3-0). Credit 3. Human error from a sociotechnical systems perspective; role of error in complex system failures; human behavioral modes and system design factors; analytical methods for defining the roles and impact of errors in large-scale system accidents; real-world case studies. Prerequisites: ISEN 330; junior or senior classification.

ISEN 442. Organizational Systems. (3-0). Credit 3. Role of people and organizations in the design and development of complex engineered systems; providing engineers with the skills needed to effectively manage large-scale system development programs. Prerequisites: ISEN 330; junior or senior classification.
ISEN 453. Manufacturing Operations. (3-0). Credit 3. Analytical principles of manufacturing systems design, analysis and control; emphasis placed on stochastic analysis; role of variability and impact on cycle time; push versus pull production strategies including Kanban and constant WIP control; probability, queuing theory, Little’s Law, heavy traffic approximations, and queuing networks. Prerequisites: ISEN 340; junior or senior classification.

ISEN 460. Capstone Senior Design. (1-6). Credit 3. Engineering design including identification of a problem; development, analysis and evaluation of alternative solutions; and recommendations for and, where possible, development of systems improvement tools; application of experience and training to provide a product or solution that helps company clients; balancing client needs with academic requirements. Prerequisite: ISEN 340, ISEN 350, ISEN 355 and ISEN 370; junior or senior classification.

ISYS 370. Introduction to Energy Industry. (3-0). Credit 3. History of the modern Oil & Gas Industry; ecosystem of companies driving the industry; operations involved in exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the industry. Prerequisite: Admission to upper division in Mays Business School. Cross-listed with SCMT 370.


MEEN 440. Bio-inspired Engineering Design. (3-0). Credit 3. Expand design space available to engineering by developing and understanding of how nature solves problems; study of effective bio-inspired design and biomimetic applications to draw solutions from nature; enhance concept generation through the use of bio-inspired design; use current state of the art methods in bioinspired design; view nature’s solutions to different problems form an engineering perspective. Prerequisite: MEEN 368, BMEN 361, or BAEN 375.

MMET 201. Manufacturing and Materials. (3-2). Credit 4. Survey of metallic and non-metallic materials; selection and applications of materials; introduction to traditional and non-traditional manufacturing processes, assembly processes, and metrology. Prerequisite: ENGR 111.

MODL 321. Culture and Civilization I. (3-0). Credit 3. Studies in national culture and civilization from classical antiquity through the nineteenth century. Conducted in the target language. Prerequisite: Junior or senior classification, or instructor approval.

MODL 322. Culture and Civilization II. (3-0). Credit 3. Studies in national culture and civilization from the late nineteenth century through the present. Conducted in the target language. Prerequisite: Junior or senior classification, or instructor approval.

OCNG 281. Seminar. (1-0). Credit 1. Basic background on the research being conducted in the Department of Oceanography through seminars given by Oceanography graduate student; basic writing skills for ocean science through instruction and assignments during the semester. Prerequisites: OCNG 251 or OCNG 401; OCNG 252; or approval of instructor.

OCNG 456. MATLAB Programming for Ocean Sciences. (2-2). Credit 3. Computation techniques for oceanographic data processing using MATLAB; focus on the analysis of oceanographic-related data sets and real-world oceanographic applications; analyze individual data sets. Prerequisite: Junior or senior classification or approval of the instructor.
OCNG 461. Advanced Oceanographic Data Analysis and Communication. (3-0). Credit 3. Project design and planning for oceanographers; oceanographic data organization and analysis; synthesis and interpretation of data analysis; technical report writing and presentation. Prerequisites: OCNG 281, OCNG 404, OCNG 410, and GEOS 470, or approval of the instructor.

OCNG 481. Seminar. (1-0). Credit 1. Analysis, review and critique of current research themes in oceanography based on reading assignments and seminar presentations. May be taken four times for credit. Prerequisite: Junior or senior classification.


SCMT 370. Introduction to Energy Industry. (3-0). Credit 3. History of the modern Oil & Gas Industry; ecosystem of companies driving the industry; operations involved in exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the industry. Prerequisite: Admission to upper division in Mays Business School. Cross-listed with ISYS 370.

SCMT 381. Lean Business Tools and Techniques. (3-0). Credit 3. In-depth and hands-on look into specific Lean tools used to solve specific tactical problems; standard work strategies, time studies, waste simulation, PFEPs, productive maintenance, visual daily management systems, and Kaizen events. Prerequisite: Admission to upper-division in Mays Business School.

SOCI 208. Introduction to Aging and Society. (3-0). Credit 3. Introduction to a multidisciplinary approach to the social study of aging; separating facts from stereotypes about aging, examining basic sociological, psychological, and physiological factors affecting the aging process, and exploring institutions and careers related to aging.

SOCI 308. Community Issues in Aging. (3-0). Credit 3. Detailed exploration of social forces impacting the elderly and their families at the community level; the impact of demographic, cultural, organizational and social factors on a community's response to an increasingly aging population; and the application of this knowledge through volunteer collaboration with a community nonprofit organization serving the elderly. Prerequisite: Junior or senior classification or approval of instructor.

SOCI 311. Social Change. (3-0). Credit 3. Survey of major changes in American and Western society, the forces underlying change and tensions caused by social change. Prerequisite: Junior or senior classification or approval of instructor.

SOCI 338. Latino Immigration. (3-0). Credit 3. Theoretical and empirical examinations of the causes, processes, and impacts of Latin American immigration to the U.S.; Latino/a immigrant experience in the U.S.; effects of immigration on sending and receiving communities. Prerequisite: Junior or senior classification or approval of the instructor.

SOCI 408. Death and Dying. (3-0). Credit 3. Exploration of interdisciplinary social issues surrounding death and dying: the interactions among professionals, families, and dying individuals; the development and functioning of death norms and institutions (e.g., hospitals, funeral homes, hospice, capital punishment); the critical analysis of social/cultural inequalities affecting when and how we die. Prerequisite: Junior of senior classification or approval of instructor.
UGST 211. UScholar Personal Statement. Credit 0 to 1. Oral and written reflection on values, goals, and opportunities; preparation of personal statement appropriate for nationally competitive scholarship application. Must be taken on a satisfactory/unsatisfactory basis. Prerequisite: University Scholar classification.

UGST 311. UScholar Exploration Series. Credit 0 to 1. Selection from a variety of discussion topics designed to foster student-faculty interaction, intellectual and cultural enrichment, inter-and cross-disciplinary connections, and the development of interest and knowledge of issues outside of a student’s degree area. May be taken six times for credit. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Junior or senior classification or approval of instructor; admitted to University Scholar program.

UGST 405. Thesis Writing. Credit 0 to 1. Accessing information, searching scholarly literature, and oral or poster presentation of scholarly work and formal research thesis. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Junior of senior classification; admitted to Undergraduate Research Scholars.

UGST 497. Capstone. Credit 0 to 6. Demonstrating mastery of discipline as applied to an original problem through an independent, mentored project; public presentation of work. May be taken two times for credit. Must be taken on a satisfactory/unsatisfactory basis. Prerequisites: Junior or senior classification; admitted to Undergraduate Service Scholars program.

VIBS 447. Neurophysiology of Music. (2-0). Credit 2. Exploration of the heritability and genetics of musical talent, the physiology and physics of hearing, and the neurophysiology of processing sound using primarily German and Austrian compositions. Prerequisite: Junior or senior classification.

2. Withdrawal of Courses

CVEN 333. Project Management for Engineers
ISEN 333. Project Management for Engineers.
MEEN 333. Project Management for Engineers.
PSYC 405. Psychology of Religion.

3. Change in Courses

AFST 204. Introduction to African-American Literature.

Prerequisite
From: ENGL 104.
To: None.

AFST 205. Introduction to Africana Literature.

Prerequisite
From: ENGL 104.
To: None.
AGSM 301. Systems Analysis in Agriculture.

Prerequisite
From: MATH 141 and MATH 142 or equivalent; junior or senior classification or approval of instructor.
To: MATH 141 and MATH 142 with a grade of C or better.

AGSM 315. Food Process Engineering Technology.

Prerequisite
From: FSTC 201; PHYS 201; junior or senior classification or approval of instructor.
To: PHYS 201 or PHYS 218; junior or senior classification or approval of instructor.

AGSM 360. Occupational Safety Management.

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

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

ARTS 303. Graphic Design I.

Prerequisite
From: ARTS 103, VIST 105, ENDS 105 or approval of instructor and undergraduate program coordinator.
To: ARTS 104, VIST 105, ENDS 105 or approval of instructor and undergraduate program coordinator.

ASIA 350. Asia During World War II.

Course title
From: Asia During World War II.
To: World War II in Asia and the Pacific.

Course description
From: The origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war.
To: Origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States on Japanese-Americans; outcomes of the war; remembrance of the war.

BICH 107. Horizons in Biological Chemistry.

Course number
From: BICH 107.
To: BICH 101.
Course title
   From: Horizons in Biological Chemistry.
   To: Perspectives in Biochemistry and Genetics.

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

Course description, prerequisites, cross-listing
   From: An introduction to biochemistry and its relationship to the biological, biophysical and chemical sciences. Prerequisite: Freshman or sophomore classification or approval of instructor.
   To: Introduction to biochemistry and genetics and their relationship to the biological, biophysical and chemical sciences. Prerequisite: Biochemistry and genetics major or approval of instructor. Cross-listed with GENE 101.

BICH 414. Biochemical Techniques I.
   Prerequisite
      From: BICH 440; CHEM 316 and CHEM 318 or registration therein.
      To: BICH 440.

BMEN 101. Introduction to Biomedical Engineering.
   Prerequisite
      From: Freshman or sophomore classification.
      To: Admitted to major degree sequence.

BMEN 207. Computing for Biomedical Engineering.
   Prerequisite
      From: Admitted to major degree sequence; PHYS 208, CHEM 101/111, MATH 152, ENGR 112.
      To: Admitted to major degree sequence; MATH 152, ENGR 112.

BMEN 211. Biomedical Applications of Circuits, Signals and Systems.
   Prerequisite
      From: Admitted to major degree sequence in biomedical engineering, BMEN 207, MATH 308 or concurrent enrollment, or approval of instructor.
      To: Admitted to major degree sequence; PHYS 208 and MATH 308, or concurrent enrollment.

BMEN 253. Medical Device Design I.
   Prerequisite
      From: Admitted to major degree sequence in biomedical engineering; VTPP 434; or approval of instructor.
      To: BMEN 207.
BMEN 305. Bioinstrumentation.

Prerequisite
From: Admitted to major degree sequence in biomedical engineering; BMEN 211, VTPP 434 and 435; junior or senior classification; or approval of instructor.
To: BMEN 211, BMEN 321 or concurrent enrollment.

BMEN 321. Biomedical Electronics.

Prerequisite
From: BMEN 211; VTPP 435; junior or senior classification; or approval of instructor.
To: BMEN 211; junior or senior classification.

BMEN 322. Biosignal Analysis.

Prerequisite
From: BMEN 321, VTPP 434 and VTPP 435; junior or senior classification.
To: BMEN 321.


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

BMEN 343. Introduction to Biomaterials.

Prerequisite
From: Admitted to major degree sequence in biomedical engineering; VTPP 435; MATH 308; junior or senior classification; or approval of instructor.
To: MATH 308 and CHEM 227; junior or senior classification.

BMEN 344. Biological Responses to Medical Devices.

Prerequisite
From: Basic knowledge of biomaterials, cell biology, human anatomy/physiology and engineering principles (VTPP 435 or equivalent); BMEN 343 highly recommended.
To: BMEN 343. VTPP 435 or concurrent enrollment.

BMEN 401. Principles and Analysis of Biological Control Systems.

Prerequisite
From: BMEN 321; MATH 308; VTPP 434 and VTPP 435.
To: BMEN 321.

BMEN 404. FDA Good Laboratory and Clinical Practices.

Prerequisite
From: Admitted to major degree sequence and BMEN 430; junior or senior classification.
To: BMEN 253; junior or senior classification.
BMEN 406. Medical Device Path to Market.

Prerequisite
From: Admission into degree sequence of the major and junior or senior classification or approval of instructor.
To: BMEN 253; junior or senior classification, or approval of instructor.

BMEN 420. Medical Imaging.

Prerequisite
From: Admitted to major degree sequence in biomedical engineering; MATH 308; junior or senior classification; or approval of instructor.
To: BMEN 211; junior or senior classification.

BMEN 431. Thermodynamics of Biomolecular Systems.

Course description and prerequisites
From: Introduces equilibrium and non-equilibrium statistical mechanics and applies them to understand various biomolecular systems; including ensemble theory, reaction kinetics, nonlinear dynamics and stochastic processes; applied examples such as enzyme-ligand binding kinetics, conformational dynamic of proteins and nucleic acids, population dynamics, and noise in biological signals. Prerequisites: BMEN 240, PHYS 208 and MATH 308.
To: Biothermodynamics; quantitative framework for describing materials behavior and processes as they relate to the properties and interactions of microscopic constituents; application to bioengineering and biomedicine problems. Prerequisite: BMEN 361.

BMEN 432. Molecular and Cellular Biomechanics.

Prerequisite
From: BMEN 240, MATH 304; junior or senior classification.
To: BMEN 361.

BMEN 450. Case Studies.

Prerequisite
From: BMEN 361, BMEN 305 and BMEN 344; junior or senior classification; or approval of instructor.
To: Admitted to major degree sequence; junior or senior classification.


Prerequisite
From: BMEN 282/CHEN 282 and admitted to major degree sequence in biomedical engineering.
To: BMEN 341.

BMEN 452. Mass and Energy Transfer in Biosystems.

Prerequisite
From: BMEN 341; MATH 308; VTPP 434 and VTPP 435.
To: BMEN 341; MATH 308.
BMEN 453. Analysis and Design Project I.

Lecture contact hours and lab contact hours
From: (2-0). Credit 2.
To: (0-6). Credit 2.

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

BMEN 454. Analysis and Design Project II.

Lecture contact hours and lab contact hours
From: (2-0). Credit 2.
To: (0-6). Credit 2.

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

BMEN 457. Orthopedic Biomechanics.

Prerequisite
From: Admitted to major degree sequence in biomedical engineering; junior or senior classification.
To: BMEN 361 or equivalent course approved by instructor.

BMEN 461. Cardiac Mechanics.

Prerequisite
From: BMEN 240, BMEN 341, and BMEN 463; approval of instructor.
To: BMEN 341 and BMEN 361.


Prerequisite
From: BMEN 240 or equivalent; junior or senior classification.
To: BMEN 341 and BMEN 361.

BMEN 465. Biomechanics Experiential Learning Lab.

Prerequisite
From: Admitted to major degree sequence in biomedical engineering; junior or senior classification or approval of instructor.
To: BMEN 361.
BMEN 480. Biomedical Engineering of Tissues.

Prerequisite
From: Admitted to major degree sequence (upper level) in biomedical engineering.
To: BMEN 343.

BMEN 482. Polymeric Biomaterials.

Prerequisite
From: BMEN 342 or approval of instructor; junior or senior classification.
To: BMEN 343.

CHEM 289. Special Topics in...

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

CVEN 400. Design Problems in Civil Engineering.

Prerequisite
From: CVEN 303 and CVEN 345; CVEN 322 or CVEN 422; senior classification; or approval of instructor.
To: CVEN 303, CVEN 322, CVEN 345 and CVEN 399; senior classification; or approval of instructor.

CVEN 424. Civil Engineering Professional Practice.

Prerequisite
From: CVEN 322; senior classification in civil engineering or ocean engineering.
To: CVEN 322 and CVEN 399; senior classification in civil engineering.

CVEN 456. Highway Design.

Prerequisite
From: CVEN 307.
To: CVEN 307 and CVEN 399; senior classification; or approval of instructor.


Prerequisite
From: CVEN 365 or registration therein; CVEN 444 and CVEN 446.
To: CVEN 365 or concurrent enrollment; CVEN 399, CVEN 444 and CVEN 446; senior classification; or approval of instructor.

EHRD 372. Training and Development in HRD.

Prerequisite
From: Junior or senior classification and approval of instructor.
To: Grade of C or better in EHRD 203 and EHRD 210; junior or senior classification; or approval of instructor.
EHRD 374. Organizational Development.

Prerequisite
From: Junior or senior classification and approval of instructor.
To: Grade of C or better in EHRD 203 and EHRD 210; junior or senior classification; or approval of instructor.

EHRD 413. Conflict Management and Dialogue.

Prerequisite
From: Junior or senior classification or approval of instructor.
To: Grade of C or better in EHRD 203 and EHRD 210; junior or senior classification; or approval of instructor.

ENGL 352. Literature, World War II to Present.

Prerequisite
From: 3 credits of literature at 200-level or above.
To: Junior or senior classification.

ENGL 497. Independent Honors Studies.

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

ESET 151. Engineering Leadership.

Course number
From: ESET 151.
To: ESET 319.

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

ESET 211. Power Systems and Circuit Applications.

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

ESET 352. Electronics Testing I.

Prerequisite
From: ENTC 350 with a grade of C or better; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, PHYS 218 with a grade of C or better; junior or senior classification in electronic systems engineering technology.
To: ENTC 329 and ESET 350 with a grade of C or better.
ESET 419. Engineering Technology Capstone I.

Prerequisite
From: Grade of C or better in ESET 369 and ESET 333; completion of ENGL 104, MATH 151, MATH 152, CHEM 107 and CHEM 117, and PHYS 218 with a grade of C or better; senior classification in electronic systems engineering technology.
To: ESET 319, ESET 333 and ESET 369 with a grade of C or better.

FINC 485. Directed Studies.

Variable credit hours
From: Credit 1 to 3.
To: Credit 0 to 6.

Prerequisite
From: Finance major and senior classification; approval of department head.
To: Approval of department head; FINC 351 and FINC 361; ACCT 328 or concurrent enrollment.

FREN 300. Composition.

Course title
From: Composition.
To: Written Communication in the French-Speaking World.

Course description
From: Development of writing skills in French; emphasis on grammatical constructions; structural analysis of representative texts and their imitation; expression of hypotheses; descriptive and explanatory writing; required for modern languages majors in French; conducted in French.
To: Strategies for effective communication in the written language; active production of a variety of narrative, expository, analytical, persuasive and epistolary texts with special attention to language appropriate to various social, professional and cultural contexts both in French and in the Francophone world; conducted in French.

FREN 301. French Culture and Civilization.

Course title
From: French Culture and Civilization.
To: French Society and Culture in Evolution.

Course description
From: Cultural background of French language and literature; salient aspects of the geography and history of France; characteristic elements of French culture; illustration of major stylistic periods in literature and the fine arts; conducted in French.
To: Events, figures, monuments, laws and cultural productions, texts and events participating in the evolution of French institutions, religion, socio-economic structures, marriage, sexuality and identities from the Gallo-Roman period through May 1968; conducted in French.
FREN 311. Advanced Oral Expression.

Course title
From: Advanced Oral Expression.
To: Oral Communication in the French-Speaking World.

Course description
From: Strategies for effective communication in spoken French with special attention to language appropriate to various social contexts; analysis of press articles, television and radio programs; oral presentations; conducted in French.
To: Strategies for effective communication in the spoken language; case studies in economic, political, cultural, social and environmental issues as presented through the press and audio-visual media of France and the Francophone world; conducted in French.

FREN 321. Survey of French Literature I.

Course title
From: Survey of French Literature I.
To: French Literature I.

Course description
From: Masterpieces of French poetry, prose and theater from the Middle Ages through the seventeenth century, with special attention to the place of each work's significance to the evolution of French society and culture; conducted in French.
To: Representative works of French poetry, theater, essays and novels in the historical, cultural and political context of French society from the Middle Ages through the 18th century; conducted in French.

FREN 322. Survey of French Literature II.

Course title
From: Survey of French Literature II.
To: French Literature II.

Course description
From: Masterpieces of French poetry, prose and theater from the Enlightenment through the twentieth century, with special attention to the place of each work's significance to the evolution of French society and culture; conducted in French.
To: Representative works of French and Francophone novels, plays, poetry and essays reflecting the societies and cultural experience of French-speaking people in the 19th, 20th and 21st centuries; conducted in French.

FREN 336. Contemporary France.

Course title
From: Contemporary France.
To: Politics, Culture and Society in Contemporary France.
Course description
From: Cultural, economic and political aspects of present-day French society, including educational institutions, modern families, gender roles, entertainment and leisure, social classes and lifestyles, French and American cultural differences, and treatment of these issues in French media; conducted in French.
To: Salient aspects of present-day French society and culture, including government, demographics, immigration, education, families, gender roles, entertainment and leisure, social classes and cross-cultural tensions; conducted in French.

FREN 475. The Francophone World.

Course number
From: FREN 475.
To: FREN 375.

Course description
From: The peoples, cultures and societies of French-speaking communities outside of France, with special attention to their colonial origins and current issues of politics, identities and migrations as represented in works of film and literature.
To: The peoples, cultures and societies of French-speaking communities outside of France, with special attention to their colonial origins and current issues of politics, identities and migrations as represented in the press and media as well as in works of film and literature; conducted in French.

FSTC 315. Food Process Engineering Technology.

Prerequisite
From: FSTC 201; PHYS 201; junior or senior classification or approval of instructor approval.
To: PHYS 201 or PHYS 218; junior or senior classification or approval of instructor.

GENE 105. Perspectives in Genetics: Past, Present and Future.

Course number
From: GENE 105.
To: GENE 101.

Course title
From: Perspectives in Genetics: Past, Present and Future.
To: Perspectives in Biochemistry and Genetics.

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

Course description, prerequisites, cross-listing
From: Impact of genetics on science and society: historical and continuing development of genetics and its contributions to agricultural, biological, medical, physical and social studies. Prerequisite: Freshman or sophomore classification or approval of instructor.
To: Introduction to biochemistry and genetics and their relationship to the biological, biophysical and chemical sciences. Prerequisite: Biochemistry and genetics major or approval of instructor. Cross-listed with BICH 101.

Course title
From: European Military History, 1630-1900.
To: European Military History.

Course description
From: European military history from Gustavus Adolphus to the Boer War including especially societal involvement as well as roles of classic commanders.
To: Includes societal involvement, democratization of war, technology, strategy, military thought and campaigns.

HIST 350. Asia During World War II.

Course title
From: Asia During World War II.
To: World War II in Asia and the Pacific.

Course description
From: The origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war.
To: Origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States on Japanese-Americans; outcomes of the war; remembrance of the war.

HIST 353. Modern South Asia.

Course description
From: Survey of the modern nation states of South Asia, including India, Pakistan, Bangladesh, Afghanistan, Nepal, Ceylon, Bhutan, and Burma, ca., 1600 to the present; major political events; economic, social, and cultural developments.
To: Evolution of cultures, politics and societies in Indian sub-continent from c.1500 to present; rise and demise of empires (especially Mughal and British); anti-colonialism and emergence of nation states; social and cultural struggles and debates.


Course description
From: Religion in America from European origins through New England Puritanism, U. S. Constitutional issues, immigration, revivalism and the Civil War; relationship between dissenters, utopians and visionaries versus mainstream counterparts.
To: Religion in North America from colonial beginnings to eve of Civil War; relations between European Christianity, Native Americans and African Americans; religious pluralism, reform movements, social and political change.
HIST 416. Texas Since 1845.

Course title
From: Texas Since 1845.
To: Texas as Border Region.

Course description and prerequisites
From: History of Texas since annexation; social, cultural, economic and political developments and the place of Texas in national affairs.
To: History of Texas since annexation; slavery and its aftermath; border cultures and identities; race and ethnicity; modernization and its discontents. Prerequisite: Junior or senior classification or approval of instructor.


Course title
From: Nineteenth Century England.
To: Nineteenth Century Britain.

Course description and prerequisites
From: Political, social, economic and intellectual history of England from 1815 to 1914.
To: Political, social, economic, cultural, intellectual and military history of Great Britain from 1815 to 1914. Prerequisite: Junior or senior classification or approval of instructor.


Course title
From: Twentieth Century England.
To: Twentieth Century Britain.

Course description and prerequisites
From: Constitutional, political, economic, military and social history of England since 1910.
To: Constitutional, political, economic, military, social and cultural history of Great Britain since 1900. Prerequisite: Junior or senior classification or approval of instructor.

HIST 450. The Old South.

Course title
From: The Old South.
To: Southern Identities and Cultures through Reconstruction.

Course description and prerequisites
From: History of antebellum South; physical bases of Southern regionalism; Southern alignments on national issues; slavery-plantation economy and society of Old South; secession and formation of Confederacy.
To: Focus on parts of North America where slavery dominated the economy, politics and demographics; experiences of native, African and European-descended peoples in such regions from the colonial period to the end of slavery; debates about geographical and cultural roots of regional identities. Prerequisite: Junior or senior classification or approval of instructor.
HIST 451. The New South, 1876 to the Present.

Course title
From: The New South, 1876 to the Present.
To: Southern Identities and Cultures Since Reconstruction.

Course description and prerequisites
From: Political, economic, social and intellectual developments in the South since Reconstruction.
To: Focus on the aftermath of slavery and defeat in those parts of North America where slavery dominated the economy, politics and demographics; transformations in race, culture and politics in such regions and emergence of new identities since Reconstruction; debates over the geographic and cultural roots of the American South. Junior or senior classification or approval of instructor.

HIST 462. American Foreign Relations.

Course title
From: American Foreign Relations.
To: American Foreign Relations to 1913.

Prerequisites
From: None.
To: Junior or senior classification or approval of instructor.

HIST 463. American Foreign Relations.

Course title
From: American Foreign Relations.
To: American Foreign Relations Since 1913.

Prerequisites
From: None.
To: Junior or senior classification or approval of instructor.

HIST 477. Women in Modern European History.

Course title
From: Women in Modern European History.
To: Women and Gender in Modern European History.

LAND 310. Landscape Architecture.

Course number
From: LAND 310.
To: LAND 301.

Catalog course title
From: Landscape Architecture.
To: Landscape Architecture Theory.
LAND 329. Landscape Construction I.

Course number
From: LAND 329.
To: LAND 231.

LAND 331. Landscape Construction III.

Course number
From: LAND 331.
To: LAND 321.

MATH 167. For All Practical Purposes.

Course title
From: For All Practical Purposes.
To: Explorations in Mathematics.

Course description
From: Application of mathematics to real world situations using quantitative methods; includes urban services and elements of management science (optimal routes, planning and scheduling), elements of statistics (sampling/polling methods, analyzing data to make decisions), codes used by stores, credit cards, internet security, cryptography.
To: Application of mathematics to topics of contemporary societal importance using quantitative methods; may include elements of management science (optimal routes, planning and scheduling), statistics (sampling/polling methods, analyzing data to make decisions), cryptography (codes used by stores, credit cards, internet security), fairness (apportionment, voting) patterns (symmetry, tessellations, fractals), world health.

MATH 423. Linear Algebra II.

Prerequisite
From: MATH 304 or MATH 323, or approval of instructor.
To: MATH 220 or CSCE 222; MATH 304 or MATH 323, or approval of instructor.

MATH 425. The Mathematics of Contingent Claims.

Prerequisite
From: MATH 172 or equivalent; MATH 308 or equivalent; basic probability.
To: MATH 308; MATH 411, STAT 211 or STAT 414.


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

MUSC 311. Music in Early Western Culture.

Prerequisite
From: MUSC 202, MUSC 205, or approval of instructor.
To: MUSC 205 or approval of instructor.
MUSC 312. Music in Modern Western Culture.

Prerequisite
From: MUSC 202, MUSC 205, or approval of instructor.
To: MUSC 205 or approval of instructor.


Prerequisite
From: Public health major; junior or senior classification; or approval of instructor.
To: Public health major or minor, junior or senior classification, or approval of instructor.


Prerequisite
From: Public health major; junior or senior classification; or approval of instructor.
To: Public health major or minor, junior or senior classification, or approval of instructor.

PHLT 305. Epidemiology in Public Health.

Prerequisite
From: Public health major; junior or senior classification; or approval of instructor.
To: Public health major or minor, junior or senior classification, or approval of instructor.


Prerequisite
From: Public health major; junior or senior classification; or approval of instructor.
To: Public health major or minor, junior or senior classification, or approval of instructor.


Course title
To: Applications of Public Health.

POLS 300. Foundations of Political Science.

Course number
From: POLS 300.
To: POLS 200.

Course description and prerequisite
From: Survey of the scholarly discipline of political science, the subfields of the discipline, the major research questions and the modes of scholarship in the latter subfields, and the character of the discipline as a profession. Prerequisites: POLS 206, POLS 207, POLS 209; junior classification.
To: Survey of the scholarly discipline of political science and its theoretical foundations, principal subfields, major research questions and modes of scholarship.
PSYC 484. Field Experiences.

Variable credit hours
From: Credit 0 to 3.
To: Credit 0 to 6.

Course description
From: Participation in an approved mental health, mental retardation, school, industrial or experimental setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student.
To: Participation in an approved mental health, mental retardation, school, industrial or other approved setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student. May be repeated for credit.


Course description
From: Religion in America from the Civil War; relationship of religion and science, ethnic assimilation, emergence of fundamentalism, mass evangelism, cults and criticisms of contemporary culture; examination of social and racial problems by the major religious traditions.
To: Religion in North America from colonial beginnings to eve of Civil War; relations between European Christianity, Native Americans and African Americans; religious pluralism, reform movements, social and political change.

WGST 477. Women in Modern European History.

Course title
From: Women in Modern European History.
To: Women and Gender in Modern European History.
New Courses
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (BDR, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Aerospace Engineering
   AERO 411 Applications of Fracture Mechanics to Aerospace Structures
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Foundations of linear elastic fracture mechanics of aerospace structure; calculation of stress intensity factors and energy release rates; crack growth under fatigue loading; ASTM standards for fracture testing; the role of fracture mechanics in the analysis and design of aerospace structures.

5. Prerequisite(s):

Cor better in AERO 304 or equivalent

Cross-listed with:  ____________________________  Stacked with:  ____________________________

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

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

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

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

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

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

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

   undergraduate general academics

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

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

13. Prefix  Course #  Title (excluding punctuation)

   AERO  411  Appl Fracture Mechanics AERO

   Lect.  Lab  Other  SHH  CIP and Fund Code  Admin Unit  Acad. Year  HCC Code
   3.00  0.00  0.00  3.00  14.0201.000 00  0100  16  -  17  0  0  3  6  3  2

   Approval recommended by:  ____________________________

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

   Authoritative Chair (Type Name & Sign)  Date  Dean of College  Date

   Submitted to Coordinating Board by:  ____________________________

   Associate Director, Curriculum Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@casa.tamu.edu
Curricular Services – 07/14
AERO 411 Applications of Fracture Mechanics to Aerospace Structures

Credit 3: (3-0)

Fall 2016

Instructor: Dr. Vikram Kinra, HRBB 736D, (979) 845-1667, kinra@tamu.edu

Prerequisite: C or better in AERO 304 or equivalent. Note: AERO 306 is not a prerequisite

Office Hours: MWF 4 to 5 PM. Or email me for an appointment.

Course Description: Foundations of linear elastic fracture mechanics of aerospace structure; calculation of stress intensity factors and energy release rates; crack growth under fatigue loading; ASTM standards for fracture testing; the role of fracture mechanics in the analysis and design of aerospace structures.

Course Objectives: The central objective of the course is to develop quantitative tools to predict the failure of solids and structures containing sharp cracks under given loading conditions by using the principles of Mechanics of Solids.

Required Textbook:
The textbooks will be supplemented with extensive notes by the instructor

Sourcebook:

Learning Outcomes. At the end of the course the students will be able to:

1. Describe how the foundations of fracture mechanics can be used to predict failure of aerospace structures
2. Apply LEFM (Linear Elastic Fracture Mechanics) principles to calculate/estimate the stress intensity factor for a variety of structures containing sharp cracks.
3. Calculate energy release rate.
4. Calculate the effect of thickness on fracture toughness.
5. Calculate the growth of a sharp crack under fatigue loading.
6. Use the latest ASTM standards for the measurement of fracture toughness Klc
7. Apply the principles of fracture mechanics in the analysis and design of aerospace structures.
Schedule:

Week 1: Why Fracture Mechanics?; Theoretical Strength of Materials; Griffith Theory of Fracture

Week 2: Crack-Tip Stress Field; Stress Intensity factor (SIF); Energy Release Rate (ERR)

Week 3: Compliance Method; Equivalence between ERR and SII

Week 4: Calculation of SIF Using the Compliance Method

Week 5: Crack-tip Plasticity; Size of Plastic Zone; Irwin Estimates; Dugdale Model

Week 6: Shape of Plastic Zone; Von Mises criterion; Tresca Criterion; EXAM I 10/07/16

Week 7: Plane Strain vs. Plane Stress

Week 8: Effect of Plate Thickness on Fracture Toughness

Week 9: SIF for a Variety of Geometries; EXAM II 10/25/16

Week 10: Estimation of SIF for Complex Geometries

Week 11: Fatigue Crack Propagation

Week 12: ASTM Testing

Week 13: ASTM Testing

Week 14: J-Integral

Week 15: Final Exam

Grading:

Homework: 30%
Mid-Term Exam I: 30%
Mid-Term Exam II: 30%
Attendance: 10%

Grading Scale: A: 90-100%, B: 80-89%, C: 70-79%, D: 60-69%, F: below 60%
Attendance Policy: Attendance will count for 10% of the total grade. Only university excused absences will be accepted. See http://student-rules.tamu.edu/rule07 for more details regarding attendance and Excused Absences.

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

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence:
      (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
   c) An absence for a non-acute medical service does not constitute an excused absence.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student’s physician. Requests for excused absence related to pregnancy should be directed to the instructor.

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. Accommodations sought for absences due to the observance of a religious holiday can be sought either prior or after the absence, but not later than two working days after the absence.

**Americans with Disabilities Act (ADA) Policy Statement**
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Life, Services for Students with Disabilities in Room B118 of Cain Hall or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Aggie Honor Code: “An Aggie does not lie, cheat, or steal or tolerate those who do.”**
Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu) Academic misconduct involves any of the following: cheating, fabrication, falsification, multiple submission, plagiarism, and complicity. Homework assignments need to be written in your own words. Copying from a web site, even if referenced, is considered plagiarism.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DVM, M.D., Ph.D., Pharm.D., D.M.D.)

2. Request submitted by (Department or Program Name):
   Department of Agricultural Leadership, Education, and Communications

3. Course prefix, number and complete title of course:
   AGCJ 413: Emerging Media in Agriculture

4. Catalog course description (not to exceed 50 words):
   Popular emerging media in agriculture to communicate, build, and market a brand online; understanding the strategy behind the posts and other communications, create emerging media communications strategies for academic or business entities that may be implemented upon completion of the course.

5. Prerequisite(s):
   AGCJ 313

6. Is this a variable credit course?
   - Yes
   - No

7. Is this a repeatable course?
   - Yes
   - No

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

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

10. How will this course be graded:
    - Grade
    - S/U
    - P/F (CLMU)

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

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

13. Prefix
    - Course #
    - Title (excluding punctuation)

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Level 4

Approval recommended by:

Tracy Rutherford
Department Chair (Type Name & Sign)
Date 9/25/15

Chair, College Review Committee
Date

Dean of College
Date

Questions regarding this form should be directed to Sandra Williams, ext. 6144 or sandra.williams@tamu.edu
Curricular Services – 07/14
AGCJ 413
Emerging Media in Agriculture
Texas A&M University
Department of Agricultural Leadership, Education, and Communications

Instructor
Dr. Holli Leggette, Assistant Professor
262 AGLS Building; hollileggette@tamu.edu
LinkedIn: Holli Leggette
Facebook: Holli Archer
Twitter, Instagram, and Pinterest: @drhollira

Course Meeting Schedule

Course Emerging Media Handles
Facebook: Texas A&M Social Media in Agriculture, Fall 2015

Course Description
This course will cover the use of popular emerging media in agriculture (e.g., Facebook, Twitter, LinkedIn, Pinterest, Instagram, and others) to communicate, build and market a brand online. Emphasis will be put on understanding the strategy behind the posts and other communications. Students will create emerging media communications strategies for academic or business entities that may be implemented upon completion of the course.

Learning Outcomes
By the end of the course, students will be able to
- Identify and analyze audiences for emerging media platforms,
- Develop trustworthy, influencing, and engaging copy for dissemination on emerging media platforms,
- Make decisions about content and posting times using analytics and other real-time data,
- Create and deliver an emerging media strategy for a specific client.

Course Information
The Texas A&M University eCampus System will be used, at times, to distribute course content, post grades and communicate changes to the course material or schedule. All students are expected to check eCampus and email on a regular basis. At times you may be required to submit assignments, labs or quizzes on eCampus. You will be provided instructions as necessary throughout the semester. eCampus is accessible at ecampus.tamu.edu.

REQUIRED AS PART OF THE COURSE
- Create/update your LinkedIn, Facebook, Twitter, and Instagram profiles(get as close to 100 percent completeness of your profile as possible)
- Connect with Megan and me on LinkedIn and Twitter
- Join the course’s Facebook group and Twitter list
• Use the hashtag #AGCJGoesSocial when posting course-related materials on Instagram and Twitter
• Incorporate reputable emerging media blogs and news outlets into your media diet

**Required Texts**

**Recommended (not required) Texts and Materials**
• *The Associated Press Stylebook*, latest edition
• Flash Drive or other compatible media storage (may be used for other classes or recycled from other classes).

**Assignments**
There are several key things you need to know when submitting work for a grade:
• A high level of original, clear thought should be reflected in your work. Students are expected to be creative and to think clearly.
• *You have a combination of low-, medium-, and high-stakes writing assignments. You will not receive feedback on the low-stakes writing as they are opportunities for you to practice writing and to write without evaluative feedback. All low-stakes writing will be a completion grade.*
• Spelling, grammar and neatness matter. When preparing and submitting assignments for this course, you will be expected to follow AP Style rules found in the 2011, 2012, or 2013 edition. The 2013 edition will take precedence over the 2011 and 2012 editions.
• All assignments must be typed, unless otherwise explained in class.
• Assignments are graded based on the product submitted, not the effort invested. However, more often than not, the amount of effort invested is reflected in the grade.
• AGCJ 413–Emerging Media materials may not be submitted for credit in another course (or vice versa) without written approval from both instructors.
• **NO assignments** will be accepted via email. All assignments must be submitted in hard copy format unless otherwise asked to submit via eCampus.
• If you are absent, it is your responsibility to catch up on missed material. You will have one week from the date the doctor releases you to go back to school or the day you arrive back on campus to make up missed assignments.
• Specific requirements will be given with each assignment. All papers and assignments are due at 5 p.m. on the due date, unless otherwise noted in the assignment sheet.

**Graded Assignments**
All information about assignments is provided in a separate assignment sheet that you will receive in class and that is posted on eCampus.
• Personal Persona 50 points (5%)
• Lecture-Based Assignments 100 points (10%)
• Discussion Questions 100 points (10%)
• Community Participation 100 points (10%)
• Brand Case Study 100 points (10%)
LinkedIn Profile  200 points (20%)
Emerging Media Strategy  350 points (35%)

Extra Credit
Perfect Attendance (Only extra credit opportunity offered)  20 points (2%)

Grades
You will have graded and ungraded assignments as part of this course. All graded assignments in this course are noted in this syllabus. The lecture-based assignments noted above are assignments included in and distributed through the lectures. You will need to attend lectures to receive these assignments. Your ungraded assignments will be completed throughout the semester. These assignments will facilitate the process of learning and, when taken seriously, will help you to succeed in this course. Therefore, I suggest you strive to turn in your best work for every assignment. If you need help understanding your progress, schedule an appointment, and I will help you.

Grading Scale
89.46% to 100%  A  69.46% to 79.45%  C
79.46% to 89.45%  B  59.46% to 69.45%  D
≤59.45%  F

Late Assignments
Late assignments will lose 10 percent for each week day they are late up to three week days. Assignments later than three week days will not be accepted, and the grade will be entered as a zero. Assignments may be made up for university-excused absences and illnesses (http://student-rules.tamu.edu/rule07).

If you miss class because of a university-excused absence or illness, you must include appropriate documentation (e.g., physician’s note or athletics travel sheet) with the corresponding assignment, or you will not be allowed to make up the work. If you will not be in class, please contact me in advance if at all possible. As most of you know by now, I am willing to work with students to deal with almost any situation—especially if I know in advance and/or if I am contacted as soon as possible. You will have one week from the date of your return to make up the missed assignment(s). After the one week, your assignment(s) will be considered late and the late policy will be enforced.

Coursework and Assessments
Any coursework or assignments completed in this course may be used, after the conclusion of the current academic semester, for research, evaluation, or demonstration purposes without students’ written consent or notification. Any method of identifying a single individual will be removed prior to using student coursework or assignments for research, evaluation, or demonstration purposes. Any student may request to have his or her coursework or assessments excluded from research, evaluation, or demonstration efforts, without penalty, by submitting a written objection to me.

Keys to Success
Your role as a student is to take ownership in your education and seek opportunities to learn outside of the classroom. I will do what I can to help you succeed, but it is your responsibility
to learn and become successful in your profession. **This is a time consuming course, and it will take time outside of the classroom to complete the course assignments.** It is best to begin each assignment early, so you have ample time to complete the assigned material. You will enjoy this class if you take the time to participate and engage in course activities and assignments. This course will include group assignments. Therefore, it is important that you respect your group and your group’s time as you do your part of each assignment. This course will help you become a more effective communicator and journalist, and it will provide you the skills you need to be well-rounded.

Phil Meyer, Knight Chair in Journalism in the School of Journalism at the University of North Carolina at Chapel Hill, once said, “In this environment, journalists who can do more than one thing well will be in demand. Economics and deadline pressures will ensure it.” Additionally, anything that is worth doing is worth doing well, so use your time and resources wisely and produce the best work possible in this course.

My role as the instructor is to convey knowledge and facilitate students’ learning. I believe students learn more by immersing themselves into the learning process; therefore, I make it a priority to provide students a challenging environment that is neither overwhelming nor intimidating. I believe for students to be motivated to learn and become active learners they must take ownership in their learning. They must be able to see the results and sense a feeling of accomplishment within themselves. My goal as an educator is to ease the learning process and give my students every opportunity to listen and contribute to their education as well. I am not the only source of knowledge, and students should actively engage in the learning process outside the walls of the formal classroom. I view the classroom as an engaging, blended learning environment that incorporates a variety of teaching methods. It is my role to help students succeed, encourage them in the learning process, and create an environment that they feel safe to express their needs, opinions, and beliefs.

**Attendance, Professionalism, and Class Participation**
Professionals in the agriculture, science, and natural resource industry are guided by specific values and characteristics. This course relies extensively on discussion, group projects, and other class interactions; therefore, it is recommended that you attend and participate. Illnesses will be dealt with on a case-by-case basis. If you become ill or an emergency occurs, please email me, call me, or have a parent, guardian, or roommate do so prior to class time. You can make up assignments if you provide a doctor’s note that explains your absence. You will only be able to make up the assignments that we completed on the days of your designated absence. However, some participation points cannot be made up because of the nature of the assignment.

You will receive a higher grade if you attend class. You are paying for the classes you take at Texas A&M; it is your choice to attend or not. I will not, however, be providing course notes; it is your responsibility to obtain missed notes and lectures for a classmate. Additionally, being punctual is absolutely necessary. You are forming habits that you will one day carry with you to the workplace, and late employees often get fired.

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

**Special Needs Policy**
Reasonable accommodations will be made for students with verifiable disabilities. I will provide students with disabilities access to the course material in keeping with university policy. If you are registered with the Department of Student Life, Services for Students with Disabilities (DSLSSD), please provide me with an accommodation letter. This letter along with frequent communication between you and me will help you be successful in this course. If you are not currently registered with DSLSSD and think you might need to, let me know, and I will provide you with the DSLSSD’s contact information. Please make certain that you contact me for an appointment at the beginning of the semester to discuss academic accommodations.

**Audio and Video Recording**
Because free discussion and free exchange of ideas in the classroom may be inhibited through the use of recording devices by students, such devices may not be used in the classroom during class periods except, (1) when explicit prior permission of the instructor has been obtained and when no member of the class objects to their use; or (2) when sensory or manual disabilities require that a student use a recording device. Students who require the use of recording devices because of disabilities should notify me prior to their use.

**Academic Integrity Statement and Policy**
Plagiarism consists of passing off as one’s own ideas, work, writings, etc. those that 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 and destroys your credibility among your colleagues and audience. For questions regarding plagiarism, consult the latest issue of the Texas A&M University Student Rules under the section “Scholastic Dishonesty.” I expect all class members to comply with Texas A&M University policies regarding scholastic dishonesty and other issues outlined in the official student rules. As a professional in any communication field, plagiarism harms the credibility of the profession as a whole. Plagiarism of any sort will result in an F* in this course and possible dismissals from the agricultural communications and journalism program. **Aggie Honor Code: Aggies do not lie, cheat or steal, or tolerate those who do.** http://aggiehonor.tamu.edu

**Instructor/Student Communication**
I will communicate all relevant course information to you. It is your responsibility to ask questions and ask for clarifications on any points you do not understand. Listed above in the instructor information section are the preferred methods of communication. If you choose to email me, please allow 24 hours for me to return your email during the week and 48 hours to return your email on the weekends. I welcome and encourage individual meetings with you if you have any questions. Office hours are listed above; please feel free to stop by during that time or make an appointment for another time.

**Mobile Devices**
Mobile devices are useful and necessary devices, and we will make great use of them in this course. However, please make sure that you limit your mobile device activity to those activities that advance your learning in this course. All other times your mobile devices should be turned off and stowed away, so they do not interrupt the class during scheduled class periods. Please set the controls on these devices to a silent alert mode. If you receive a call or text message during class, please excuse yourself from the class to answer it. This will show respect and courtesy toward other members of the class and to the instructor/presenter.

**Copyrights**
All course materials are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, lectures, handouts, and supplements. Materials may be downloaded or photocopied for personal use only and may not be given to other individuals. In **copyright law**, it is not the idea that is copyright, it is the language in which the idea is couched that is copyright. Thus, each of you may use the same idea to write a story, but you may not use the language of anyone else to describe that idea. **This prohibition does not apply to quotations properly attributed.** Quotations belong to the speaker, not to the publication reporting them.

**Syllabus Change**
I reserve the right to alter or change the course syllabus as necessary.

“Education is our passport to the future, for tomorrow belongs to the people who prepare for it today.” — Malcolm X
### Projected Lecture Topics*

<table>
<thead>
<tr>
<th>Week</th>
<th>Tentative Topics – Lecture</th>
<th>Reading Materials**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>M: Emerging media concepts</td>
<td>M: SMC – Chapter 1</td>
</tr>
<tr>
<td></td>
<td>W: Emerging theories; syllabus, assignments questions and answers</td>
<td>W: SMC – Chapter 2</td>
</tr>
<tr>
<td></td>
<td>F: Emerging media platforms and tools</td>
<td>F: RL – 12</td>
</tr>
<tr>
<td>2</td>
<td>M: Best practices</td>
<td>M: SMC – Chapter 11; RL – 2, 9, 17</td>
</tr>
<tr>
<td></td>
<td>W: Branding with key messages</td>
<td>W: RL – 10, 24</td>
</tr>
<tr>
<td></td>
<td>F: Analyzing audiences</td>
<td>F: RL – 12</td>
</tr>
<tr>
<td>3</td>
<td>M: Analyzing audiences</td>
<td>M: RL – 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Analyzing audiences</td>
<td>W: RL – 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Collecting emerging media content</td>
<td>F: RL – 16, 23</td>
</tr>
<tr>
<td>4</td>
<td>M: Creating emerging media content</td>
<td>M: RL – 1, 19</td>
</tr>
<tr>
<td></td>
<td>W: Creating a content calendar</td>
<td>W: RL – 4</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: RL – 11</td>
</tr>
<tr>
<td>5</td>
<td>M: Incorporating emerging media into agricultural campaigns</td>
<td>M: SMC – Chapter 6; RL – 11</td>
</tr>
<tr>
<td></td>
<td>W: Personal branding</td>
<td>W: RL – 13, 18, 22</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapter 5; RL – 7</td>
</tr>
<tr>
<td>6</td>
<td>M: Brand case study presentations</td>
<td>M: SMC – Chapters 3, 4; RL – 13, 18, 22</td>
</tr>
<tr>
<td></td>
<td>W: Brand case study presentations</td>
<td>W: SMC – Chapter 5; RL – 7</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 3, 4; RL – 13, 18, 22</td>
</tr>
<tr>
<td>7</td>
<td>M: Creating effective LinkedIn profiles</td>
<td>M: SMC – Chapters 8, 9; RL – 15, 27</td>
</tr>
<tr>
<td></td>
<td>W: Writing emerging media content</td>
<td>W: SMC – Chapters 8, 9; RL – 15, 27</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 8, 9; RL – 15, 27</td>
</tr>
<tr>
<td>8</td>
<td>M: Writing emerging media content</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Strategy considerations (e.g., posting times)</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>9</td>
<td>M: Strategy development</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Analyzing the impact of Emerging media</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>10</td>
<td>M: Emerging media metrics and analytics</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Emerging media metrics and analytics</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>11</td>
<td>M: Emerging media in journalism, public relations</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Emerging media in advertising, marketing</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>12</td>
<td>M: Handling crises on Emerging media</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Emerging media privacy, laws, and regulations</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group Project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>13</td>
<td>M: Emerging media ethics</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Reading Day, No Classes</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Thanksgiving Holiday</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>14</td>
<td>M: New media technologies</td>
<td>M: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>W: Professional development, careers in Emerging media &amp; professional development; work/life balance in an emerging media role</td>
<td>W: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td></td>
<td>F: Group project</td>
<td>F: SMC – Chapters 16, 23</td>
</tr>
<tr>
<td>15</td>
<td>Final exam: Client Presentations</td>
<td>Final exam: Client Presentations</td>
</tr>
</tbody>
</table>

*Exact schedule may be adjusted to take advantage of special opportunities
**Reading materials should be read before the specified class.
***SMC = Social Media Communication (Lipschultz)
Emerging Media in Agriculture Reading List


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

Form Instructions
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (DMD, JD, PharmD, JBA)
2. Request submitted by (Department or Program Name): Department of Agricultural Leadership, Education, and Communications
   ALEC 425 Principals of Program Evaluation
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Evaluation principles applied to educational programs in agriculture and life science; basic understanding of skills in program evaluation processes, concepts, and theories; develop expertise needed to design and conduct evaluations of youth and adults in extension, community, and school-based programs.

5. Prerequisite(s):
   Junior or senior classification
   Cross-listed with: Stacked with: Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix Course # Title (excluding punctuation)

   ALEC 425 Prin of Prog Eval

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   3.00 0.00 3.00 1313010005 0 1 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   Tracy Rutherford 9/25/15
   Chair, College Review Committee

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

   Dean of College

   Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra F. Williams at 254-824-2244 or sandra.williams@tamu.edu
   Curricular Services 07/14

   Effective Date: Oct 14, 2015

   Received Oct 20, 2015

   CURRICULAR SERVICES
Texas A&M University
Agricultural Leadership, Education, and Communication
ALEC 425- Principals of Program Evaluation

Course Description:
Evaluation principles applied to educational programs in agriculture and life science; basic understanding of skills in program evaluation processes, concepts, and theories; develop expertise needed to design and conduct evaluations of youth and adults in extension, community, and school-based programs.

Instructor:
Vidya Patil, AGLS 238, 979-458-7991, v-patil@tamu.edu

Office hours:
By appointment.

Course Available Online at http://ecampus.tamu.edu

Textbook:

Learning Outcomes:
- Develop a basic understanding of the total evaluation process—program selection, program objectives, stakeholder involvement, evaluation methods, implementation and use of results.
- Develop an understanding of key evaluation concepts/terms measured by chapter quizzes.
- Formulate measurable program objectives.
- Define and formulate an evaluation plan for specific programs.
- Examine and analyze various evaluation models in youth, family, and community programs.
- Discuss, critique, and evaluate the strengths and weaknesses of various evaluation models in youth, family, and community programs.
- Identify, understand, and develop information collection strategies for specific programs.
- Develop a process to use evaluation results into decision-making and program improvement.

Graded evaluation activities:

<table>
<thead>
<tr>
<th>evaluative activities</th>
<th>mutual points</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter Quizzes</td>
<td>10 quizzes/20 points each</td>
<td>20 points</td>
</tr>
<tr>
<td>Exams</td>
<td>2 exams/150 points each</td>
<td>300 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>250 points</td>
<td></td>
</tr>
<tr>
<td>Online Discussions</td>
<td>10 posts/5 points each</td>
<td>50 points</td>
</tr>
<tr>
<td>Evaluation Report</td>
<td></td>
<td>200 points</td>
</tr>
<tr>
<td>Total course points</td>
<td></td>
<td>1000 points</td>
</tr>
</tbody>
</table>

Late Assignments:
All assignments are due by the date listed in the course outline unless otherwise noted. Assignment deadlines are strictly enforced. However, late assignments will be accepted without penalty provided if there is an excused absence (see the student rule 7 for detail at http://student-rules.tamu.edu/rule07). Students may turn in late work according to the university policy “student rules.” Otherwise 10 points of the total possible points will be deducted for every weekday for any assignment turned in late and will not be accepted for submission if it is more than one week late.
## Course grade:

<table>
<thead>
<tr>
<th>Range of Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>895-1000</td>
<td>A</td>
</tr>
<tr>
<td>795-894</td>
<td>B</td>
</tr>
<tr>
<td>695-794</td>
<td>C</td>
</tr>
<tr>
<td>595-694</td>
<td>D</td>
</tr>
<tr>
<td>Below 595</td>
<td>F</td>
</tr>
</tbody>
</table>

## Classes Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction What is Evaluation?</td>
<td>Chapters 1</td>
<td>Introduction and Chapters 1 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 2</td>
<td>Why Evaluate?</td>
<td>Chapter 2</td>
<td>Chapter 2 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 3</td>
<td>Turn title of your evaluation report to Instructor on eCampus</td>
<td></td>
<td>Tittle Due</td>
</tr>
<tr>
<td>Week 4</td>
<td>Decision Making: Whom to Involve, How, and Why?</td>
<td>Chapter 3</td>
<td>Chapter 3 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 5</td>
<td>Exam 1</td>
<td>Chapter 1-3</td>
<td>Exam 1 Due</td>
</tr>
<tr>
<td>Week 6</td>
<td>Starting Point: The Evaluator's Program Description</td>
<td>Chapter 4</td>
<td>Chapter 4 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 7</td>
<td>Choosing an Evaluation Model</td>
<td>Chapter 5</td>
<td>Chapter 5 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 8</td>
<td>Data Sources</td>
<td>Chapters 6</td>
<td>Chapters 6 Discussion Quiz</td>
</tr>
<tr>
<td>Week 9</td>
<td>Mid Term Exam</td>
<td>Chapters 4-6</td>
<td>Mid Term Exam Due</td>
</tr>
<tr>
<td>Week 10</td>
<td>Data Analysis</td>
<td>Chapter 7</td>
<td>Chapter 7 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 11</td>
<td>Is It Evaluation or Is It Research?</td>
<td>Chapter 8</td>
<td>Chapter 8 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 12</td>
<td>Writing the Evaluation Report</td>
<td>Chapter 9</td>
<td>Chapter 9 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 13</td>
<td>Evaluation as a Business</td>
<td>Chapter 10</td>
<td>Chapter 10 Discussion and Quiz</td>
</tr>
<tr>
<td>Week 14</td>
<td>Project Due</td>
<td></td>
<td>Final Project Due</td>
</tr>
<tr>
<td>Week 15</td>
<td>Final Exam</td>
<td>Chapters 7-10</td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>

## Description of Assignments

### Chapter Quizzes:
Quizzes may be multiple choices, true/false, short answer, essay, matching or other formats. You will have 30 minutes to complete each quiz. **All quizzes must be completed by 11:59 pm every Friday.**

### Exams:
Students will participate in three exams. Exams may be multiple choices, short answer, essay, matching or other formats.
Online Discussion:
Students will participate in online discussions with respect to material covered in the course using the PowerPoint and textbook as a guide. The assignment will be graded on your ability to frame and lead the discussion, synthesize relevant points, and reference the literature. Students may receive up to a maximum of 5 points for each posting. Students must respond to required postings as indicated on syllabus to receive credit. All discussions must be posted by 11:59 pm every Friday. *Rubrics for all Discussions will be provided on eCampus.

Evaluation Report:
You will select an organization or a project that you like to evaluate. The topic and title for your evaluation report must be approved by the instructor no later than fourth week of class. The evaluation report must be 10 pages long, not including a cover page or references. The plan must be double-spaced, Times New Roman, 12-point font, and follow APA (American Psychological Association, 2009) guidelines. The cover page should include the title of the report and your name. Upload it to the final project on eCampus. Look at appendix B for example. Evaluation Report DUE end of the semester. *Rubric for Evaluation Report will be provided on eCampus.

APA:
The Publication Manual of the American Psychological Association (American Psychological Association, 2009) is the primary style guide for several disciplines and fields of study, including agricultural education. It provides systematic and consistent rules for grammar, punctuation, spelling, quoting, manuscript format, presentation of tabular or graphic data, citations within the text, and referencing. It should not hinder your personal writing style. Applying American Psychological Association (APA) rules to your writing (a) helps writers learn APA style requirements, (b) helps readers focus on the manuscript’s content, and (c) suggests high-quality scholarly writing. When preparing and submitting papers, manuscripts, and other assignments for this course, you will follow the APA rules. Adherence to these rules will be considered in the grading of all assignments.

Copyrights:
Please note that all handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to syllabi, exams, in-class materials, review sheets, and lecture outlines. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

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

Academic Integrity:
“An Aggie does not lie, cheat or steal or tolerate those who do.” For more information, students should refer to the Honor Council Rules and Procedures on the web at http://aggiehonor.tamu.edu

Syllabus Change:
Revision to this syllabus will be made at the discretion of the instructor.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Animal Science
3. Course prefix, number and complete title of course: ANSC 470: Quality Assurance For The Food Industry
4. Catalog course description (not to exceed 50 words):
   Principles of food system process control including statistical process control (SPC) and the tools required to assure uniform communication and understanding of quality assurance systems.

5. Prerequisite(s): Undergraduate Classification
   Cross-listed with: FSTC 470
   Stacked with: ANSC/FSTC 670
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from _______ to _______
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _______ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded: □ Grade □ S/U □ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

Undergraduate students in Animal Science and in Food Science

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

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

13. Prefix Course # Title (including punctuation)

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Approval recommended by:

H. Russell Cross
Department Head or Program Chair (Type Name & Sign) Date

Robert Knight
Chair, College Review Committee

Robin C. Hussey
Dean of College

Submitted to Coordinating Board by:

Chair, GC or UCC

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

curricular services – 07/14
ANSC/FSTC 470/670 – QUALITY ASSURANCE FOR THE FOOD INDUSTRY- FALL SEMESTER 2016

INSTRUCTOR: W.N. Osburn
338D Kleberg; Ph: 979-845-3989; E-mail: osburnw@tamu.edu
Office Hours: Fridays 10-12:00 or By Appointment.

LECTURE: TTH 8:00-9:15; KLCT 300

OBJECTIVES:
1. To provide an understanding of the principles of quality and primary strategies for implementation of Quality Systems in the food industry.
2. To provide a fundamental basis for the principles of food system process control including statistical process control (SPC) and the "tools" required to assure uniform communication and understanding of quality assurance systems.
3. Use quality teams to provide knowledge and application of philosophical and analytical tools required for successful implementation of quality assurance programs in the food industry.

STUDENT LEARNING OUTCOMES:
By the end of this course, students will be able to
1. Apply critical thinking skills to define a problem, identify potential causes and possible solutions, and make thoughtful recommendations.
2. Work as a member of a team to solve a problem and report findings via oral and written communication.
3. Develop product standards and specifications.
4. Use statistical process control techniques to construct control charts.
5. Explain the interrelationship between food safety and quality systems.

SUPPLEMENTAL READING (No required texts)
Covey, S. 1989. The Seven Habits of Highly Effective People, Simon & Schuster. NY.
Specific readings will be established for classroom discussion.

Grading and Class Assignments/Projects:
All students must take three class exams and one class final.

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<thead>
<tr>
<th>Exam dates</th>
<th>Class Exams (All Students)</th>
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<tr>
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<tr>
<td>Oct 20XX</td>
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<td>Nov 20XX</td>
<td>Team Quality Problem Solving Project Report</td>
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<td>Nov 20XX</td>
<td>Team Quality Problem Solving Project Presentation</td>
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<tr>
<td>Dec 20XX</td>
<td>Personal Mission Statement</td>
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<td>Participation and Class Attendance</td>
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</tbody>
</table>
DESCRIPTION OF UNDERGRADUATE STUDENT ASSIGNMENTS: The following assignments are requirements for undergraduate students in this course.

a) Assignment I: “Quality Guru” paper
Students will select one “founder” or “guru” of “Quality Systems” and write a one to two page paper on how their philosophy of quality impacted current quality management systems.

b) Assignment II: Statistical Process Control
Take home assignments on statistical process control (SPC) include calculations of Z values and process capability and construction of X-bar and R charts, Np charts, etc. Dates vary during the semester.

c) Assignment III: Team Project Report and Presentation Assignment
1. You will be formed into Quality Improvement Teams (3-4 persons per team)
2. Each team will be given a scenario with a dataset involving quality issues or problems of a specific food product (Dairy, cereals and grains, fruits and vegetables, muscle foods, etc.).
3. Utilizing the scenario information, plus skills learned in lecture and lab (Team problem solving, Tools of quality, SPC) your team is to use the six step problem solving process to:
   a. utilize data provided to construct statistical process control charts;
   b. from the control charts and information given - identify and define the problem,
   c. determine the cause(s) of the problem based on your statistical analysis,
   d. generate potential solutions to solve the cause(s) of the problem,
   e. analyze each potential solution for its advantages and disadvantages,
   f. recommend the “best” solution (feasible, suitable, cost effective, etc.), and
   g. develop an action plan and timeline for implementing the proposed solution and how the solution will be evaluated to determine its effectiveness.
4. Each team will prepare a written report and PowerPoint slide presentation to the fictional Chief Operating Officer and/or President of the respective company that you are working for.
5. A separate handout detailing what is expected of each team will be provided.

d) Assignment IV: Mission Statement Preparation (Covey).
Each student will be responsible to develop and critique a personal mission statement using the principles and procedures outlined by Covey. This statement will be required and will be based on software program materials to be made available for student use found at the address:
DESCRIPTION OF GRADUATE STUDENT ASSIGNMENTS: The following assignments are requirements for graduate students in this course.

a) Assignment I: Quality Food Systems Research Paper
Students will write a research proposal framework/outline for an eight to ten page research paper explaining how quality management systems can be used to solve a specific food production system (dairy, fruits and vegetables, cereal grains, muscle foods, beef, pork or poultry production systems, etc.) problem area and explain how the application of quality systems principles could positively impact the quality and/or efficiency of that food system.

b) Assignment II: Statistical Process Control
Several take home assignment on statistical process control (SPC). Assignments will include calculations of $Z$ values and process capability and construction of $X$-bar and $R$ charts, $Np$ charts, etc. Dates vary throughout the semester.

c) Assignment III: Team Project Report and Presentation Assignment
1. You will be formed into Quality Improvement Teams (3-4 persons per team)
2. Each graduate student team must collect their own dataset to be used to develop SPC charts and identifying areas for quality improvements. This dataset can be from research projects or collected from various Animal Science/Food Science facilities (Meat Science Center, Extrusion Lab, etc.) or other food/campus entity.
3. Utilizing the scenario information, plus skills learned in lecture and lab (Team problem solving, Tools of quality, SPC) your team is to use the six step problem solving process to:
   a. utilize data provided to construct statistical process control charts;
   b. from the control charts and information given - identify and define the problem,
   c. determine the cause(s) of the problem based on your statistical analysis,
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TOPICS FOR CLASS LECTURE & DISCUSSION:

I. Principles for Total Quality Management
   a. Defining Quality
   b. Philosophies - Deming, Crosby, Juran, Shewhart

II. Quality Leadership
   a. Project team development
   b. Quality Improvement Cycle
   c. Teambuilding, Communication and Interpersonal Skills

III. Quality Problem Solving
   a. Quality Problem Solving and Management
   b. Problem Solving Process
      i. Problem Identification, Definition, Diagnosis
      ii. Alternative Generation and Evaluation
   c. Types of Quality Problem
      i. Conformance and Efficiency Problems
      ii. Product Design and Process Problems
   d. Team Problem Solving
      i. Blueprint for successful teams
      ii. Conflict Resolution

IV. Quality Management Systems
   a. Total Quality Management
   b. ISO 9000, FSC 22000, SQF, BRC
   c. Six Sigma and Lean Manufacturing

V. The Quality Improvement Process
   a. The Ten-Step Quality Improvement Process

VI. Statistical Process Control
   a. Variation and distributions
   b. Central tendency
   c. Probability and hypothesis testing
   d. Control charts
      i. X bar and R charts
      ii. P, np and c charts
   e. Process capability

VII. The Quality Tool Box - Selected Tools for Continuous Quality Improvement
   a. Project Planning and Implementation Tools
   b. Data Collection and Analysis Tools
   c. Evaluation and Decision-Making Tools

VIII. Applications of Quality Improvement
   a. Team Project Report and Presentations

IX. Interrelationship Between Quality Assurance/Control and Food Safety Programs
### Course Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
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<tr>
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<td>Quality Systems Philosophy (TQM)</td>
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<td>History of Quality</td>
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<td>Quality Leadership - Team Building - Undergraduate Quality Gurus Paper Due</td>
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<td>Quality Problem Solving</td>
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<td>5</td>
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<td>Quality Management Systems</td>
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<td>6</td>
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<td>Quality Improvement Process</td>
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<td>Statistical Process Control - Interrelationship Between Quality Assurance/Control and Food Safety Programs</td>
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<td>15</td>
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<td>Team Project Assignments and Scenarios</td>
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<td>Interrelationship Between Quality Assurance/Control and Food Safety Programs</td>
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<td>Team Project Presentations and Final Reports Due</td>
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<td>7 Habits Of Highly Effective People</td>
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<td>7 Habits Of Highly Effective People - Graduate Student Quality Food System Research Paper Due</td>
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<td>Prep for BRC/SQF training - Class Evaluations</td>
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<td>Final Exam</td>
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### COURSE REQUIREMENTS

**Attendance:** Since student participation during discussion sessions is an important aspect of this course, students are expected to attend all sessions. Attendance will be documented using an attendance sheet that must be signed by students in class. Five points per unexcused absence will be deducted from your final grade. For more information see TAMU Student Rule 7 – Attendance: http://student-rules.tamu.edu/rule07
Make-up Work/Auditing Policy

Regular attendance and participation in the course is expected of all students. Anticipated absences should be cleared with the instructor prior to the absence, if possible. Emergency absences (serious illness, injury, death, etc.) should be reported as soon as possible. An excuse may be necessary for more than three absences. Those students auditing the course are expected to participate in all class sessions. Make-up work will be allowed under extenuating circumstances for which written excuses are provided.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity and Honesty

It is the personal responsibility of each student to maintain the highest level of scholastic integrity at the university by refusing to participate in or tolerate any form of scholastic dishonesty. Additional information may be obtained from the Student Handbook or at the Handbook website http://student-rules.tamu.edu/index.htm, http://student-rules.tamu.edu/rules20.htm.

Copyright

The handouts used in this course are copyrighted. By "handout", I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, and handouts. You do not have the right to copy the handouts, unless I expressly grant permission.

Plagiarism

Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues.

Aggie Code of Honor

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty in truth and confidence in each other. “Aggies do not lie, cheat or steal; or tolerate those who do.” If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. http://aggiehonor.tamu.edu.
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 Anthropology

3. Course prefix, number and complete title of course: ANTH 435 - Medical Anthropology

4. Catalog course description (not to exceed 50 words):
   Overview of medical anthropology, a subfield in anthropology which examines the biological and cultural basis of health and disease in order to understand the influence of culture on the illness experience and treatment.

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

6. Is this a variable credit course? ☑️ No

7. Is this a repeatable course? ☑️ No

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

9. Will this course be submitted to the Core Curriculum Council? ☑ Yes

10. How will this course be graded? ☑️ Grade

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

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

13. Prefix  Course #  Title (excluding punctuation)

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<th>ANTH</th>
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Approval recommended by:

Ted Goebel  10/2/15
Department Head or Program Chair (Type Name & Sign) Date

Chair College Review Committee

Dean of College

Chair, GC or UCC

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Curricular Services – 07/14
Course title and number  Medical Anthropology 435
Term  Fall 2016
Meeting times and location  TR 9:35-10:50 a.m.

Course Description and Prerequisites
Medical anthropology is a subfield in anthropology that draws from the four main subfields of anthropology – cultural, biological, linguistic, and archaeology – to examine the biological and cultural basis of health and disease, and to understand the influence of culture on the illness experience and treatment. This is a course designed to provide an overview of the main theoretical perspectives and key areas of empirical research currently employed in the subfield. We will focus on five broad areas: (1) Theories, applications and methods; (2) Contexts and conditions; (3) Health and behavior; (4) Health care, treatment, and communication; and (5) Looking ahead.

This course is designed for undergraduate anthropology majors or minors interested in relationship between health and illness, and culture. This course counts as an anthropology-cultural or the other elective for undergraduate anthropology majors or towards the anthropology minor for non-majors. There are no prerequisites, but junior or senior classification is required and completion of Anthropology 205 or 210 is highly recommended prior to enrolling in this course.

Learning Outcomes
By the end of the course a student will be able to:

- Describe medical anthropology and the different theoretical perspectives and methodologies employed in the subfield.
- Identify the different contexts and conditions within which people live and illustrate how they impact their experience of health and illness and the treatments they employ. (2 and 3)
- Define health, explain the differences between illness and disease, and demonstrate how individual behavior relates to health.
- Examine the great diversity of medical systems in existence worldwide, the utilization of treatments from these different systems to improve health, and the role of patient-provider communication in the treatment process.
- Differentiate emerging issues in the subdiscipline and the types of associated career paths.
- Analyze, synthesize and evaluate course material using reading, writing, critical thinking, and collaboration skills.

Instructor Information
Name  Allison Hopkins
Telephone number  979-845-5242
Email address  
Office hours  MW 1:30-3pm or by appointment
Office location  277 ANTH

Textbook and/or Resource Material
The course materials consist of the material listed in the Course Reading List below. The textbook for the course is:
Singer, Merrill, and Hans A. Baer
The book chapters, besides those associated with the textbook, and the journal articles will be made available to you on eCampus.

**Grading Policies**

**Letter Grading Scale:**
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = <60%

**Grading Assignments:**
- **Exams (40%)**: There will be two exams. Questions on the exams will be multiple choice and they will be from material presented in lecture and the required readings. The exams will not be cumulative.

- **Exam Essay Questions (30%)**: There will be two essay questions assigned for completion at home. The essays are designed to complement the in-class exams. The student is required to respond to each essay question by drawing upon and synthesizing materials that have already been presented in class. The response should be type, double-spaced, 12-point font, and 2 pages in length.

At the beginning of the semester each student will be assigned to a discussion group with 2 other students and assigned 1 of 3 roles for each week. The roles are recorder, reporter, and summarizer. The roles relate to the following activities:

- **Summary Assignments (20%)**: There will be four assignments that each student will be involved in, which will be completed in a small group outside of class. The summarizers will meet and summarize the key concepts, definitions, debates, and other relevant information that was discussed in the small group discussions, and the large group wrap-up sessions. The group assignment should be typed and two pages in length. The assignment will be distributed to all of the students in the class and serve as a study guide for the exams.

- **Participation (10%)**: Students are expected to have completed the required readings before class, engage with the instructor during lecture, participate in discussion with peers during small group discussion and large group wrap-up sessions, and participate in all other class activities. The recorder will take notes during the small group discussion, which they will then share with the reporter who will report to the large group on what was discussed in the small group discussion. Then the summarizer will take the notes and use them to complete the summary assignment. A participation score will be assigned for each class. The two lowest participation scores will be dropped from the student's final participation grade.

**Attendance and Make-up Policies**

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07) and should be consulted and followed in the case of an absence. In order for an absence to be considered excused the student must provide the instructor with satisfactory evidence to support the reason for the absence. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor will provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The instructor will not provide an opportunity for the student to make up work missed because of an unexcused absence.
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<th>Week/Day</th>
<th>Topic</th>
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<td><strong>T:</strong> Introduction to Course</td>
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<td></td>
<td><strong>R:</strong> Introduction and History</td>
<td>(Singer and Baer 2012:1-41)</td>
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<td>Definitions, history, &amp; theory:</td>
<td>(Singer and Erickson 2011:1-6)</td>
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<tr>
<td></td>
<td>Introduction to reader:</td>
<td>(Sobo 2011:7-28)</td>
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<td>Key debates:</td>
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<td><strong>2</strong></td>
<td><strong>T:</strong> Week 1 Summary Assignment Due</td>
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<td></td>
<td>Theoretical Perspectives</td>
<td>(Brown, et al. 2009:3-15)</td>
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<td></td>
<td>Overview:</td>
<td>(McEiroy 2004:1-8)</td>
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<td>Evolutionary and ecological:</td>
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<td></td>
<td>Interpretive:</td>
<td>(Loewe 2004:1-8)</td>
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<td></td>
<td>Critical:</td>
<td>(Singer 2004:1-8)</td>
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<td></td>
<td>Biocultural:</td>
<td>(Leatherman and Goodman 2011:29-48)</td>
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<td>Research Design and Methods</td>
<td>(Singer and Baer 2012:43-75)</td>
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<td></td>
<td>Overview:</td>
<td>(Gravlee 2011:69-91)</td>
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<td>Research design:</td>
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<td>Cultural framework for health research:</td>
<td>(Kagawa-Singer, et al. 2015:5-27 only)</td>
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<td>Applied Approaches</td>
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<td>Public policy:</td>
<td>(Eisenberg 2011:93-116)</td>
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<td></td>
<td>Health Disparities</td>
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<td></td>
<td>Overview:</td>
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<tr>
<td></td>
<td>Race and ethnicity:</td>
<td>(Dressier, et al. 2005:231-252)</td>
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<td><strong>6</strong></td>
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<tr>
<td></td>
<td>Health and the Environment</td>
<td>(Singer and Baer 2012:207-240)</td>
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<tr>
<td></td>
<td>Overview, including globalization:</td>
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<tr>
<td></td>
<td>Ecology of disease:</td>
<td>(Townsend 2011:181-196)</td>
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<tr>
<td></td>
<td>Water and health:</td>
<td>(Whiteford and Padros 2011:197-208)</td>
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<tr>
<td></td>
<td>Culture change and stress:</td>
<td>(Dressler 2011:117-134)</td>
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<td><strong>7</strong></td>
<td><strong>T:</strong> Week 6 Summary Assignment Due</td>
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<tr>
<td></td>
<td>Global Health</td>
<td>(Janes and Corbett 2011:135-157)</td>
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<td></td>
<td>Overview:</td>
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<td></td>
<td>Syndemics:</td>
<td>(Singer, et al. 2011:159-179)</td>
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<td><strong>8</strong></td>
<td><strong>T:</strong> Exam 1 Essay Question Due</td>
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<td>Exam 1: Covering Parts I and II</td>
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<tr>
<td></td>
<td>Overview:</td>
<td>(Singer and Baer 2012:77-115)</td>
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<td></td>
<td>Health, Illness, and Disease</td>
<td>(Brown, et al. 2011:251-270)</td>
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<td></td>
<td>Infectious diseases:</td>
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<td></td>
<td>Chronic illness-cancer:</td>
<td>(Manderson 2011:323-338)</td>
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<td>T: Week 8 Summary Assignment Due</td>
<td>Reproductive Health</td>
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<td>Birthing overview:</td>
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<td>R: Yucatec Maya example:</td>
<td>Cross-cultural comparison:</td>
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<td>10</td>
<td>T: Week 9 Summary Assignment Due</td>
<td>Health-related Behaviors</td>
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<td>11</td>
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<td>Medical Systems</td>
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<td>R: Ethnopharmacology:</td>
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<td>Medical Pluralism</td>
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<td>Emerging Issues</td>
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<td>*FINALS WEEK Exam 2 Essay Question Due</td>
<td>Exam 2: Covering Parts II, IV and V</td>
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</table>

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The Aggie code of honor states, “An Aggie does not lie, cheat, or steal, or tolerate those who do.” All acts of academic misconduct will be reported to the Aggie Honor System Office. For additional information please visit: http://aggiehonors.tamu.edu

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Respect for cultural and human biological diversity are core concepts of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences. For additional information please visit: http://diversity.tamu.edu/

Counseling and Career Services

If you are feeling uncertain about your career and academic goals or are having personal problems that are affecting your academic performance there are resources on campus that may be of help to you. These resources include:

- Student Counseling Services, brief counseling to address personal, academic, and career concerns, Cain Hall, 979-845-4427, http://scs.tamu.edu/
- Career Center, career planning and employment preparation, 209 Koldus Building, (979) 845-5138, https://careercenter.tamu.edu/

Course Reading List:

Baer, Hans A.

Brown, Antoinette, and Adam Koons

Brown, Peter J., George J. Armelagos, and Kenneth C. Maes

Brown, Peter J., et al.

Coe, Kathryn. Gail Barker, and Craig Palmer

Dressler, William W.
Dressler, William W., Kathryn S. Oths, and Clarence C. Gravlee

Eisenberg, Merrill

Erickson, Pamela L.

Etkin, Nina L

Fadiman, Anne

Fiske, Shirley

Gravlee, Clarence C.

Himmelgreen, David A., Nancy Romero Daza, and Charlotte A. Noble

Janes, Craig R., and Kitty K. Corbett

Jordan, Brigitte, and Robbie Davis-Floyd

Jordan, Brigitte, and Robbie Davis-Floyd

Kagawa-Singer, Marjorie, et al.
2015 The cultural framework for health: An integrative approach for research and program design and evaluation: NIH: Office of Behavioral and Social Sciences Research.

Leatherman, Tom, and Alan H. Goodman

Loewe

Manderson, Lenore

McElroy, Ann

McElroy, Ann, and Patricia K. Townsend

Page, J. Bryan

Quinlan, Marsha B.
Quintero, Gilbert, and Mark Nichter

Sargent, Carolyn, and Lauren Gulbas

Singer, Merrill

Singer, Merrill, and Hans A. Baer

Singer, Merrill, and Pamela I. Erickson

Singer, Merrill, et al.

Smith-Nonini, Sandy, and Beverly Bell

Sobo, Elisa J.

Townsend, Patricia K.

Trotter, Robert T.

Whiteford, Linda M., and Cecilia Vindrola Pardos

Wiley, Andrea S, and John Scott Allen
Sandra, See below for the email from Public Health in support of the ANTH course.

Thanks,
Sherry

Sent from my iPhone

Begin forwarded message:

From: "Winking, Jeffrey W" <jwinking@tamu.edu>
Date: November 5, 2015 at 2:40:13 PM CST
To: "Higginbotham, Sheryl K" <shigginbotham@tamu.edu>
Cc: "Valadez, Marco L" <mlvaladez@tamu.edu>
Subject: Fwd: Medical Anthropology Course

Sherry:

Please see below.

Thanks,
Jeff

Begin forwarded message:

From: "Danko, Rick A." <danko@sph.tamhsc.edu>
Date: November 5, 2015 at 2:20:26 PM CST
To: "Winking, Jeffrey W" <jwinking@tamu.edu>
Cc: "Valadez, Marco L" <mlvaladez@tamu.edu>, "Ross, Jennifer A." <ross@sph.tamhsc.edu>
Subject: RE: Medical Anthropology Course

Dr. Winking,

Thanks for checking with us about your proposal. The School of Public Health has no objection to your ANTH 435 Medical Anthropology course. In fact, it looks like a good elective option for our BSPH students. Dr. Jennifer Ross, our UCC member, will be at the meeting tomorrow and can respond if any questions arise.

Rick A. Danko, DrPH | Director of Curriculum Development
School of Public Health | Texas A&M Health Science Center
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DIBG)

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

3. Course prefix, number and complete title of course: ANTH 437 - Ethnobotany

4. Catalog course description (not to exceed 50 words):
   Interdisciplinary study of the complex and dynamic relationships that exist between people and plants.

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

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

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

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

9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [X] No
   How will this course be graded? [X] Grade [ ] S/U [ ] P/F (CLAD)

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

B.A. in Anthropology, Minor in Anthropology

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

12. [X] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-ex/Port-Controls-Basics-for-Distance-Education).

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ANTH</th>
<th>437</th>
<th>Ethnobotany</th>
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</table>

Approval recommended by:

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

Chair, College Review Committee Date

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

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services • 07/14
Course title and number  Ethnobotany 437
Term             Fall 2016
Meeting times and location  TR 2:20-3:35 p.m.

Course Description and Prerequisites

Ethnobotany is an interdisciplinary field focused on the study of the complex and dynamic relationships that exist between people and plants. A variety of fields of study are employed to varying degrees in ethnobotanical research, including anthropology, botany, ecology, biochemistry, and economics. This course is designed to provide an introduction to the discipline and the major areas of study primarily from the sub-disciplinary perspective of cultural anthropology. We will focus on three broad areas: (1) Foundational concepts and methodologies; (2) Domains; and (3) Research approaches.

This course is designed for undergraduate anthropology majors or minors interested in the contemporary relationship between people and plants. This course counts as an anthropology-cultural or the other elective for undergraduate anthropology majors or towards the anthropology minor for non-majors. There are no prerequisites, but junior or senior classification is required and completion of Anthropology 205 or 210 is highly recommended prior to enrolling in this course.

Learning Outcomes

- Describe ethnobotany, the different disciplinary perspectives and methodologies
- Examine ethical issues in the field.
- Explain the different domains of study within the discipline.
- Describe the array of research topics and approaches studied and integrate them with the primary perspectives of cultural anthropology.

Instructor Information

Name        Allison Hopkins
Telephone number  979-845-5242
Email address        
Office hours    MW 1:30-3 p.m. or by appointment
Office location     227 ANTH

Textbook and/or Resource Material

The course materials consist of the book chapters and journal articles listed in the Course Reading List below. These will be made available to you on eCampus.
Grading Policies

Letter Grading Scale:
A = 90%-100%
B = 80%-89%
C = 70%-79%
D = 60%-69%
F = <60%

Grading Assignments:
Exams (40%): There will be two exams. Questions on the exams will be multiple choice and they will be from material presented in lecture and the required readings. The exams will not be cumulative.

Exam Essay Questions (30%): There will be two essay questions assigned for completion at home. The essays are designed to complement the in-class exams. The student is required to respond to each essay question by drawing upon and synthesizing materials that have already been presented on in class. The response should be type, double-spaced, 12-point font, and 2 pages in length.

At the beginning of the semester each student will be assigned to a discussion group with 2 other students and assigned 1 of 3 roles for each week. The roles are recorder, reporter, and summarizer. The roles relate to the following activities:

Summary Assignments (20%): There will be four assignments that each student will be involved in, which will be completed in a small group outside of class. The summarizers will meet and summarize the key concepts, definitions, debates, and other relevant information that was discussed in the small group discussions, and the large group wrap-up sessions. The group assignment should be typed and two pages in length. The assignment will be distributed to all of the students in the class and serve as a study guide for the exams.

Participation (10%): Students are expected to have completed the required readings before class, engage with the instructor during lecture, participate in discussion with peers during small group discussion and large group wrap-up sessions, labs, and in all other class activities. The recorder will take notes during the small group discussion, which they will then share with the reporter who will report to the large group on what was discussed in the small group discussion. Then the summarizer will take the notes and use them to complete the summary assignment. A participation score will be assigned for each class. The two lowest participation scores will be dropped from the student’s final participation grade.

Attendance and Make-up Policies

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at http://student-rules.tamu.edu/rule07 and should be consulted and followed in the case of an absence. In order for an absence to be considered excused the student must provide the instructor with satisfactory evidence to support the reason for the absence. In cases where advance notification is not feasible (e.g. accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor will provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The instructor will not provide an opportunity for the student to make up work missed because of an unexcused absence.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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<tr>
<td>Part I: Ethnobotanical Foundation</td>
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<tr>
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<td>T: Introduction to Course</td>
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| R: | Introduction | Global history and scope: (Cotton 1996a:1-18)  
Modern research currents: (Nolan and Turner 2011:133-148) |
| 2 | T: **Week 1 Summary Assignment Due**  
Research Design and Methods |  |
| R: | Overview | (Martin 1995c:1-25)  
Ethnobiological advances: (Stepp 2005:211-218) |
| 3 | T: **Week 2 Summary Assignment Due**  
Ethics |  |
| R: | Overview | (Hardison and Bannister 2011:27-50)  
Biodiversity prospecting: (Moran, et al. 2001:505-526) |
| 4 | T: **Week 3 Summary Assignment Due**  
Botany |  |
| R: | Plant structures, functions, and applications: (Cotton 1996b:19-58)  
Methods: (Martin 1995b:27-65) |
| Part II: Ethnobotanical Domains |
| 5 | T: **Week 4 Summary Assignment Due**  
Medicine |  |
| R: | Ethnopharmacology: (Etkin 1990:149-158)  
Methods: (Martin 1995e:67-93)  
Source of medicinal plants, by family: (Moerman 1991:1-42)  
Or, by location: (Stepp 2004:163-166) |
| 6 | T: **Week 5 Summary Assignment Due**  
*Numen: The Healing Power of Plants*-documentary on herbal medicine |  |
| R: | Medical Ethnobotany Lab  
| 7 | T: Food |  |
| R: | Traditional agricultural systems: (Anderson 2011:305-318)  
Agrobiodiversity: (Veteto and Skarbø 2009:73-87)  
Growing Together-documentary on community garden  
https://www.youtube.com/watch?v=aW2_b_oGo4Q  
Food and culture: (Anderson 2014:1-9,124-139,235-244)  
Traditional food: (McCune and Kuhnlein 2011:249-266) |
| 8 | T: **Week 7 Summary Assignment Due**  
Nutritional Ethnobotany Lab |  |
| R: | Exam 1 Essay Question Due  
Exam 1: Covering Parts I and II |
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<th>Task</th>
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| 9    | T:   | Symbolic Ethnobotany  
Symbolic use of plants:  
Folk ritual medical practices: |
|      | R:   | Traditional Ecological Knowledge  
Overview:  
Relationship to science:  
Biocultural Diversity  
Overview: |
|      |      |         |
| 10   | T:   | Week 9 Summary Assignment Due  
Cognitive Ethnobotany  
Overview: |
|      | R:   | Classification Systems  
Overview: |
|      |      |         |
| 11   | T:   | Week 10 Summary Assignment Due  
Ethnoecology  
Overview:  
Landscapes: |
|      | R:   | Sensory and Perceptual Ecology  
Perceptual distinctiveness:  
Food selection:  
Herbal medicine selection: |
|      |      |         |
| 12   | T:   | Week 11 Summary Assignment Due  
Quantitative and Experimental Ethnobotany  
Case for conservation:  
Useful plants: |
|      | R:   | Non-timber forest products harvest:  
Panel study: |
|      |      |         |
| 13   | T:   | Week 12 Summary Assignment Due  
Culture Change  
Modernization: |
|      | R:   | Migration-Southern Italy:  
Migration-Dominican: |
|      |      |         |
| 14   | T:   | Week 13 Summary Assignment Due  
Applied Ethnobotany and Conservation  
Overview:  
Seed banks and heritage farms:  
TEK and adaptive heritage:  
Community development: |
|      | R:   | Career Options  
Exam 2 Essay Question Due  
Exam 2: Covering Part III |
|      |      |         |

*This schedule is intended to serve as a guide and is subject to change by the instructor if deemed necessary. The instructor will provide advance notice of any changes.*
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- Career Center, career planning and employment preparation, 209 Koldus Building, (979) 845-5139, https://careercenter.tamu.edu/

Course Reading List:

- Boster, James Shilts

Brett, JA

Cotton, C. M.

Cotton, C. M.

Cunningham, Anthony B.

Etkin, Nina L

Etkin, Nina L., Tamara Ticktin, and Heather L. McMillen

Gilmore, Michael P., and W. Hardy Eshbaugh

Gómez-Baggethun, Erik, and Victoria Reyes-Garcia

Hardison, Preston, and Kelly Bannister

Hunn, Eugene S., and Cecil H. Brown

Johns, Timothy

Johnson, Leslie Main, and Iain Davidson-Hunt


Maffi, Luisa

Martin, Gary J

Martin, Gary J

Martin, Gary J

Martin, Gary J

Martin, Gary J


Sandra Williams

From: Higginbotham, Sheryl K
Sent: Thursday, November 5, 2015 8:51 AM
To: Sandra Williams
Cc: Oberhelman, Steven M
Subject: FW: Ethnobotany course

Sandra, Here is the message from Biology to go with ANTH 437. I thought it was attached to the proposal but I see now that it wasn’t.

I’m working on the other issues.

Thanks,
Sherry

From: Winking, Jeffrey W
Sent: Wednesday, October 07, 2015 11:33 AM
To: Higginbotham, Sheryl K
Cc: Valadez, Marco L
Subject: FW: Ethnobotany course

Sherry:

Please see Christine Farris’ email below in support of Anthropology’s Ethnobotany class. Please let me know if there is anything else you need.

Thank you,
Jeff

From: Christine Farris [mailto:cfarris@bio.tamu.edu]
Sent: Wednesday, October 7, 2015 10:26 AM
To: Winking, Jeffrey W
Subject: RE: Ethnobotany course

I had our Associate Department Head, Dr. Wayne Versaw, review the course syllabus and there is no objection to the Anthropology Department teaching Ethnobotany.

Christine

Christine Farris, M.Ed.
Director
Biology Undergraduate Programs
107 Butler Hall
979-845-3116
fax 979-845-1572
Christine:

Here is the syllabus for the ethnobotany class I mentioned. Please let us know if you need any other information.

Thanks,

Jeff Winking
Associate Professor
Director of Undergraduate Studies
Department of Anthropology
Texas A&M University
College Station, TX 77843-4352
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:  [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course:
   BMEN 428- Microcontrollers and Communications in Medical Devices
4. Catalog course description (not to exceed 50 words):
   Principles of embedded system architecture and programming; fundamentals and theoretical foundations of wireless communication systems; hands-on experiences of how an embedded system could be used to solve problems in biomedical engineering; projects on wireless sensors and imaging for medical devices.

5. Prerequisite(s):
   BMEN 211, or approval of instructor
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  [ ] Yes  [✓] No
   If yes, from _____ to _____
7. Is this a repeatable course?  [ ] Yes  [✓] No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  [ ] Yes  [✓] No
8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [✓] No
9. How will this course be graded:  [✓] Grade  [ ] S/U  [ ] P/F (CLAD)
10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
    RS in Biomedical Engineering

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

13. Prefix  Course #  Title (excluding punctuation)
    BMEN  428  MICROCNTRL & COMM IN MED

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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EICE Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td></td>
<td>3.00</td>
<td>1405010006</td>
<td>0450</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or smjw@tamu.edu.
Curricular Services – 07/14
Course title and number   BMEN 428, Microcontrollers and Communications in Medical Devices
Term   Fall2016
Meeting times and location      MW 4:10-5:25, 5039 ETB

Course Description and Prerequisites
Prerequisite: BMEN 211, or approval of instructor
This course will cover the principles of embedded system architecture and programing as well as an introduction of 
wireless communication systems. It will provide hands-on experiences of how an embedded system could be used to 
solve problems in biomedical engineering, culminating in projects on wireless wearable sensors and imaging for medical 
devices.

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

- Demonstrate experience in programming microcontrollers
- Create basic conditioning circuits for sensors, and their interfaces with microcontrollers
- Identify and implement the appropriate wireless protocol for a given problem while maintaining security of 
privileged patient information.
- Create basic real-time signal processing and conditioning techniques for microcontrollers

Instructor Information
Name   Dr. Roozbeh Jafari
Telephone number  979-862.:§098
Email address   rjafari@tamu.edu
Office hours   TBA
Office location  5010 ETB

Required:
Textbook and/or Resource Material
MSP430 Microcontroller Basics, Author: John H. Davies, Publisher: Newnes (September 4, 2008), ISBN: 0750682760
C Programming Language (2"d Edition), Authors: Brian W. Kernighan, Dennis M. Ritchie, Publisher: Prentice Hall (April 1, 

Optional:
J.C. Jensen, E.A. Lee, and S.A. Seshia,DAn Introductory Lab in Embedded and Cyber-Physical 

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

Midterm exam     25%
Final exam             25%
Project                  40%
Homework and Quiz  10%
Attendance and Make-up Policies

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

Course Topics, Tentative Calendar of Activities

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Embedded Computing</td>
</tr>
<tr>
<td>2</td>
<td>Architecture, Instruction Set and Clocks</td>
</tr>
<tr>
<td>3</td>
<td>Polling and Interrupts</td>
</tr>
<tr>
<td>4</td>
<td>Low Power Modes</td>
</tr>
<tr>
<td>5</td>
<td>Timers</td>
</tr>
<tr>
<td>6</td>
<td>Digital Interfaces</td>
</tr>
<tr>
<td>7</td>
<td>Analog to Digital Converters (ADCs) and Digital to Analog Converters (DACs)</td>
</tr>
<tr>
<td></td>
<td><em>Midterm Exam</em></td>
</tr>
<tr>
<td>8</td>
<td>Sensor Conditioning Circuits</td>
</tr>
<tr>
<td>9</td>
<td>Serial Communications</td>
</tr>
<tr>
<td>10</td>
<td>Wireless Communications</td>
</tr>
<tr>
<td>11</td>
<td>Wireless Communications</td>
</tr>
<tr>
<td>12</td>
<td>Signal Processing and Conditioning</td>
</tr>
<tr>
<td>13</td>
<td>Application Case Studies with Physiological Sensors</td>
</tr>
<tr>
<td>14</td>
<td>Final Project Demonstrations</td>
</tr>
<tr>
<td></td>
<td><em>Project Due</em></td>
</tr>
<tr>
<td>15</td>
<td><em>Final Exam</em></td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ✓ Undergraduate  □ Graduate  □ First Professional
   (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 448- Healthcare Technology in the Developing World
4. Catalog course description (not to exceed 50 words):
   Principles of operation for major types of medical equipment; physiology underlying the measurement; major functional (system) pieces for each instrument; typical problems/applications of each instrument.

5. Prerequisite(s):
   MATH 152, PHYS 208, and approval of instructor

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

7. Is this a variable credit course? □ Yes  ✓ No
   If yes, from _____ to _____
7. Is this a repeatable course? □ Yes  ✓ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes  ✓ No
   Will this course be submitted to the Core Curriculum Council? □ Yes  ✓ No
9. How will this course be graded? ✓ Grade  □ S/U  □ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
    BS in Biomedical Engineering

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>BMEN</th>
<th>448</th>
<th>HEALTHCARE TECH DEVEL WORLD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>6.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
October 15, 2015

MEMORANDUM

TO: Office of the Registrar

THROUGH: Dr. Prasad Enjeti
Associate Dean, College of Engineering

FROM: Dr. Anthony Guiseppi-Elie
Department Head, Biomedical Engineering

RE: BMEN 448 New Course Request for 2016-2017 Catalog

We are requesting that BMEN 448, Healthcare Technology in the Developing World, be approved as a new course for the 2016-2017 catalog. This course is listed as requiring MATH 152 and PHYS 208. This course is taught in a summer study abroad program in Rwanda during the Summer I semester. Students taking this course must be in the Department of Biomedical Engineering, which requires that MATH 152 and PHYS 208 be completed during the freshman year per the current course catalog. Since these classes are already included in the degree plan, all students will have these courses completed and letters of support for these pre-requisites are not needed.

If you have additional questions, please contact course instructor, Dr. Kristen Maitland, at 979-845-5532 or kmaitland@tamu.edu.

Thank you for your consideration.
Course number and title: BMEN 448: Healthcare Technology in the Developing World
Term: Summer 2017
Meeting times and location:
Lecture hours: 1-2 PM Monday-Friday
Laboratory hours: 2-5 PM Monday-Friday; 8 AM-5 PM Hospital Days

Course Description and Prerequisites
Principles of operation of major types of medical equipment: physiology underlying the measurement; major functional (system) pieces for each instrument; typical problems/applications of each instrument.

Prerequisites: MATH 152, PHYS 208 and approval of instructor.

Learning Outcomes
The learning outcomes include the following two ABET Outcomes (B and C). Students will be able to:
- design/conduct experiments, and analyze/interpret data
- design a system, component or process

Instructor Information
Name: Kristen C. Maitland
Telephone number: 979-845-1864
Email address: kmaitland@tamu.edu
Office hours: TBA
Office location: ETB 50028

Textbook and/or Resource Material
Required Text: *Medical/Instrumentation in the Developing World*, by Robert Malkin
Required Text: *Laboratory Manual Companion*, by Robert Malkin, Caroline Gamache, and Michelle Garst

Grading Policies
Attendance is taken in lecture and lab. Any unexcused absence from lecture or lab may result in failure of this course. All assignments must be turned in on time. Late work will not be accepted except in the case of a university approved excuse.

Homework: This course has one to five pages of reading per evening. Pre-read the sections in the textbook prior to the lecture. Pre-read the sections in the lab manual and complete the appropriate pre-lab prior to the laboratory.

Written reports: One written report is required. Your instructor will assign at least one piece of medical equipment for your report.

Quizzes: There will be a daily quiz on the assigned reading.

Lab work: You will be required to demonstrate your lab to the TA or instructor each day.

<table>
<thead>
<tr>
<th>Component</th>
<th>Grade Range</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>60%</td>
<td>90-100%</td>
</tr>
<tr>
<td>Lab demos</td>
<td>25%</td>
<td>80-89%</td>
</tr>
<tr>
<td>Written reports</td>
<td>15%</td>
<td>70-79%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td>60-69%</td>
</tr>
<tr>
<td></td>
<td>&lt;60%</td>
<td>&lt;60%</td>
</tr>
</tbody>
</table>
Lecture and Lab Topics, Calendar of Activities

<table>
<thead>
<tr>
<th>Lecture Topic</th>
<th>Lab Exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Orientation</td>
<td>1. Introduction to your Toolkit</td>
</tr>
<tr>
<td>2. Hospital Practical Lab</td>
<td></td>
</tr>
<tr>
<td>3. 1.0 Introduction to Developing World Medical</td>
<td>2. Extension Cord,</td>
</tr>
<tr>
<td>Equipment</td>
<td>4. Introduction to the DMM</td>
</tr>
<tr>
<td>2.1 Working in the Operating Theatre and ICU</td>
<td></td>
</tr>
<tr>
<td>4. 2.2 Ventilators</td>
<td>3. Soldering and Desoldering</td>
</tr>
<tr>
<td>2.3 Oxygen Concentrators</td>
<td>(continue DMM work)</td>
</tr>
<tr>
<td>5. 2.4 Fluid Pumps</td>
<td>5. Building an LED Flashlight</td>
</tr>
<tr>
<td>2.5 Electrocardiographs</td>
<td>(continue DMM work)</td>
</tr>
<tr>
<td>6. 4.2 Troubleshooting Medical Equipment</td>
<td>6. Simple Power Supply</td>
</tr>
<tr>
<td>7. Hospital Practical Lab</td>
<td></td>
</tr>
<tr>
<td>8. 2.6 Blood Pressure Machines</td>
<td>7. Variable Power Supply</td>
</tr>
<tr>
<td>9. 2.7 Pulse Oximeter</td>
<td>9/10. Troubleshooting</td>
</tr>
<tr>
<td></td>
<td>(finish power supply)</td>
</tr>
<tr>
<td>10. 2.9 Fetal Monitor and Fetal Doppler</td>
<td>13. Training 2</td>
</tr>
<tr>
<td>11. 2.15 Suction Machines</td>
<td>14. Quick Start Guides (no disassembly)</td>
</tr>
<tr>
<td>2.19 Batteries</td>
<td></td>
</tr>
<tr>
<td>12. Hospital Practical Lab</td>
<td></td>
</tr>
<tr>
<td>13. 2.10 Infant Incubator</td>
<td>11. Batteries</td>
</tr>
<tr>
<td>2.11 Infant Warmer</td>
<td>12. Training 1 (while charging)</td>
</tr>
<tr>
<td>14. 2.17 Anesthesia Machines</td>
<td>17. Needs Assessment</td>
</tr>
<tr>
<td>2.18 Bottled Gases</td>
<td>8. Temperature Alarm (build circuits, talk about</td>
</tr>
<tr>
<td></td>
<td>how to calibrate)</td>
</tr>
<tr>
<td>15. 2.16 Theatre Lamps and Other Lights</td>
<td>8. Temperature Alarm Calibration</td>
</tr>
<tr>
<td>16. 3.3 Centrifuges and Electrical Motors</td>
<td>15. Planning Your Days</td>
</tr>
<tr>
<td>17. Hospital Practical Lab</td>
<td></td>
</tr>
<tr>
<td>18. 3.5 Water Baths, Stir and Hot Plates</td>
<td>16. Inventory</td>
</tr>
<tr>
<td>3.7 Autoclaves</td>
<td>18. Forms</td>
</tr>
<tr>
<td>19. 4.1 Electrical Safety</td>
<td>19. Disassembly</td>
</tr>
<tr>
<td>20. Check out, Pre-briefing reports</td>
<td></td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

"An Aggie does not lie, cheat or steal, or tolerate those who do."
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN 462 Engineering Hydrogeology

3. Catalog course description (not to exceed 50 words): Groundwater in the hydrologic cycle; aquifer properties; well hydraulics, testing, and design; groundwater quality, and groundwater management and sustainability.

4. Prerequisite(s): CVEN 311; CVEN 301 or CVEN 339; junior or senior classification; or approval of instructor.

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   CVEN 462 ENGINEERING HYDROGEOLOGY

   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   0 3 0 0 0 3 1 4 0 8 0 1 0 0 0 6 0 6 3 0 1 6 - 1 7 0 0 3 6 3 2

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

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

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

   Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 02/14
CVEN 462: Engineering Hydrogeology

Course Description and Prerequisites
CVEN 462. Engineering Hydrogeology. (3-0). Credit 3. Groundwater in the hydrologic cycle; aquifer properties; well hydraulics, testing, and design; groundwater quality; and groundwater management and sustainability. Prerequisites: CVEN 311; CVEN 301 or CVEN 339; junior or senior classification; or approval of instructor.

Learning Outcomes
After successfully completing this course, students should be able to:
• Identify common aquifer forming sediments and rocks.
• Estimate porosity, hydraulic conductivity, and storage properties of porous materials.
• Create a conceptual drawing of an aquifer.
• Calculate water table drawdown induced by groundwater pumping under a variety of situations.
• Design a property properly completed well by selecting screen and casing materials, identifying the appropriate screened interval, and sizing the pump necessary for a desired flow rate.
• Classify common groundwater contaminants by their type and describe their possible origins.
• List the principles of sustainable engineering and describe how they apply to groundwater management.

The Civil Engineering Department expects graduates of our program to have achieved certain educational outcomes. Of these, this course can help students develop:
• Ability to identify, formulate and solve civil engineering problems.
• Ability to apply knowledge in water resources and environmental engineering.
• Ability to design a civil engineering system, component, or process to meet desired needs while incorporating engineering standards and realistic constraints...in a water resources and environmental engineering context.
• Understanding of the impact of civil engineering solutions in a global, economic, environmental, and societal context.

Instructor Information
Name
Dr. Gretchen Miller
Telephone number
979-862-2581
Email address
gmiller@civil.tamu.edu
Office hours
4:00 – 5:00 pm, TR
Office location
CE/TTI 402D

Textbook and Resource Material

Additional short excerpts from the following documents will be posted on the course website at http://ecampus.tamu.edu:
## Grading Policies

<table>
<thead>
<tr>
<th>Task</th>
<th>Percentage of Grade</th>
<th>Grade Ranges</th>
</tr>
</thead>
</table>
| Homework              | 25% (lowest score dropped) | A ≥ 90%  
80% ≤ B < 90%  
70% ≤ C < 80%  
60% ≤ D < 70%  
F < 60%         |
| Report/Presentation   | 10%/10%             |                               |
| Midterm Exam          | 25%                 |                               |
| Final Exam            | 25%                 |                               |
| Class Participation   | 5%                  |                               |

**Homework:** Homework will assigned roughly every other week. There will be approximately 6-8 assignments, each worth 100 points and consisting of roughly 6 to 10 problems. Solutions to all problems will be posted, password protected, on the course website. Late homework will be accepted with a 25 percent penalty per day, up until the homework solutions are posted. (Students with a valid excused absence will be able to submit homework past the deadline for full credit, but are expected to notify me as soon as possible.) Your lowest homework grade will be dropped at the end of the semester.

**Exams:** Exams will consist of both short-answer and work-out questions. Exams will be closed book, but you will be allowed to bring in one 8.5 x 11 inch sheet of paper. Your sheet may be two-sided, but your notes must be hand-written and you must turn in the sheet with your exam. Worked problems are not permitted on your notes sheet. You are allowed to bring a non-QWERTY calculator, and a straight-edge is highly recommended.

**Report and Presentation:** You will be asked to prepare a 5-page report and 15-minute presentation on an aquifer in Texas, Mexico, or Central America. A draft of the report will be due after midterms, and the final version will be due at 5 pm on the last day of class through the Turn-it-In System on eCampus. You will be asked select your aquifer from a list provided by Dr. Miller, so that duplicate aquifers are not chosen. More details on this assignment will be provided around the third week of class.

**Class Participation:** Class participation credit may be earned through several mechanisms: random attendance quizzes, volunteering to come to the board to work a problem, participating in class discussions, asking insightful questions, sharing URLs to interesting news articles or reports, helping to prepare a demonstration, frequent office hour attendance, etc. (A side note to the introverts: I understand. There are plenty of ways to participate that do not involve speaking up in class if you are not comfortable doing so. Please feel free to submit written questions for class and to show your interest in alternate ways.) A running tally of your points will be kept on eCampus, and 15 points will be required to earn the full 5%. Noticeable cell phone use may result in loss of points.

## Attendance and Make-up Policies

All absences will be handled according to TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07), which states: “The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due [i.e. this syllabus].” Homework assignments will have due dates extended by the number of days of excused absence. Individual arrangements will be made for exams and quizzes missed due to an excused absence. All excused absences must have appropriate documentation submitted to the instructor. For illnesses or injuries resulting in absences of less than 3 days, the “Explanatory Statement for Absence from Class” is sufficient. For longer periods, a doctor’s note will be required. Please contact the instructor as soon as you know that you will miss a quiz or exam date, or if due to an emergency, as soon as possible afterwards. Students are not required to notify the instructor or provide an excuse for a class day on which no graded assignment or activity takes place.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Groundwater in the Hydrologic Cycle</td>
<td>Ch 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Engineering and Hydraulic Properties of Earth Materials</td>
<td>Ch 3.1-3.6</td>
</tr>
<tr>
<td>3</td>
<td>Earth Materials, cont., Intro to Aquifers</td>
<td>Ch 3.7-3.12</td>
</tr>
<tr>
<td>4</td>
<td>Darcy's Law and Hydraulic Head</td>
<td>Ch 4.7-4.14</td>
</tr>
<tr>
<td>5</td>
<td>Groundwater Flow and Hydraulics</td>
<td>Ch 4.1-4.6</td>
</tr>
<tr>
<td>6</td>
<td>Overview of aquifer types</td>
<td>Ch 8</td>
</tr>
<tr>
<td>7</td>
<td>Midterm Exam</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Aquifer types, Well Hydraulics</td>
<td>Ch 5.1-5.4</td>
</tr>
<tr>
<td>9</td>
<td>Well Hydraulics</td>
<td>Ch 5.5-5.10</td>
</tr>
<tr>
<td>10</td>
<td>Pumping and Monitoring Well Design</td>
<td>Ch 10.4-10.5, readings posted on website</td>
</tr>
<tr>
<td>11</td>
<td>Report Drafts Due</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Groundwater Quality</td>
<td>Ch 9.13-9.14, Ch 10.1-10.3</td>
</tr>
<tr>
<td>13</td>
<td>Groundwater Contamination/Transport</td>
<td>Ch 10.6-10.9</td>
</tr>
<tr>
<td>14</td>
<td>Groundwater Management and Sustainability</td>
<td>Ch 11</td>
</tr>
<tr>
<td>13</td>
<td>International Groundwater Development</td>
<td>Readings posted on website</td>
</tr>
<tr>
<td>14</td>
<td>Review and Class Presentations</td>
<td>None</td>
</tr>
<tr>
<td>14</td>
<td>Final Reports Due</td>
<td></td>
</tr>
</tbody>
</table>

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**Academic Integrity**

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

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

As engineers, we have a strong code of ethics that we must follow, in order to ensure the safety of the public. Texas A&M students, as part of their professional training, are expected to understand and follow the Aggie honor code, which may be found at [www.tamu.edu/aggiehonr](http://www.tamu.edu/aggiehonr). The Dean of Faculties asks us to remind you that, "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 of the processes of the Honor System."

During exams, all communications devices (e.g., cell phones, iPhones, blackberries, etc.) must be turned off and stowed out of sight in a closed bag or compartment. Violation of this rule will result in a severe penalty that can include a grade of zero on the quiz or exam, reduction of semester grade, and/or report to the Aggie Honor Council, as appropriate.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: 
   - Undergraduate  
   - Graduate  
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Dwight Look College of Engineering
   ENGR 333 - Project Management for Engineers
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Basic project management for engineering; project development and economic justification; estimating; scheduling; network methods; critical path analysis; earned value management; project organizational structures; project risk assessment; resource allocation; ethics; characteristics of project managers.

5. Prerequisite(s):
   Junior or senior classification in the Dwight Look College of Engineering or Biological and Agricultural Engineering (BAEN) or approval of instructor.
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix  
   Course #  
   Title (excluding punctuation)
   ENGR 333  
   Project MGMT for Engineers

   Lecture  
   Lab  
   Other  
   SCH  
   CIP and Fund Code  
   Admin. Unit  
   Acad. Year  
   FLCE Code

   3.00  
   0.00  
   0.00  
   3.00  
   1401010006  
   0965  
   16  
   -  
   17

   Approval recommended by:
   [Signature and Name]
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  Date
   [Signature and Name]
   Department Head or Program Chair (Type Name & Sign)  Date
   (if cross-listed course)

   Dean of College  Date

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

   Chair, GC or UCC  Date

   Effective Date

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

RECEIVED Sep 25 2015
TEXAS A&M UNIVERSITY
Dwight Look College of Engineering
ENGR 333 - Project Management for Engineers
Course Syllabus Fall 2016

COURSE DESCRIPTION
Basic project management for engineering; project development and economic justification; estimating; scheduling; network methods; critical path analysis; earned value management; project organizational structures; project risk assessment; resource allocation; ethics; characteristics of project managers. Prerequisite: Junior or senior classification in Dwight Look College of Engineering or Biological and Agricultural Engineering (BAEN) or approval of instructor.

COURSE OBJECTIVES
This course is primarily intended to:
• Prepare graduates to work effectively in project organizations.
• Encourage students to pursue careers in project management.
• Provide the foundation for further study in project management

LEARNING OUTCOMES
Students completing this course are expected to be able to:
• Define the nature of projects and the goals of project management.
• Function effectively as engineers in project organizations.
• Prepare Statements of Work and Work Breakdown Structures.
• Schedule projects using networks and critical path methods.
• Assess project uncertainties and actively manage risks.
• Prepare effective project management plans.
• Measure and evaluate project progress using Earned Value methods.
• Define and assess project scope, quality, cost, and schedule.

COURSE PREREQUISITES
Junior or senior classification in Dwight Look College of Engineering or Biological and Agricultural Engineering (BAEN) or approval of instructor.

INSTRUCTOR
TBD

CLASS MEETINGS
TBD

TEXT

COURSE REQUIREMENTS
Students are expected to participate actively in class discussions, especially project case studies. Completion of class assignments is required to build proficiency and understanding. All students will make both oral and written presentations, individually and in teams. Extensive reading assignments are made from the assigned text, from class handouts, and from other sources.
GRADING (Preliminary)
Assignments - proficiency exercises 40%
Class participation and discussion 10%
Case studies and Oral presentations 40%
Final examination 10%

SCHEDULE OF TOPICS (Preliminary – subject to change)

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Assignments</th>
<th>Group Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Overview/what is project management?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Project management functions &amp; orgs</td>
<td>HW 1 – Define project management</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Project economics, present worth, etc.</td>
<td></td>
<td>Case study 1 – analysis and lessons learned</td>
</tr>
<tr>
<td>4</td>
<td>Project planning fundamentals</td>
<td>HW2 – Project economics/ROI</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Systems engineering</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Project cycle</td>
<td>HW3 – Planning fundamentals</td>
<td></td>
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<tr>
<td>7</td>
<td>Time planning &amp; networks</td>
<td></td>
<td>Case study 2 – analysis and lessons learned</td>
</tr>
<tr>
<td>8</td>
<td>Advanced networks</td>
<td>HW4 – Scheduling and critical path</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Cost estimating &amp; budgeting</td>
<td>HW5 – Cost estimating concepts/methods</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Quality management</td>
<td></td>
<td>Case study 3 – analysis and lessons learned</td>
</tr>
<tr>
<td>11</td>
<td>Risk management</td>
<td>HW6 – Risk assessment and analysis</td>
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<tr>
<td>12</td>
<td>Risk management continued</td>
<td></td>
<td></td>
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<tr>
<td>13</td>
<td>Project controls</td>
<td>HW7 – Earned value analysis &amp; controls</td>
<td></td>
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<tr>
<td>14</td>
<td>Next generation project management</td>
<td></td>
<td>Case study 4 – analysis and lessons learned</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

GUIDELINES FOR SUBMISSION OF ASSIGNMENTS AND PROJECTS
All assignments and term projects should conform to the following guidelines unless specifically advised otherwise. If these guidelines are unclear, ask the instructor for clarification. Nothing in these guidelines should be construed to be contrary to official Texas A&M policies or to supersede official Texas A&M policies.

Assignments and term projects are due at the beginning of class on the due date specified. Late assignments will be accepted only by prior arrangement with the instructor at least 48 hours before the deadline. Late term projects will be marked down one letter grade unless prior arrangement with the instructor has been made (this will almost surely affect the course grade). Submitals are like bids, in that they are due on the date and time specified, and extensions are rarely given. Extensions will be granted only for circumstances beyond the student's control. University rules on excused absences will be followed. E-mail submitals will not be accepted except by prior arrangement and extenuating circumstances.

It is your responsibility to understand the assignment (what is expected, due date, objectives, criteria for evaluation, etc.) before you hand in the finished product and in time to prepare your submital by the deadline. Read and start on assignments early enough to provide adequate time for questions to the instructor and to your teammates.

Submitals are like engineering reports: they must be in hard copy, printed, spell-checked, and checked for accuracy by all team members. Neatness, grammar, and spelling do count in all engineering work.

Questions about the grading of assignments should be addressed to the instructor within one week of receiving the grade, or before the last class meeting, whichever comes first. If, after understanding the basis for the grade assigned, you feel that you have provided what is asked for but have not received appropriate credit, write a
letter to the instructor specifically pointing out these occurrences and documenting your position, and submit it with
the unchanged submittal to the instructor. The instructor will then review the grading and contact you.

Engineering projects in the professional world are often interdisciplinary. Team-based homework
assignments and term projects in ENGR 333 may be structured to reflect this reality. For these assignments, all team
members must contribute. Submittals must contain the names of all team members contributing to the product. All
team members will be equally responsible for the material contained in the submittals, and all team members will
receive the same grade. Any other materials, information, or advice used in the preparation of any submittal must be
cited in the submittal. It is essential that each submittal identify and give credit for the work of others when it is
used. It is never wrong to use information obtained from other (reliable) sources; it is always wrong not to identify
those sources.

Format Submittals should be organized like (brief) engineering studies or reports. Identify all assumptions
made and the sources of all technical information. Identify the answers clearly. Text must be printed or typed, not
handwritten, in 12 point type and 1 1/2-line spacing. Necessary handwritten material such as graphs and drawings
should be large and printed legibly. Provide all team members’ names, assignment title, and date at the top of the first
page. Number the pages.

Diagrams: Insert diagrams, equations, graphs, etc. into the text near where they are referenced. Cite any
supporting material in the text and collect it in appendices.

Summary: Effective communication is essential for success in engineering and construction. Developing that
skill requires practice. Be brief, concise, and to the point. Use the spell-checker on the word processor. In the case of
team work, every team member should proofread and approve the final document before submittal.

ACADEMIC HONESTY

"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 may 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, visit the web at: http://aggiehonor.tamu.edu/.

Students are expected to understand and abide by the Aggie Honor Code presented on the web at:
http://aggiehonor.tamu.edu/ No form of scholastic misconduct will be tolerated. Academic misconduct includes
cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in
the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the
web site.

The handouts used in this course are copyrighted. By “handouts,” is meant all materials generated for this class, which
include but are not limited to syllabi, notes, quizzes, exams, 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 you are expressly
granted permission in writing.

No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism
consists of passing off as one’s own the ideas, word, 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 permission of that person. This includes copying material from books, reports, journals, pamphlets,
handouts, other publications, web sites, etc., without giving appropriate credit for those ideas or with out identifying
material as quotations when taken directly from another source. Plagiarism is one of the worst academic sins, for the
plagiarist destroys the trust among colleagues without which research cannot be safely communicated.

Cheating on quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance
with the Aggie Honor System Process. Some or all examinations may be closed book; looking at another student’s
examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic
devices) during these examinations is a violation of Texas A&M Aggie Honor Code, Cheating, unless specifically
allowed in advance by the instructor.
Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.

Violation of a student rule can result in disciplinary action including a grade penalty, up to and including an F in the course, suspension, dismissal, and expulsion from Texas A&M University. If you have any questions regarding plagiarism or other forms of scholastic dishonesty, consult the latest issue of the Texas A&M University Student Rules, under Section 20, which can also be found at: http://student-rules.tamu.edu/

ATTENDANCE

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. Instructors are expected to give adequate notice of the dates on which major tests will be given and assignments will be due. Refer to the Student Rules Part 7 at http://student-rules.tamu.edu for further information on attendance., etc.

ADA

The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that 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, contact the Department of Student Life, Services for Students with Disabilities in Cain Hall, or call 845-1637. For additional information visit http://disability.tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Course request type:
☑ Undergraduate □ Graduate □ First Professional (DVM, MD, JD, PharmD, J.D.M.P)

Request submitted by (Department or Program Name):
Engineering Technology and Industrial Distribution

Course prefix, number and complete title of course:
ENTC 484 Professional Internship

Catalog course description (not to exceed 50 words): Directed internship in a private firm, government agency, laboratory, or non-governmental organization to provide work and/or research experience related to the student's program and career objectives.

Prerequisite(s):
Junior or senior classification and approval of internship agency and instructor.
Cross-listed with: N/A
Stacked with: N/A

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

Is this a repeatable course? ☑ Yes □ No If yes, this course may be taken 2 times.

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

Will this course be submitted to the Core Curriculum Council? ☑ Yes ○ No

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

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

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

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

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

Prefix: EN TC
Course #: 4 8 4
Title: PROFESSIONAL INTERNSHIP

Credit: 3.00 Lab: 0.00 Other: 0.00 SCH: 1.00 GPA and LEC Code: 15.0030.00

Admin Unit: 0982 Year: 16 17 000 3 6 3 2

Level: 4

Approval recommended by:

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

Chair, College Review Committee Date:

Dean of College Date:

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@exchange.tamu.edu.
Curricular Services - 07/14
ENTC 484 – Professional Internship
Fall 2016

Instructor: Dr. Jay Porter
Email: jporter@tamu.edu
Office: Ferminier 008 (845-1459)
Office Hours: Call or email with questions pertaining to internship and documentation

Meeting days and times: TBA
Meeting location: TBA

Topics: Credit (1) – Directed internship in a private firm, government agency/laboratory, or non-governmental organization to provide work and/or research experience related to the student’s program and career objectives.

Prerequisite: Junior or senior classification and approval of internship agency and instructor.

Textbook: None

Course Learning Outcomes:
1. Relate engineering technology and/or industrial distribution concepts to real world environments
2. Apply engineering technology and/or industrial distribution techniques to the workplace
3. Demonstrate professionalism, skills, and competencies in a workplace setting
4. Document and present technical solutions and experiences at a level appropriate to an audience.

Grading: In this course, a verification of attendance and a final report will determine the overall course grade. Satisfactory completion of assignments includes meeting deadlines, following instructions, and creating professional documentation.

Verification of attendance: 31%
Final Report: 69%

The verification of attendance form is to be filled out by your immediate supervisor at the end of your internship. This form verifies that you were present at work on a pre-agreed upon schedule and verifies that your internship is full-time (40 hrs/week).

IMPORTANT! All internships must be full-time in order to receive a passing grade for this course.

A 90 - 100%
B 80 - 89%
C 70 - 79%
D 60 - 69%
F 0 - 59%
Attendance: Attendance is required and will be verified by your immediate supervisor as discussed above. For more information about University attendance policies, see: http://student-rules.tamu.edu/rule07

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

Academic Integrity Syllabus Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do."
For questions about honor code violations or the review/appeal process see: http://aggiehonor.tamu.edu
**Schedule:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Identify internship and obtain written approval from internship agency and instructor.</td>
</tr>
<tr>
<td>1</td>
<td>Submit form with contact information for yourself, contact information for your immediate supervisor and your agreed-upon work schedule.</td>
</tr>
<tr>
<td>15</td>
<td>Turn in completed, written report prior to the last day of finals</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

Form Instructions:
1. Course request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Finance
3. Course prefix, number and complete title of course: FINC 444 Behavioral Finance
4. Catalog course description (not to exceed 50 words): Psychological and sociological aspects of financial decision making for individuals, institutions, and corporations; impacts of psychological factors on the financial markets, including anomalies in asset prices and stock market bubbles and crashes.

5. Prerequisite(s): FINC 351 and FINC 361
   Cross-listed with: Stacked with: Cross-listed courses require the signature of both department heads.
6. Is this a variable credit course? ☐ Yes ☒ No If yes, from ______ to ______
7. Is this a repeatable course? ☐ Yes ☒ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☐ Yes ☒ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☒ No
9. How will this course be graded? ☒ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B. B. A. in Finance

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

13. Prefix Course # Title (excluding punctuation)
    | FINC   | 444        | BEHAVIORAL FINANCE |
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    | 3.00 | 0.00 | 0.00 | 3.00 | 5208010016 | 1110 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2 |

Approval recommended by: [Signature]

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Course title and number: FINC 444 Behavioral Finance
Term: Fall 2016
Meeting times and location: TBD

Course Description and Prerequisites

Behavioral finance is an approach to finance where, unlike traditional financial theory, it is understood that not all investors are rational, and that this ‘irrationality’ can cause inefficiencies in all aspects of investment. In this course, we will examine the psychological and sociological theories used to explain variations in individual, institutional, and corporate decision making. We then examine the impact that these behaviors have on the financial markets, such as anomalies in asset pricing and stock market bubbles and crashes.

FINC 351 and FINC 361.

Learning Outcomes

After successfully completing this course, students will be able to explain how psychological and sociological factors influence investment decisions. They should be able to identify possible biases in investment analysis and portfolio management arising from cognitive, affective and social influences and the effects on the overall markets. They should be able to use behavioural finance insights in the process of structuring saving and investment schemes, as well as in the analysis of corporations and the financial markets.

Instructor Information

Name: Dr. Karen M. McGrath
Telephone number: 979.845.3514
Email address: kmcgrath@mays.tamu.edu
Office hours: TBD
Office location: WCBA 351H

Textbook and/or Resource Material

All of the reading for this course is in the form of academic journal articles, listed below.

Attendance and Make-up Policies

Class attendance is your individual student responsibility. Students are expected to attend class and to complete all assignments. The attendance and make-up policies for the course precisely follow student rule 7 http://student-rules.tamu.edu/rule07. Read this link in detail if you are not already well aware of it. Particular policy items that are not specified in student rule 7 are detailed for this course below.

In particular, absences are allowed to be considered excused only if they follow university-excused absences and policies for those absences listed in student rule 7. Students who have an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See Rule 24
http://student-rules.tamu.edu/rule24). Students are responsible for providing satisfactory evidence to substantiate the reason for an excused absence. A medical confirmation note from a student's medical provider is required for injury or illness that requires a student to be absent for two or more consecutive classes but not for just one class. There is no opportunity for the student to make up work missed because of an unexcused absence.

Grading Policies

The grading scale is as follows:
A = 90-100%
B = 80-89%
C = 70-79%
D = 60-69%
F = below 60%

Mark Breakdown:
Class Participation: 5%
Essay: 45%
Final Exam 50%

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Behavioral Finance</td>
<td>Thayler (2010)</td>
</tr>
<tr>
<td>2</td>
<td>Risk</td>
<td>Weber &amp; Milliman (1997)</td>
</tr>
<tr>
<td>3</td>
<td>Prospect Theory</td>
<td>Kahneman &amp; Tversky (1979)</td>
</tr>
<tr>
<td>4</td>
<td>Beliefs, Biases, and Heuristics</td>
<td>Halko, Kaustia &amp; Alanko (2012)</td>
</tr>
<tr>
<td>5</td>
<td>Beliefs, Biases, and Heuristics</td>
<td>Barber &amp; Odean (2008); Shefrin, (2001)</td>
</tr>
<tr>
<td>6</td>
<td>Beliefs, Biases, and Heuristics</td>
<td>Kaustia, Alho &amp; Puttonen (2008)</td>
</tr>
<tr>
<td>7</td>
<td>Herding</td>
<td>Wermers (1999)</td>
</tr>
<tr>
<td>8</td>
<td>Individual Investors Behavior</td>
<td>Thaler (1999); Thaler &amp; Shefrin (1981)</td>
</tr>
<tr>
<td>9</td>
<td>Individual Investors Behavior</td>
<td>Kaustia (2010); Kaustia &amp; Knüpfel (2012); Odean (1998);</td>
</tr>
<tr>
<td>10</td>
<td>Noise Traders</td>
<td>Barber, Odean &amp; Zhu (2006)</td>
</tr>
<tr>
<td>12</td>
<td>EMH/Market Anomalies</td>
<td>Lamont &amp; Thaler (2001); Lakonishok, Shleifer &amp; Vishny (1994)</td>
</tr>
<tr>
<td>14</td>
<td>Behavioral Corporate Finance</td>
<td>Baker, Ruback, &amp; Wurgler (2004); Malmendier &amp; Tate (2005)</td>
</tr>
</tbody>
</table>
References:


Thaler, R. H. (2010). The end of behavioral finance


**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

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

**Mays Food and Beverage Policy**

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Finance, Mays Business School.

2. Course prefix, number and complete title of course: FINC464: Commercial Credit Analysis

3. Catalog course description (not to exceed 50 words): Recognized techniques for assessing the ability and willingness of business firms to service debts as originally agreed; regulatory and ethical requirements for structuring and documenting commercial bank loans to protect interests of shareholders, depositors, and deposit insurers.

4. Prerequisite(s): Admission to Mays Commercial Banking Program, or FINC434 and approval of advisor.

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

6. Is this a repeatable course? Yes ☐ No ☑ If yes, this course may be taken ________ times.

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

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

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

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

Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
--- | --- | --- | --- | --- | --- | --- | --- | --- |
FINC | 4 | 64 | COMM | CREDIT | ANALYSIS | 0 | 3 | 0 | 0 | 0 | 3 | 5 | 2 | 0 | 8 | 0 | 3 | 0 | 1 | 6 | 1 | 1 | 1 | 0 | 1 | 6 - | 1 | 7 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: [Signature]

Department Head or Program Chair (Type Name & Sign) Date 10/3/15

Chair, College Review Committee Date 10/7/2015

Dean of College Date 10/7/2015

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 – 3/10
FINC464: Commercial Credit Analysis
Spring 2017—Days, time, and room TBA

Instructor: Dr. James W. Kolari
351R Wehner
979.845.4803
j-kolari@tamu.edu
Office Hours: TBA

Text: Readings packet TBA

Prerequisite: Admission to Commercial Banking Program, or FINC434 and approval of advisor.

Course Description:

Completion of this course qualifies the student to certify as "Credit Analyst I" under the requirements of the Risk Management Association. RMA is the national professional society of commercial lending officers and credit experts. The course exhaustively covers:

- Cash flow analysis
- Financial statement analysis
- Structuring commercial loans
- Commercial real estate fundamentals
- Personal financial statement analysis
- Business tax return analysis
- Industry & market analysis
- Commercial loan documentation

Learning Outcomes: Students who successfully complete FINC464 will be able to—

Apply and articulate the recognized techniques for assessing the ability and willingness of business firms to service debts as originally agreed.

Meet and articulate the regulatory and ethical requirements for structuring and documenting commercial bank loans to protect interests of shareholders, depositors, and deposit insurers.

Course Requirements:

Attendance, participation, and makeups. Each student is expected to attend and participate in class regularly. The dress code is “business casual” as defined for learning communities in Mays Business School. Absences will be excused only under Student Rule7—http://student-rules.tamu.edu/rule07. A student who misses a classroom exam because of an excused absence will, upon documenting the excuse, be given a makeup exam at a time scheduled by the instructor not later than 30 calendar days after the absence, and not conflicting with the student’s class schedule. A student who misses an exam because of an unexcused absence will not be offered a makeup exam or any other makeup opportunity.

RMA Component. An online RMA test will take approximately 2 hours to complete. Students must also complete RMA’s Ethics and Commercial Lending online course. Upon meeting these requirements, students earn a Certificate and free student membership in RMA. These requirements are completion requirements for FINC464 and do not have point values. A student who does not complete these requirements before the end of the semester will be marked “Incomplete” and will have to complete these requirements before receiving his or her regular letter grade as determined by his or her classroom exam performance (see below).

Classroom Exam Component. Three major noncumulative exams will be given. Each exam is worth 100 points, for a total of 300 available points.
Grades:  
A 90-100% of available points  
B 80-89%  
C 70-79%  
D 60-69%  
F Below 60%

As noted above, a student must complete the RMA Component of the course before he or she can receive a regular letter grade.

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

Honor Council Rules and Procedures may be found at http://aggiehonor.tamu.edu. It is the duty of both students and instructors to refuse to participate in or tolerate scholastic dishonesty. Honor violations will not be tolerated and will be prosecuted to the fullest extent consistent with university policy.

Topical Outline

<table>
<thead>
<tr>
<th>Class Session #</th>
<th>Subject Matter</th>
</tr>
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<tbody>
<tr>
<td>1 &amp; 2</td>
<td>Financial Statement Analysis</td>
</tr>
<tr>
<td>3 &amp; 4</td>
<td>Analyzing Commercial Borrowers’ Industry, Market, and Competitive Risk</td>
</tr>
<tr>
<td>5</td>
<td>Statement Spreading</td>
</tr>
<tr>
<td>6</td>
<td>Case Study (1)</td>
</tr>
<tr>
<td>7 &amp; 8</td>
<td>Cash Flow Analysis</td>
</tr>
<tr>
<td>9</td>
<td>Business Writing for Bankers</td>
</tr>
<tr>
<td>10</td>
<td>Structuring Commercial Loans</td>
</tr>
<tr>
<td>11</td>
<td>Case Study (2)</td>
</tr>
<tr>
<td>12</td>
<td>Analyzing Tax Returns – Business</td>
</tr>
<tr>
<td>13</td>
<td>Analyzing Personal Financials/Tax Returns</td>
</tr>
<tr>
<td>14</td>
<td>Loan documentation, relationship management &amp; wrap-up.</td>
</tr>
<tr>
<td>15</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

Classroom Care:

We have beautiful state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for students in future years. Thus, it is necessary to adhere to the established policy of no beverages, food, tobacco products (except water in a clear container or otherwise authorized), or animals (except Reveille or authorized service animals) in classrooms. Your assistance is greatly appreciated.

Americans with Disabilities Act (ADA) Policy Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute providing 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.
Texas A&M University
Departmental Request for a New Course
Undergraduate  Graduate  Professional
Submit original form and attach a course syllabus.

Form instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   International Studies
   FREN 481 Seminar in French and Francophone Studies

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

4. Catalog course description (not to exceed 50 words):
   In-depth exploration of topics in French and Francophone literature, culture, and/or film, involving individual student research projects. May be repeated once for credit as topics change.

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

   Cross-listed with:

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

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

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

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

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

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

   B.A. in Modern Languages: French; B.A. in International Studies; undergraduate general academic

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FREN  481  SEMINAR FRENCH FRANCOPHONE

<table>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
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<td>00 03 36 32</td>
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Approval recommended by:  10/1/2015
Robert R. Shandel
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date

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

RECEIVED 23 2015 CURRICULAR SERVICES
FREN 481-500 Seminar in French and Francophone Studies
World War II in French Literature and Film

Dr. Nathan Bracher
Office: ACAD 329A
Office hours: MWF 2:00-3:00, or by appt.
nbracher@tamu.edu
phone: 845-2124 (INTS main office)

Texas A&M University
Fall 2016
Class meeting: TR 9:35-10:50
ACAD 226

Course description:
In-depth exploration of topics in French and Francophone literature, culture, and film, involving individual student research projects. May be repeated once for credit as topics change.

The Second World War was for France, as for many countries, a pivotal set of events that, from the immediate postwar period right up to the present day in these first decades of the twenty-first century, has continued to reverberate in the nation’s society, politics, and culture. To understand French attitudes toward the European Union, the United States, immigration, and globalization, among other matters, an essential understanding of the humiliating defeat, Occupation, collaboration, resistance, deportations, liberation, and finally, victory that France experienced from the late 1930s through the nascent Cold War is simply indispensable. The selection of films and literary texts studied in this course will serve as landmarks and guideposts within the vast domain of “The Dark Years.”

Prerequisites:
Junior or senior classification, or approval of instructor.

Learning Outcomes:
This course students will enable students:
• to identify the major events, social groups, and leaders of World War II in France;
• to describe the key role of major works of French film and literature in constituting and expressing the memory of the Dark Years;
• to analyze major political and aesthetic currents at work in the texts and films studied;
• to appreciate the specificity of the French experience of World War II;

Required course materials:
Irène Némirovsky, Suite française
Vercors, The Silence of the Sea
Jean-Paul Sartre, The Flies
Albert Camus, The Plague
Patrick Modiano, Dora Brader
Laurent Binet, HHhH

All films will be available for digital streaming through: mediamatrix.tamu.edu.

Course requirements and evaluation:
Critical response papers (3) 50%
In-class oral presentation of research project 15%
Proposal narrative for research project 5%
Annotated bibliography for research project 5%
Detailed outline of research project 5%
Written report on research project 20%

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Each student will write three (3) critical response papers that address issues posed by the readings and discussions as indicated on the syllabus. In addition, each student will conduct a research project on one major French film, literary work, historical episode, or issue of memory not included on the syllabus. The
precise subject of this research project will be chosen in close consultation with the instructor. All students will give a 10-12 minute oral presentation providing a synopsis of their research to the entire class, and will also hand in a formal written report of 10-20 pages on their research projects at the end of the semester. To ensure that these projects are undertaken in a timely and methodical manner, a topic proposal narrative will be due in week 7, an annotated bibliography in Week 9, followed by a detailed outline of the final report, due in Week 11.

Oral Presentation Guidelines & Grading:
The oral presentation will be from 10 to 12 minutes in length and will convey the salient results of your research project. It will be graded according to the following criteria and percentages:
20% = Delivery: You should look directly at your audience. You may use notes, but do not read directly from your written text. Speak distinctly, taking care to use natural intonation.
20% = Clarity of main themes: Your audience should be able to clearly discern your main ideas. The most important findings of your research must therefore be articulated in a clear, precise, succinct manner.
25% = Intellectual content: You should explain what motivated you to take up your particular topic and indicate how it is related to material that we have studied together in class. You should then explain how your findings shed new light on the subject or challenge conventional wisdom.
25% = Precision and cogency of analysis: Rather than simply advancing general descriptions or platitudes, you should support your theses with evidence illustrated by concrete examples. Examples should be striking, allowing your audience to grasp main points from a case in point.
10% = Quality of your one-page handout: You should supply each member of the class with a one-page printed (not handwritten) synopsis of your findings. This sheet must be error free and neatly organized, clearly indicating the title of your research project along with your name at the top, and supplying your main sources of information.

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class and to complete all assignments; students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections 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 that you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B-118, or call 845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity:
Calendar of Assignments

Week 1: Introduction: French politics, culture, & society in the 1930s and 1940s

Week 2: From the “phony war” to invasion, defeat, and mass exodus:


Week 4: Remembering the shock and awe of defeat in the 1970s:
Marcel Ophüls, *The Sorrow and the Pity*, pt. 1 (Film)
**Critical Response Paper 1**

Week 5: Choices in occupied France: Black market, compromise, collaboration, revolt:
Némirovsky, *Suite Française*, Pt. 2

Week 6: Between collaboration and resistance [A]:
Vercors, *The Silence of the Sea*
**Critical Response Paper 2**

Week 7: Between collaboration and resistance [B]:
Sartre, *The Flies*
**Topic submission narrative for research project due**

Week 8: Searching for humanity:
Camus, *The Plague*, pt. 1
**Critical Response Paper 3**

Week 9: Camus, *The Plague*, pt. 2
**Annotated bibliography for research project due**

Week 10: Remembering the Holocaust amid the urban landscape:
Modiano, *Dora Bruder*

Week 11: North African memories of the war:
Rachid Bouchareb, *Days of Glory* (Film)
**Detailed outline of research project report due**

Week 12: Searching the war for ethics and aesthetics in the 21st century:
Binet, *HHhH*

Week 13: Student Presentations of Individual Projects

Week 14: Student Presentations of Individual Projects
**10 – 20 page written report on research project due**
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DPh, kMD, JD, PharmD, DVIk)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
   FSTC 470: Quality Assurance For The Food Industry
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Principles of food system process control including statistical process control (SPC) and the ‘tools’ required to assure uniform communication and understanding of quality assurance systems.

5. Prerequisite(s):
   Undergraduate Classification
   Cross-listed with:
   ANSC 470
   Stacked with:
   FSTC/ANSC 670
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    FSTC  470  Quality Assurance Food Ind
    Lect.  Lab  Other  SCIII  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3.00  0.00  0.00  3.00  010901005  0270  16  -  17  0  0  3  6  3  2

Approval recommended by:
Boon Chew  9/28/15
Department Head or Program Chair (Type Name & Sign)  Date
Robert Knight  9/30/15
Chair, College Review Committee  Date
H. Russell Cross  9/29/15
Department Head or Program Chair (Type Name & Sign)  Date
Mark Hussey  Dean of College  Date
(if cross-listed course)

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
ANSC/FSTC 470/670 – QUALITY ASSURANCE FOR THE FOOD INDUSTRY– FALL SEMESTER 2016

INSTRUCTOR: W.N. Osburn
338D Kleberg; Ph: 979-845-3989; E-mail: osburnw@tamu.edu
Office Hours: Fridays 10-12:00 or By Appointment.

LECTURE: TTH 8:00-9:15; KLCT 300

OBJECTIVES:
1. To provide an understanding of the principles of quality and primary strategies for implementation of Quality Systems in the food industry.
2. To provide a fundamental basis for the principles of food system process control including statistical process control (SPC) and the “tools” required to assure uniform communication and understanding of quality assurance systems.
3. Use quality teams to provide knowledge and application of philosophical and analytical tools required for successful implementation of quality assurance programs in the food industry.

STUDENT LEARNING OUTCOMES:
By the end of this course, students will be able to
1. Apply critical thinking skills to define a problem, identify potential causes and possible solutions, and make thoughtful recommendations.
2. Work as a member of a team to solve a problem and report findings via oral and written communication.
3. Develop product standards and specifications.
4. Use statistical process control techniques to construct control charts.
5. Explain the interrelationship between food safety and quality systems.

SUPPLEMENTAL READING (No required texts)
Covey, S. 1989. The Seven Habits of Highly Effective People. Simon & Schuster. NY.
Specific readings will be established for classroom discussion.

Grading and Class Assignments/Projects:
All students must take three class exams and one class final.

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<thead>
<tr>
<th>Exam dates</th>
<th>Class Exams (All Students)</th>
<th>Points</th>
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<tbody>
<tr>
<td>Oct 20XX</td>
<td>Exam 1</td>
<td>100</td>
</tr>
<tr>
<td>Nov 20XX</td>
<td>Exam 2</td>
<td>100</td>
</tr>
<tr>
<td>Dec 20XX</td>
<td>Exam 3</td>
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<table>
<thead>
<tr>
<th>Date Due</th>
<th>Specific Undergraduate Student Assignments</th>
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<tbody>
<tr>
<td>Oct 20XX</td>
<td>Quality Guru Paper(UG)</td>
<td>100</td>
</tr>
<tr>
<td>Variable dates</td>
<td>SPC Quality Problem Solving Homework</td>
<td>100</td>
</tr>
<tr>
<td>Nov 20XX</td>
<td>Team Quality Problem Solving Project Report</td>
<td>50</td>
</tr>
<tr>
<td>Nov 20XX</td>
<td>Team Quality Problem Solving Project Presentation</td>
<td>50</td>
</tr>
<tr>
<td>Dec 20XX</td>
<td>Personal Mission Statement</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Participation and Class Attendance</td>
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</table>
DESCRIPTION OF UNDERGRADUATE STUDENT ASSIGNMENTS: The following assignments are requirements for undergraduate students in this course.

a) Assignment I: “Quality Guru” paper
Students will select one “founder” or “guru” of “Quality Systems” and write a one to two page paper on how their philosophy of quality impacted current quality management systems.

b) Assignment II: Statistical Process Control
Take home assignments on statistical process control (SPC) include calculations of Z values and process capability and construction of X-bar and R charts, Np charts, etc. Dates vary during the semester.

c) Assignment III: Team Project Report and Presentation Assignment
1. You will be formed into Quality Improvement Teams (3-4 persons per team)
2. Each team will be given a scenario with a dataset involving quality issues or problems of a specific food product (Dairy, cereals and grains, fruits and vegetables, muscle foods, etc.).
3. Utilizing the scenario information, plus skills learned in lecture and lab (Team problem solving, Tools of quality, SPC) your team is to use the six step problem solving process to:
   a. utilize data provided to construct statistical process control charts;
   b. from the control charts and information given - identify and define the problem,
   c. determine the cause(s) of the problem based on your statistical analysis,
   d. generate potential solutions to solve the cause(s) of the problem,
   e. analyze each potential solution for its advantages and disadvantages,
   f. recommend the “best” solution (feasible, suitable, cost effective, etc.), and
   g. develop an action plan and timeline for implementing the proposed solution and how the solution will be evaluated to determine its effectiveness.
4. Each team will prepare a written report and PowerPoint slide presentation to the fictional Chief Operating Officer and/or President of the respective company that you are working for.
5. A separate handout detailing what is expected of each team will be provided.

d) Assignment IV: Mission Statement Preparation (Covey).
Each student will be responsible to develop and critique a personal mission statement using the principles and procedures outlined by Covey. This statement will be required and will be based on software program materials to be made available for student use found at the address:
DESCRIPTION OF GRADUATE STUDENT ASSIGNMENTS: The following assignments are requirements for graduate students in this course.

a) Assignment I: Quality Food Systems Research Paper
Students will write a research proposal framework/outline for an eight to ten page research paper explaining how quality management systems can be used to solve a specific food production system (dairy, fruits and vegetables, cereal grains, muscle foods, beef, pork or poultry production systems, etc.) problem area and explain how the application of quality systems principles could positively impact the quality and/or efficiency of that food system.

b) Assignment II: Statistical Process Control
Several take home assignment on statistical process control (SPC). Assignments will include calculations of Z values and process capability and construction of X-bar and R charts, Np charts, etc. Dates vary throughout the semester.

c) Assignment III: Team Project Report and Presentation Assignment
1. You will be formed into Quality Improvement Teams (3-4 persons per team)
2. Each graduate student team must collect their own dataset to be used to develop SPC charts and identifying areas for quality improvements. This dataset can be from research projects or collected from various Animal Science/Food Science facilities (Meat Science Center, Extrusion Lab, etc.) or other food/campus entity.
3. Utilizing the scenario information, plus skills learned in lecture and lab (Team problem solving, Tools of quality, SPC) your team is to use the six step problem solving process to:
   a. utilize data provided to construct statistical process control charts;
   b. from the control charts and information given - identify and define the problem,
   c. determine the cause(s) of the problem based on your statistical analysis,
   d. generate potential solutions to solve the cause(s) of the problem,
   e. analyze each potential solution for its advantages and disadvantages,
   f. recommend the "best" solution (feasible, suitable, cost effective, etc.), and
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5. A separate handout detailing what is expected of each team will be provided.

d) Assignment IV: Mission Statement Preparation (Covey).
Each student will be responsible to develop and critique a personal mission statement using the principles and procedures outlined by Covey. This statement will be required and will be based on software program materials to be made available for student use found at the address: http://www.covey.com/customer/missionform.html.
TOPICS FOR CLASS LECTURE & DISCUSSION:

I. Principles for Total Quality Management
   a. Defining Quality
   b. Philosophies - Deming, Crosby, Juran, Shewhart

II. Quality Leadership
   a. Project team development
   b. Quality Improvement Cycle
   c. Teambuilding, Communication and Interpersonal Skills

III. Quality Problem Solving
   a. Quality Problem Solving and Management
   b. Problem Solving Process
      i. Problem Identification, Definition, Diagnosis
      ii. Alternative Generation and Evaluation
   c. Types of Quality Problem
      i. Conformance and Efficiency Problems
      ii. Product Design and Process Problems
   d. Team Problem Solving
      i. Blueprint for successful teams
      ii. Conflict Resolution

IV. Quality Management Systems
   a. Total Quality Management
   b. ISO 9000, FSC 22000, SQF, BRC
   c. Six Sigma and Lean Manufacturing

V. The Quality Improvement Process
   a. The Ten-Step Quality Improvement Process

VI. Statistical Process Control
   a. Variation and distributions
   b. Central tendency
   c. Probability and hypothesis testing
   d. Control charts
      i. X bar and R charts
      ii. P, np and c charts
   e. Process capability

VII. The Quality Tool Box - Selected Tools for Continuous Quality Improvement
   a. Project Planning and Implementation Tools
   b. Data Collection and Analysis Tools
   c. Evaluation and Decision-Making Tools

VIII. Applications of Quality Improvement
   a. Team Project Report and Presentations

IX. Interrelationship Between Quality Assurance/Control and Food Safety Programs
### Course Schedule

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Date</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
<td>Quality Systems Philosophy (TQM)</td>
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<tr>
<td>2</td>
<td></td>
<td>History of Quality</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Quality Leadership - Team Building - Undergraduate Quality Gurus Paper Due</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>Quality Problem Solving</td>
</tr>
<tr>
<td>5</td>
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<td>Quality Management Systems</td>
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### COURSE REQUIREMENTS

**Attendance:** Since student participation during discussion sessions is an important aspect of this course, students are expected to attend all sessions. Attendance will be documented using an attendance sheet that must be signed by students in class. Five points per unexcused absence will be deducted from your final grade. For more information see TAMU Student Rule 7 – Attendance: http://student-rules.tamu.edu/rule07
Make-up Work/Auditing Policy

Regular attendance and participation in the course is expected of all students. Anticipated absences should be cleared with the instructor prior to the absence, if possible. Emergency absences (serious illness, injury, death, etc.) should be reported as soon as possible. An excuse may be necessary for more than three absences. Those students auditing the course are expected to participate in all class sessions. Make-up work will be allowed under extenuating circumstances for which written excuses are provided.

Americans with Disabilities Act

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity and Honesty

It is the personal responsibility of each student to maintain the highest level of scholastic integrity at the university by refusing to participate in or tolerate any form of scholastic dishonesty. Additional information may be obtained from the Student Handbook or at the Handbook website http://student-rules.tamu.edu/index.htm, http://student-rules.tamu.edu/rules20.htm.

Copyright

The handouts used in this course are copyrighted. By "handout", I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, and handouts. You do not have the right to copy the handouts, unless I expressly grant permission.

Plagiarism

Plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues.

Aggie Code of Honor

For many years, Aggies have followed a Code of Honor in an effort to unify the aims of all Aggies toward a high code of ethics and dignity. It functions as a symbol to all Aggies, promoting understanding and loyalty in truth and confidence in each other. "Aggies do not lie, cheat or steal; or tolerate those who do." If you have any questions regarding plagiarism or cheating, please consult the Texas A&M University Student Rules, under the section Scholastic Dishonesty. http://aggiehonor.tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): International Studies
3. Course prefix, number and complete title of course: GERM 104: Intensive Beginning German
4. Catalog course description (not to exceed 30 words): Accelerated elementary language study, with oral, listening, reading, and writing practice. Equivalent to GERM 101 and GERM 102.

5. Prerequisite(s): None
6. Cross-listed with: ____________________________
   Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.
7. Is this a variable credit course? ☑ Yes ☐ No
   If yes, from ________ to ________
8. Is this a repeatable course? ☑ Yes ☐ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? ☐ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? ☑ Yes ☐ No
10. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CLMD)
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      B.A. in Modern Languages: German; B.A. in International Studies; undergraduate general academics
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://spr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
    GERM 104 Intensive Beginning German

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Approval recommended by:
Robert R. Shandley
Department Head or Program Chair (Type Name & Sign) Date

Nancy Street
Chair, College Review Committee Date

Jane Doe
Dean of College Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
**Course description**
Accelerated elementary language study, with oral, listening, reading, and writing practice. Equivalent to GERM 101 and GERM 102. 8 semester credit hours.
By course’s end, students develop their German language skills and their awareness of German-speaking cultures to approximately the “novice mid” or “novice high” level, according to the standards of ACTFL (The American Council on the Teaching of Foreign Languages).

**Learning outcomes**
By the end of the course, students should have a basic vocabulary of approximately 1000+ words and will be able to:
- speak spontaneously and successfully in informal contexts with native speakers,
- understand spoken German about familiar topics,
- recognize words and identify some themes in German about unfamiliar topics,
- read simple texts intended for learners of German,
- approach productively the reading of shorter texts intended for native speakers, with the assistance of a glossary or dictionary,
- write short texts that would be comprehensible to a native speaker.

After completing the course, students will be ready for, and are urged to enroll in, GERM 201 Intermediate German or in GERM 204 Intensive Intermediate German.

**Prerequisites**
None.

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the placement exam, as well as who qualifies for it, is posted on the INTS website: [http://internationalstudies.tamu.edu/html/placementexams.html](http://internationalstudies.tamu.edu/html/placementexams.html). Dates and times can be found on marketplace.tamu.edu → Dept. of International Studies → Placement Exams. Questions can be directed to the appropriate academic advisor for International Studies, currently Nancy Neil (neil123@tamu.edu).

**Required course materials**
Students need this textbook and its “Supersite Code.” The hardcover textbook and Supersite Code are sold together as a package. This package will be ordered in advance for the TAMU bookstore and be available there. If students wish, they may also purchase the book directly from the publisher by visiting: [http://vistahigherlearning.com/students/store/german-programs/sag-mal.html](http://vistahigherlearning.com/students/store/german-programs/sag-mal.html).

Students must check eCampus (ecampus.tamu.edu) and their TAMU email accounts daily for homework assignments, course announcements and resources.

**Recommended course materials**
A paper German-English dictionary is strongly recommended. Most any available dictionary (from basic to advanced) should suffice – check with the instructor if you are not sure which one to acquire. Online German-English dictionaries are also of course available (for example: [www.dict.cc](http://www.dict.cc) or [dict.leo.org](http://dict.leo.org)), but they may have some drawbacks if one is not familiar with how to use them.

**Please note:** *Google-Translate* is NOT a dictionary and is not allowed for use in this course. *Google-Translate* is of poor quality for German-to-English and English-to-German translating.**
Absences
Course attendance is required. After the third unexcused absence, 5 percentage points will be deducted from the final course grade for each additional unexcused absence. Arriving more than 15 minutes late for class will be considered as an absence, except in the case of university-approved excuse. Three late arrivals of less than 15 minutes will be considered collectively as an absence, except in the case of university-approved excuse. Please see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

Classroom policies
The following classroom policies exist so as to promote a sense of community and active communal learning. In learning a foreign language, attention to your fellow students and instructor is of utmost importance:
- Only German is expected to be spoken in the classroom.
- All students are to attempt to speak in the classroom during every meeting.
- You are to use each other’s names when speaking.
- Unless the instructor has set up a question or an activity as free discussion, students should raise a hand or say, “Bitte?” and wait to be called upon before speaking, so as to provide everyone an opportunity and avoid undue dominance by too few students.
- All cell phones, laptops, tablets and any other electronic devices must be turned off and stowed out of sight in the classroom (during class and exam periods).

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

Course grade
Hausaufgaben (Homework): 40%
Prüfungen (Tests) [7 x 5% each]: 35%
Final Sketches and Presentations: 5%
Participation: 10%
Final Exam: 10%

Homework
There will be daily homework. Daily assignments (online and written) with their due dates will be posted to the Vista Supersite and to eCampus. Homework will be graded as “check plus,” “check,” or “check minus.” “Check plus” counts as a 100; “check” as a 90; and “check minus” as an 80. Homework may be submitted as late, up to 1 day after the due date, for 50% credit; homework that is not submitted or that is handed in more than one day after the due date will receive a 0 (zero). In the case of university-approved excused absence, homework will be accepted without penalty under the guidelines outlined at http://student-rules.tamu.edu/rule07.

Final Sketches and Presentations
A detailed rubric on the final sketches will be posted to eCampus which details the parameters of the presentation, including length and subject matter. Students will perform ungraded impromptu informal sketches or presentations throughout the semester, in teams of two or three students, as preparation for the Final Sketches and Presentations. Students are not to read from scripts or notes during performances. For the Final Sketches and Presentations, students may prepare a pre-recorded video (or audio) in place of a live one, as long as it is submitted in time for viewing / listening by the class on the due date. Student teams must meet and communicate outside of class in advance of the due date for the Final Sketches and Presentations, in order to prepare successful ones.

Tests
Seven chapter tests are scheduled throughout the semester and will each be 60 minutes long.

Final Exam
The final exam is cumulative.
Academic integrity
“An Aggie does not lie, cheat, or steal, or tolerate those who do.” You are expected to be aware of the Aggie Honor Code and the Honor Council Rules and Procedures, stated at aggiehonor.tamu.edu.

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Daily plan
The following plan is designed around the course textbook, *Sag Mal*. We will cover the entire book this semester.

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<td>Final Sketches and Presentations</td>
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<td>Final Sketches and Presentations</td>
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**Final Exam:** To be given on date/time set by Registrar for classes meeting MWF 8:00-9:00.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

Form Instructions

1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: GERM 204: Intensive Intermediate German

4. Catalog course description (not to exceed 50 words):
Accelerated intermediate-level language study, with oral, listening, reading, and writing practice. Equivalent to GERM 201 and GERM 202.

5. Prerequisite(s):
GERM 102 or 104

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

If yes, from ______ to _______

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

If yes, this course may be taken ______ times.

Will this course be repeated within the same semester? [ ] Yes [ ] No

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

9. How will this course be graded? [✓] Grade [ ] S/U [ ] P/F (CLMD)

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

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

       B.A. in Modern Languages: German; B.A. in International Studies: undergraduate general academics

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
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<td>Lab</td>
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Approval recommended by:

Robert R. Shandley, Chair, College Review Committee

Date: 10-20-15

Dean of College

Date: 10-21-15

Submitted to Coordinating Board by:

Chair, GC or UCC

Date: 11-23-15

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course description
Accelerated intermediate-level language study, with oral, listening, reading, and writing practice. Equivalent to GERM 201 and GERM 202. 6 semester credit hours.
By course’s end, students develop their German language skills and their awareness of German-speaking cultures to approximately the “intermediate low” or “intermediate mid” level, according to the standards of ACTFL (The American Council on the Teaching of Foreign Languages).

Learning outcomes
Upon completion of the course students will be able to:
- demonstrate German-language skills at the B1 level of the Common European Framework of Reference for Languages or approximately the “intermediate low” or “intermediate mid” level, according to the standards of ACTFL (The American Council on the Teaching of Foreign Languages);
- recognize distinctive viewpoints only available through knowledge of the foreign language and its cultures;
- compare their own culture through a deeper understanding of German history and culture;
- participate in multilingual communities at home and around the world.

Prerequisites
GERM 102 or GERM 104.

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the placement exam, as well as who qualifies for it, is posted on the INTS website: http://internationalstudies.tamu.edu/html/placementexams.html. Dates and times can be found on marketplace.tamu.edu → Dept. of International Studies → Placement Exams. Questions can be directed to the appropriate academic advisor for International Studies, currently Nancy Neil (neil123@tamu.edu).

Required course materials

Students must check eCampus (ecampus.tamu.edu) and their TAMU email accounts daily for homework assignments, course announcements and resources.

Recommended course materials
A paper German-English dictionary is strongly recommended. Most any available dictionary (from basic to advanced) should suffice – check with the instructor if you are not sure which one to acquire. Online German-English dictionaries are also of course available (for example: www.dict.cc or dict.leo.org), but they may have some drawbacks if one is not familiar with how to use them.

**Please note: Google-Translate is NOT a dictionary and is not allowed for use in this course. Google-Translate is of poor quality for German-to-English and English-to-German translating.**
Absences
Course attendance is required. After the third unexcused absence, 5 percentage points will be deducted from the final course grade for each additional unexcused absence. Arriving more than 15 minutes late for class will be considered as an absence, except in the case of university-approved excuse. Three late arrivals of less than 15 minutes will be considered collectively as an absence, except in the case of university-approved excuse. Please see http://student-rules.tamu.edu/rule07 for current policy on university-excused absences. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1).

Classroom policies
The following classroom policies exist so as to promote a sense of community and active communal learning. In learning a foreign language, attention to your fellow students and instructor is of utmost importance.
- Only German is expected to be spoken in the classroom.
- All students are to attempt to speak in the classroom during every meeting.
- You are to use each other’s names when speaking.
- Unless the instructor has set up a question or an activity as free discussion, students should raise a hand or say, “Bitte?” and wait to be called upon before speaking, so as to provide everyone an opportunity and avoid undue dominance by too few students.
- All cell phones, laptops, tablets and any other electronic devices must be turned off and stowed out of sight in the classroom (during class and exam periods).

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

Course grade
Homework: 30%
Tests (Prüfungen) [5 x 6% each]: 30%
Friday Speaking Activities [4 x 2.5% each]: 10%
Final Audio or Video projects: 10%
Participation: 5%
Final Exam: 15%

Homework
There will be daily homework. Daily assignments (online and written) with their due dates will be posted to the Vista Supersite and to eCampus. Homework will be graded as “check plus,” “check,” or “check minus.” “Check plus” counts as a 100; “check” as a 90; and “check minus” as an 80. Homework may be submitted as late, up to 1 day after the due date, for 50% credit; homework that is not submitted or that is handed in more than one day after the due date will receive a 0 (zero). In the case of university-approved excused absence, homework will be accepted without penalty under the guidelines outlined at http://student-rules.tamu.edu/rule07.

Quizzes
Five quizzes are scheduled throughout the semester and will each be 60 minutes long.

Friday Speaking Activities
On four Fridays (see schedule), students must perform a speaking activity, in teams of two or three, sitting or standing in the front of the classroom. There are three types:
1) The activity may be a conversation for the rest of the class to watch, in which case as many new vocabulary words as possible from the current chapter should be incorporated and every time a new vocabulary word is used, this should be indicated to the audience.
2) The activity may also be a dramatic reading of any text that the class has read, in which case the students must read the text aloud in any engaging way.
3) The activity may be a re-play of any scenes from any of the short films that we have watched (one short film accompanies each chapter of the textbook).
Students must not read from scripts or notes during their speaking activity; rather, they must make eye contact with teammates or audience members while speaking. Even for the dramatic readings, students must lift their eyes from the text and address the audience or their teammates in the eyes whenever speaking. Students may prepare a pre-recorded video (or audio) in place of a live one, as long as it is submitted in time for viewing/listening by the class on the due date. No speaking activities may be done after the due date, except in the case of a university-excused absence. Student teams must meet and communicate outside of class in advance of the due date, in order to prepare successful activities.

**Final Audio or Video Projects**
All students will submit a final, recorded project that the rest of the class will listen to or watch. The Friday speaking activities are intended as training for this final project. The final projects are to be of the same types as the Friday speaking activities, detailed above. Students will work in teams of two or three on the Final Audio or Video Projects. The pre-recorded performance must be submitted in time for viewing/listening by the class on the due date. No Final Audio or Video Projects may be done after the due date, except in the case of a university-excused absence. Student teams must meet and communicate outside of class in advance of the due date, in order to prepare successful projects.

**Final Exam**
The final exam is cumulative.

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

**Disabilities**
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Daily plan**
This course will cover all 10 chapters of the textbook, *Denk Mal*. The following plan is subject to change.

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<td>4/19 Lektion 10</td>
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<td><strong>Prüfung 5</strong>&lt;br&gt;Final Sketches and Presentations</td>
<td>4/26 Review</td>
<td>4/28&lt;br&gt;Prüfung 5</td>
<td>4/28&lt;br&gt;Prüfung 5</td>
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**Final Exam**: To be given on date/time set by Registrar for classes meeting MWF 8:00-9:00.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ☐ Undergraduate  ☑ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   International Studies
   GERM 440, Global Germany
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Impact of globalization on Germany and the globalization of German life and culture from postwar period to the present; analysis of theoretical, historical, fictional and/or cinematic works presenting relationship of modern Germany with world affairs. Course conducted in English.

5. Prerequisite(s): Junior or senior classification; or approval of instructor.

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

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

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

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

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

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

B.A. in Modern Languages: German; B.A. in International Studies; undergraduate general academics

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

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

13. Prefix | Course # | Title (excluding punctuation) |
          | GERM   | 440 440 |
          | Lec.   | Lab   | Other |
          | 3.00   | 0.00  | 0.00  |
          | SCH    | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
          | 3.00   | 1605010001 | 1663 | 16 | 17 | 0 0 3 6 3 2 |

Approval recommended by: Robert R. Shandley  Date: 10/1/2015

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@tamu.edu.
Curricular Services ~ 07/14
Course description
In this course, we will look at the impact of globalization on Germany and the globalization of German life and culture from recent history up to the present. We will look at theoretical, historical and fictional texts to explore modern Germany’s relationship with, and influence on, world affairs. Topics will include the movement from German East-West unity to a global culture, the history of the German Turkish population, German environmentalism, and Germany’s role in the EU and in the world economy. Course is conducted in English.

Prerequisites
Junior or senior classification, or approval of instructor.

Learning outcomes
At the end of the semester, students will be able to:
- define the social and cultural issues that shape the contemporary debates about globalization in Germany;
- articulate cultural comparisons between North American and German/European Union contemporary societies through critical thinking skills in spoken and written form;
- express reasoned opinions on contemporary issues of German globalization in the form of informed debate and response;
- demonstrate familiarity with media sources about Germany and current German political and cultural affairs.

Required course materials
- All other readings will be posted to eCampus.
- All films available through mediamatrix.tamu.edu.

Course requirements and evaluation
- Presentation 10%
- 2 Response papers 40%
- Participation 10%
- Final take-home essay exam 40%

Grading scale: 90-100=A; 80-89=B; 70-79=C; 60-69=D; 0-59=F

Presentation: Students will sign up for a date on which they will present to the class a current (in the past two years) news story about a relevant topic to the course (Germany and Globalization). The presentation will last 5-6 minutes and will include a short visual (one or two slides) to convey the issue being discussed in the news. A short Q&A with students may follow.

Response papers: Students will write 2 response papers (3-5 pages each, double-spaced, 12-pt font), in which they will engage directly with materials from the course.
Participation: Students are expected to prepare all reading material before the class on which it is assigned (see schedule below). Participation grade based on thoughtful questions/responses relevant to in-class activities and discussion.

Final essay exam: At the end of the semester students will be presented with a question topic and will write an essay (7-9 pages, double-spaced, 12 pt. font) incorporating material covered in class. Due date noted on schedule below.

An authorized absence entitles you to complete assignments and make up papers or exams you may have missed. You must notify the instructor at least 48 hours before the absence except in the case of emergency. Presentations, papers, and exams can be made up only after university-excused absences.

Absences
Attendance in class is mandatory. For each unexcused absence in excess of two, student’s final grade will be reduced 2 percentage points. For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Academic integrity

Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Please note: All electronic devices must be turned off during unless in use for on-task activity.

Semester calendar:

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<tr>
<th>Date</th>
<th>In-class</th>
<th>Reading/Viewing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/30</td>
<td>Introduction Facts about Germany today; Discussion of media resources about Germany</td>
</tr>
<tr>
<td></td>
<td>9/1</td>
<td>The Burden of History</td>
</tr>
<tr>
<td></td>
<td>9/8</td>
<td>Globalization and East Germany</td>
</tr>
<tr>
<td>2</td>
<td>9/13</td>
<td>Jana Hensel, After the Wall: Confessions from an East German Childhood and the Life that Came Next (2009)</td>
</tr>
<tr>
<td></td>
<td>9/15</td>
<td>Jana Hensel, After the Wall: Confessions from an East German Childhood and the Life that Came Next (2009)</td>
</tr>
<tr>
<td>3</td>
<td>9/20</td>
<td>Gastarbeiter</td>
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<tr>
<td>Date</td>
<td>In-class</td>
<td>Reading/Viewing</td>
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<td>9/22</td>
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<td><em>Response Paper 1 due</em></td>
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<tr>
<td>10/4</td>
<td></td>
<td><em>Turkish Germany on Film</em></td>
</tr>
<tr>
<td>10/6</td>
<td>“Kanak”</td>
<td><em>The Edge of Heaven</em>, Fatih Akin (2007) (Film)</td>
</tr>
<tr>
<td>10/11</td>
<td></td>
<td><em>Globalization and Immigration Experiences: Berlin</em></td>
</tr>
<tr>
<td>11/1</td>
<td>Circular Migration and the Legacy of the Holocaust</td>
<td><em>Farewell Herr Schwartz</em>, Yael Reuveny (2015) (Film)</td>
</tr>
<tr>
<td>11/3</td>
<td>Germany and the EU</td>
<td>Ulrich Beck, <em>German Europe</em>, pp. 1-38</td>
</tr>
<tr>
<td>11/8</td>
<td></td>
<td>Ulrich Beck, <em>German Europe</em>, pp. 39-65</td>
</tr>
<tr>
<td>11/10</td>
<td></td>
<td>Ulrich Beck, <em>German Europe</em>, pp. 66-86</td>
</tr>
<tr>
<td>11/15</td>
<td>How the German economy influences the world</td>
<td><em>The Wondorous World of Laundry</em>, Hans Christian Schmid (2009) (Film)</td>
</tr>
<tr>
<td>11/24</td>
<td>No Class – Thanksgiving Holiday</td>
<td></td>
</tr>
<tr>
<td>12/1</td>
<td>How Green After All?</td>
<td>Frank Uekötter, <em>The Greenest Nation</em>, pp. 177-184</td>
</tr>
<tr>
<td>12/6</td>
<td>Conclusion, Discussion of take home essay exam</td>
<td></td>
</tr>
</tbody>
</table>

The final take-home essay exam will be due by 12:00 pm (noon) on Monday, December 12. Electronic submission via TurnItIn on eCampus.
Texas A&M University

Departmental Request for a New Course
Undergraduate ✗ Graduate ✗ Professional

- Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): International Studies
   GERM 481T: Representations of the Holocaust

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

4. Catalog course description (not to exceed 50 words):
   Analysis of artistic mediations of the Holocaust across diverse textual and visual media with particular focus on aesthetic, political, pedagogical, and ethical challenges. Course conducted in English.

5. Prerequisite(s): Junior or senior classification; or approval of instructor.

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

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

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

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

9. How will this course be graded:  ☑ Grade  ☐ S/U  ☐ P/F (C,L,M,D)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       B.A. in Modern Languages: German; B.A. in International Studies; undergraduate general academics

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

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

13. Prefix  Course #  Title (excluding punctuation)  
    GERM  481T  Representations of Holocaust

    Lec.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  Enr. Code  Level  
    3.00  0.00  0.00  3.00  1650100001  1663  16 - 17  0  0  3  6  3  2

    Approval recommended by:  
    Robert R. Shandley
    Department Head or Program Chair (Type Name & Sign)  Date 10/11/2015

    Chair, College or Committee  Date 10-20-15

    Department Head or Program Chair (Type Name & Sign)  Date  10-21-15
    (if cross-listed course)

    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 – 07/14
GERM 441 • Representations of the Holocaust

Dr. Stefanie Harris  
Office: ACAD 106b  
Office hours: Thurs, 11:00-12:30, or by appt.  
stefanieharris@tamu.edu  
phone: 845-2124 (INTS main office)

Texas A&M University  
Spring 2016  
Class meeting: TR 9:35-10:50  
ACAD 226

Course description
Analysis of artistic mediations of the Holocaust across diverse textual and visual media with particular focus on aesthetic, political, pedagogical, and ethical challenges. Course examines the complex field of Holocaust representation, drawing from a range of media and genres, including poetry, memoir, fiction, graphic novel, theater, photography, documentary and feature film, short films, monuments and memorials, and digital projects on the world wide web. Some questions we will explore include: What is the relationship between the historical event and representations of it, between what happened and how it is passed down to us? How has memory and awareness of the Holocaust been produced and transmitted through representational practices and cultural forms? Are some media more suitable to the task than others? What are the problems and limits of language? How has the cultural realm contributed to the development of post-Holocaust German and Jewish identities? Course is conducted in English.

Prerequisites
Junior or senior classification, or approval of instructor.

Learning outcomes
Upon completion of the course, students will be able to:
• Evaluate and analyze representations of the Holocaust across different media;
• Articulate critical, reasoned positions verbally and in writing on the artistic mediation of traumatic historical events;
• Recognize potential ethical dilemmas in the representation of traumatic events and apply rational decision-making in order to address such challenges.

Required course materials
- David Engel, The Holocaust: The Third Reich and the Jews
- Primo Levi, Survival in Auschwitz
- Ruth Klüger, Still Alive: A Holocaust Girlhood Remembered
- Jurek Becker, Jacob the Liar
- Peter Weiss, The Investigation
- Art Spiegelman, Maus I: A Survivor’s Tale. My Father Bleeds History

All other course readings will be available through eCampus.
All films will be available for digital streaming through: mediamatrix.tamu.edu.

Course requirements and evaluation
- 4 response papers w/ discussion questions 30%
- Essay 30%
- Midterm 20%
- Final 20%

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Response papers: Students will be divided into Groups A, B, or C and will submit four response papers during the semester, due in class on Tuesday of the weeks to which their group has been assigned (example: Group A has been assigned Week 2; see syllabus for all group assignments). Response papers should be at least 500 words, typed, and brought to class in hard copy. These papers should synthesize the
reading of the week, and draw out one or two specific points for further analysis. In addition, each paper must include at least one **substantive discussion question** for the class to pursue. Response papers will each be worth a possible 10 points, awarded on the basis of how they exhibit your understanding of and engagement with the material due. Papers must engage that week’s course materials and must include a substantive discussion question in order to be awarded full points. Late papers will be penalized 2 points, except in the case of university-approved excuse. Papers submitted more than one week after the due date will receive zero points, except in the case of university-approved excused absence.

**Essay:** 2500 word essay should address one or more course materials in detail, and may be an expansion of a response paper submitted earlier in the semester. Students are free to develop their own essay topics; however, suggested topics will be posted to eCampus. Essays submitted after the due date will be deducted 10 percentage points from the essay grade, except in the case of university-approved excused absence. Essays will be submitted electronically through “Turnitin” on eCampus.

**Midterm and Final:** Exams will test material covered in screenings, readings, lectures, and class discussions, and will consist of short answer questions. Exams cannot be made up except in the case of a university-approved excused absence.

**Absences**
Attendance in class is mandatory. For each unexcused absence in excess of three, student’s final grade will be reduced 5 full percentage points. Attendance is essential to complete the course successfully. For illness-or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

**Academic integrity**

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

**Semester Calendar**
Complete all assigned readings and view all films prior to Tuesday class meeting of week in which they are assigned.

<table>
<thead>
<tr>
<th>Week</th>
<th>Reading/Viewing</th>
<th>Due Dates</th>
</tr>
</thead>
</table>
| 1    | Introduction  
Saul Friedlander, “The ‘Final Solution’: On the Unease in Historical Representation”  
Irving Howe, “Writing and the Holocaust”  
David Engel, The Holocaust: The Third Reich and the Jews | Group A response paper due Tuesday |
| 2    | Poetry  
Selections from: Paul Celan, Dan Pagis, Nelly Sachs  
Theodor Adorno, “Cultural Criticism and Society” | Group B response paper due Tuesday |
| 3    | Memoir  
Primo Levi, Survival in Auschwitz  
Ruth Klüger, Still Alive: A Holocaust Girlhood Remembered |                       |
<table>
<thead>
<tr>
<th>#</th>
<th>Reading/Viewing</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>4</td>
<td>Historikerstreit/Historians’ Controversy</td>
<td><strong>Group C response paper due Tuesday</strong></td>
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<td></td>
<td>Ernst Nolte, “The Past That Will Not Pass: A Speech That Could Be Written but Not Delivered”</td>
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<td></td>
<td>Jürgen Habermas, “On the Public Use of History”</td>
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<tr>
<td>5</td>
<td>Literature</td>
<td><strong>Group A response paper due Tuesday</strong></td>
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<td></td>
<td>Jurek Becker, <em>Jacob the Liar</em></td>
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<tr>
<td>6</td>
<td>Testimony and Documentary</td>
<td><strong>Group B response paper due Tuesday</strong></td>
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<tr>
<td></td>
<td>Yale Fortunoff Video Archive for Holocaust Testimonies</td>
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<tr>
<td></td>
<td>Film: <em>Shoah</em>, Claude Lanzmann (excerpts)</td>
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<tr>
<td>7</td>
<td>Theater</td>
<td><strong>Group C response paper due Tuesday</strong></td>
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<tr>
<td></td>
<td>Peter Weiss, <em>The Investigation</em></td>
<td><strong>Midterm exam Thursday</strong></td>
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<tr>
<td>8</td>
<td>Graphic Novel</td>
<td><strong>Group A response paper due Tuesday</strong></td>
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<tr>
<td></td>
<td>Art Spiegelman, <em>Maus I: A Survivor’s Tale. My Father Bleeds History</em></td>
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</tbody>
</table>

**SPRING BREAK**

<table>
<thead>
<tr>
<th>#</th>
<th>Reading/Viewing</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Photography</td>
<td><strong>Group B response paper due Tuesday</strong></td>
</tr>
<tr>
<td></td>
<td>Images file posted to eCampus</td>
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<tr>
<td></td>
<td>Shimon Attie, <em>Sites Unseen—European Projects, Installations and Photographs</em> (excerpt)</td>
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<td></td>
<td>Barbie Zelizer, <em>Remembering to Forget: Holocaust Memory Through the Camera’s Eye</em> (excerpt)</td>
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<td></td>
<td>Georges Didi-Huberman, <em>Images In Spite of All: Four Photographs From Auschwitz</em> (excerpt)</td>
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<td></td>
<td>Film: <em>Photographer</em>, Dariusz Jablonski</td>
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<tr>
<td>10</td>
<td>Film and Documentary</td>
<td><strong>Group C response paper due Tuesday</strong></td>
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<td></td>
<td>Film: <em>Night and Fog</em>, Alain Resnais</td>
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<td></td>
<td>Film: <em>A Film Unfinished</em>, Yael Hersonski</td>
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<tr>
<td>11</td>
<td>Memorials, Monuments, Countermonuments</td>
<td><strong>Group A response paper due Tuesday</strong></td>
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<td><em>Memorial for the Murdered Jews of Europe</em> [<a href="http://www.holocaust-mahnmal.de/en">http://www.holocaust-mahnmal.de/en</a>]</td>
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<td><em>Judenplatz Holocaust Memorial</em> (Vienna)</td>
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<td></td>
<td>Works of: Horst Hoheisel and Jochen Gerz, and Micha Ullman</td>
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<td></td>
<td>Michaela Melián, <em>Memory Loops</em> [<a href="http://www.memoryloops.net/en#/start/">www.memoryloops.net/en#/start/</a>]</td>
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<td></td>
<td><em>The Vienna Project</em> [theviennaproject.org]</td>
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<td></td>
<td>James Young, <em>The Texture of Memory: Holocaust Memorials and Meaning</em> (excerpt)</td>
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<tr>
<td>12</td>
<td>Literature</td>
<td><strong>Group B response paper due Tuesday</strong></td>
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<tr>
<td></td>
<td>T. Borowski, “This Way for the Gas, Ladies and Gentlemen”</td>
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<td></td>
<td>W.G. Sebald, “Max Ferber” chapter of <em>The Emigrants</em></td>
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<td>13</td>
<td>Feature Film</td>
<td><strong>Group C response paper due Tuesday</strong></td>
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<td></td>
<td>Film: <em>Schindler’s List</em>, Steven Spielberg</td>
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<tr>
<td>14</td>
<td>Short Film</td>
<td><strong>Essay due Tuesday</strong></td>
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<tr>
<td></td>
<td>Short film: <em>Spielzeugland</em>, Jochen Alexander Freydank</td>
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<tr>
<td></td>
<td>Short film: <em>Silence</em>, Orly Yadin</td>
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</table>

**FINAL EXAM** to be held on the date/time set for this class in the published schedule on the academic calendar.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional • Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (EDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution

3. Course prefix, number and complete title of course: IDIS 433 Industrial Sales Force Development

4. Catalog course description (not to exceed 50 words):
Techniques and processes for developing, maintaining and leading high performing industrial sales organizations; organizations planning and forecasting processes, processes and procedures for identifying and developing talented sales professionals who can operate within a sales process and provide solutions to customers while growing profitable accounts.

5. Prerequisite(s):
Grade of C or better in IDIS 330

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

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

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

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

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

11. This course will be:

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

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

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

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

Approval recommended by:

[Signature]

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

Chair, College Review Committee Date

[Signature]

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

[Signature]

Dean of College Date

[Signature]

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Curricular Services – 07/14

RECEIVED
OCT 15 2015
EASA

RECEIVED
OCT 23 2015
Instructor:
Office:
Office Hours:
Telephone:
E-mail:
Website:

Section XXX – Class Time, Classroom

Course Description
Students will learn techniques and processes for developing, maintaining and leading high performing industrial sales organizations. In addition to organization, planning and forecasting processes, students will learn processes and procedures for identifying and developing talented sales professionals who can operate within a sales process that provides solutions to customers while growing profitable accounts.

Learning Outcomes
The learning outcomes for students in this course are:
- To gain a working understanding of how to identify, recruit, develop, manage and retain members of a high performing industrial sales organization
- To understand the concepts and procedures involved in sales force design and compensation for maximizing profitability and employee engagement
- To understand how to create sales plans by utilizing market segmentation and analysis to identify high potential opportunities
- To understand how to grow and maintain profitable business through customer stratification, account analysis and lead generation
- To understand effective processes for time management, organizing, planning and forecasting to ensure high performance from sales professionals

Prerequisites

Course Format
The course will consist of the presentation and demonstration of techniques and processes, class discussions, role-play exercises, case studies, class presentations, a book review, guest speakers, and exams.

Class Notes

Books

Policies and Procedures
You are expected to abide by the Aggie Honor Code. “An Aggie does not lie, cheat or steal or tolerate those who do.” There is a zero tolerance for academic dishonesty. Violations will result in an "F" for the course. Additional repercussions will be determined by the program coordinator in compliance with Texas A&M regulations. http://student-rules.tamu.edu/aggiecode
Students with Disabilities

The Americans with Disabilities Act (ADA) is a Federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe that you have a disability requiring accommodation, please contact the Department of Student Life, Services for Students with Disabilities, in room 126 of the Koldus Building, or call 845-1637. In addition, please see the instructor within the first two weeks of classes. For additional information visit http://disability.tamu.edu/.

Attendance and Participation

What you will someday be, you are now becoming. Start forming good habits now. You are expected to attend class, be punctual, display an attitude of professionalism and become actively involved in class activities and discussions. If it is necessary for you to miss a class or an Exam, please inform the instructor prior to the event if possible. You can find the University’s rules regarding this matter at http://student-rules.tamu.edu/rule07.

Exams

Multiple choice and short answer questions covering class discussions, presentations, case studies and any outside material assigned or discussed.

Group Presentation

It is your responsibility to form groups of four students at the beginning of the semester. You will work with your group members throughout the semester on assignments that will be presented to the class. These assignments will provide practical applications for materials discussed.

A Note Concerning Group Activities

You will experience two types of learning as a result of working in groups.

1. Cognitive Learning through Collaboration – the discussions generated when working in groups will expose you to different ways of looking at things and enhance your ability to think critically about what you are learning. Your retention of the information being discussed will, likely, also be increased as a result of the group discussions.

2. Social Learning – as in the working world, there will be challenges that will arise when working with other people. You may experience situations in which some people do not contribute, or some people try to dominate a situation. You may experience difficulty scheduling times for meetings, or agreeing upon the direction of a project. These are your groups. The way you choose to handle these situations is part of the learning experience. I will abide by the decisions of the group. My only involvement, if necessary, will be that of an advisor.

SLACKERS BEWARE— the assessment of your group members will determine a large portion of your participation grade. If you do not participate in an assignment, you will not receive a grade for that assignment.

Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>150</td>
<td>A = 900 – 1000</td>
</tr>
<tr>
<td>Exam 2</td>
<td>150</td>
<td>B = 800 – 899</td>
</tr>
<tr>
<td>Assignment 1</td>
<td>200</td>
<td>C = 700 – 799</td>
</tr>
<tr>
<td>Assignment 2</td>
<td>200</td>
<td>D = 600 – 699</td>
</tr>
</tbody>
</table>
Assignment 3  200 points  F = below 600 points  
Book Review  150 points  
Participation  50 points  
Total  1000 points

**Grading of Assignments**
As I observe your presentations, I will rate them 1, 2 or 3.
1. **Nailed it!** – Demonstration of a superb understanding and application of the techniques being learned. In addition to preparation and professionalism being obvious, the presenter has developed the skills to a level that could be used in a real world situation.
2. **Good Job!** – Demonstration of a good understanding and application of the techniques being learned. Preparation and professionalism are obvious.
3. **Not-So-Good Job!** – Demonstration of a less than adequate understanding and application of the techniques being learned. Preparation and/or professionalism are obviously lacking.

Grades will be assigned to the presentations based on the performance of your group relative to the performance of other groups in the class. A typical distribution looks something like this:
1. 92-100
2. 84-91
3. 75-83

**Participation Grade**
The majority of your participation grade will be determined by the evaluation of your group members. As the instructor, I may make adjustments to your participation grade based on your attendance, punctuality and class participation.

**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course overview and expectations, student introductions and group formation</td>
</tr>
<tr>
<td>Week 2</td>
<td>Talent identification, recruitment, development, management, and retention</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sales force expectations and evaluation</td>
</tr>
<tr>
<td></td>
<td><em>Sales Force Development Assignment</em></td>
</tr>
<tr>
<td>Week 4</td>
<td><strong>Presentation of Sales Force Development Assignment</strong></td>
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<tr>
<td></td>
<td>Guest Speaker</td>
</tr>
<tr>
<td>Week 5</td>
<td>Leadership Styles and Sales Culture, Sales Force Design and Compensation</td>
</tr>
<tr>
<td>Week 6</td>
<td>Organization, Planning and Forecasting</td>
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<tr>
<td></td>
<td><em>Book Review Assignment</em></td>
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<tr>
<td>Week 7</td>
<td>Behavioral Styles and Performance Competencies</td>
</tr>
<tr>
<td></td>
<td><em>Sales Force Culture and Design Assignment</em></td>
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<tr>
<td>Week 8</td>
<td><strong>Presentation of Sales Force Culture and Design Assignment</strong></td>
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<td>Guest Speaker</td>
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<td>Week 9</td>
<td><strong>Exam 1</strong></td>
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<tr>
<td>Week 10</td>
<td>Identification of New Markets through Market Segmentation</td>
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</tbody>
</table>
| Week 11 | **Book Review Due**  
          Targeting Markets and Value Propositions |
| Week 12 | Customer Stratification and Account Analysis |
| Week 13 | Identification of Growth Opportunities and Lead Generation  
          *Sales Plan Assignment* |
| Week 14 | **Presentation of Sales Plan Assignment**  
          Guest Speaker |
| Week 15 | **Final Exam** |
INDUSTRIAL DISTRIBUTION
Texas A&M University
Catalogs 139 - Fall 2016 - 126 Hours

FRESHMAN

FALL 15
Core Curriculum Courses
- HIST Elec. 3 credits
  American Hist
- POLS 206 3.0.3
  Amer. Nat'l Govt

SPRING 17
- MATH 151
  3-2-4
  Engineering Math I
- PHYS 218
  3-3.4
  Mechanics
- CHEM 107
  3-3
  Chem for Engr
- ENGL 104
  3-3
  Comp & Rhetoric
- ENGR 111
  1-3.2
  Foundations of Engr I
- ENGR 112
  1.5-2
  Foundations of Engr II
- ECON 202
  3-3
  Prin of Econ

SOPHOMORE

FALL 14
- MATH 152
  3-2-4
  Engineering Math II
- PHYS 208
  3-3.4
  Electricity and Optics
- CHEM 117
  3-3
  Chem for Engr Lab
- MGMT 212 or 201
  3-3
  Business Law

SPRING 15
- POLS 207
  3.3
  State & Local Govt
- HIST Elect.
  3.3
  Amer. or Texas Hist
- ISYS 209
  3-3
  Intro to Info Sys Concepts
- STAT 201 or 303
  3.3
  Elem Stat Inference or Stat Methods
- ACCT 209
  3-3
  Intro to Accnting

JUNIOR

FALL 17
- Language, Philos., & Cult
  3 credits
  Choose from List
- Dirctd Elec
  3 credits
  Choose from List
- Tech Elec.
  3 credits
  Choose from List
- MGMT 212 or 201
  3-3
  Busn Info Sys Concepts
- STAT 201 or 303
  3.3
  Elem Stat Inference or Stat Methods
- MGMT 212 or 201
  3-3
  Business Law
- ACCT 209
  3-3
  Intro to Accnting
- ISYS 209
  3-3
  Intro to Info Sys Concepts
- STAT 201 or 303
  3.3
  Elem Stat Inference or Stat Methods

SPRING 16
- IDIS 343
  3-3
  Dist. & Ctrl Sys
- IDIS 344
  3-3
  Dist. & Ctrl Sys
- IDIS 434
  3-3
  Dist. & Ctrl Sys
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- IDIS 434
  3-3
  Quality Pot for Dist.
Texas A&M University

Departmental Request for a New Course

Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Term Instructions

1. Course request type:
   ✔ Undergraduate  □ Graduate  □ First Professional

2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution

3. Course prefix, number and complete title of course:
   IDIS 450 Analytics for Distribution Operations

4. Catalog course description (not to exceed 50 words):
   Fundamental concepts in data analytics in distribution operations; using data management tools to process transaction data into useful information; various statistical and analytical models to make strategic decision making; predictive analytics, simulation and risk analysis, linear optimization, and data mining.

5. Prerequisite(s):
   "C" grade or better in IDIS 343 and IDIS 344

6. Is this a variable credit course?  □ Yes  ✔ No
   If yes, from ___ to ___.

7. Is this a repeatable course?  □ Yes  ✔ No
   If yes, this course may be taken ____ times.

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

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

10. How will this course be graded:
    ✔ Grade  □ S/U  □ P/F (CLMD)

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

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

13. Prefix Courses Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>IDIS</td>
<td>450</td>
<td>Analytics Distribution Ops.</td>
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</table>

<table>
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Approval recommended by:

Dr. Reza Langeri  9/30/15

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Department Chair, College Review Committee Date

Chair, GC or UCC Date

Effective Date

RECEIVED
By Curricular Services at 2:42 pm, Aug 13, 2015

RECEIVED
By Curricular Services at 11:20 am, Aug 17, 2015
1. Class Announcements:
Announcements will be made through eCampus (ecampus.tamu.edu) TAMU email. Make it a habit to read them regularly.

2. Course Description:
This course introduces students to fundamental concepts in data analytics in distribution operations. Using spreadsheet environment, the students learn how to process transaction data into useful information. This course exposes students to various statistical and analytical models to make strategic decision making. The students learn predictive analytics, simulation and risk analysis, linear optimization, and data mining.

3. Learning Outcomes:
   - Learn how to convert transaction data into meaningful information
   - Examine how Microsoft Excel tools can be used for business analytics
   - Recognize the importance of conducting business risk analysis
   - Examine how optimization models can bring efficiency in business operations

4. Prerequisite:
“C” grade or better in IDIS 343 and IDIS 344

5. Course structure and grading:
The course includes lectures, assignments, in-class exercises and quizzes. Course grades are distributed as follows: Quizzes (13.3%), assignments (33.3%), Exams (53.3%). This class will be evaluated strictly on a point system. Under no circumstances extra work will be given to an individual to improve his/her score.

<table>
<thead>
<tr>
<th>5.1 Grade component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Quizzes</td>
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<tr>
<td>Assignments</td>
<td>200</td>
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<tr>
<td>Exam 1</td>
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<tr>
<td>Exam 2</td>
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<tr>
<td>Total</td>
<td>600 points</td>
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</table>
5.2 Grading structure

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<th>GRADE</th>
<th>POINTS NEEDED</th>
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<td>A</td>
<td>540 and above</td>
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<td>B</td>
<td>480-539</td>
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<tr>
<td>C</td>
<td>420-479</td>
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<tr>
<td>D</td>
<td>360-419</td>
</tr>
<tr>
<td>F</td>
<td>Below 360</td>
</tr>
</tbody>
</table>

6. Quizzes and Assignments:
You will have to login to eCampus to take a quiz. Password will be provided at the beginning of the class to open and complete the quiz. No makeup quizzes will be given without any university excused absence. Every topic of this course will have an assignment to be completed and the due date is one week from the date of assigning. Quizzes and assignments will serve to reinforce the concepts taught in the class.

7. Exams:
Each exam will cover assignments, in-class discussions, and lecture materials. All exams will be closed-book, unless otherwise specified.

8. Student with disabilities:
If you feel you are entitled to special accommodations because of a disability, please see me within the first two weeks of the class.

9. Attendance and Late Work Policy:
You are expected to attend all lectures. If an exam or assignment is missed due to an approved university absence or due to a genuine reason, you must inform me no later than 48 hours after the date of absence (before the exam if possible), and you must furnish me original documentation (copies will not be accepted) why your absence should be excused. There will be no make-ups for missed exams without a university-approved excuse as defined in the Texas A&M University Regulations. You can find the University’s rules regarding this matter at http://student-rules.tamu.edu/rule07. An exam that is missed without an approved excuse will be assigned a grade of ZERO.

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

11. Academic Integrity Statement and Policy:
"An aggie does not lie, cheat or steal, nor tolerate those who do" – The Aggie Honor Code.
The honor council rules and procedures can be found at: http://aggiehonor.tamu.edu
The Texas A&M University Regulations defines several categories of Scholastic Dishonesty.
   (1) Acquiring or attempting to acquire information (this includes OBSERVING THE WORK OF OTHERS DURING AN EXAM)
   (2) Providing information on quizzes or exams
   (3) Plagiarism
   (4) Conspiracy to commit any of the above
   (5) Fabrication of information
   (6) Violation of Departmental or College policies.
Understand that the University definition of Scholastic Dishonesty will be strictly followed and any student caught providing or receiving assistance in an exam or quiz will immediately be given a grade of “F” for the course. Cheating in class will not be tolerated.

If you need extra help in understanding the course materials, I can assist you in any appropriate way that I can. **Have a great semester!**

### Tentative Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture</th>
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<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to Analytics and Course Overview</td>
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<tr>
<td></td>
<td>Descriptive Statistics Measures</td>
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<tr>
<td>Week 2</td>
<td>Sampling and Estimation</td>
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<td></td>
<td>Sampling and Estimation</td>
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<tr>
<td>Week 3</td>
<td>Statistical inference</td>
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<td>Statistical inference</td>
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<tr>
<td>Week 4</td>
<td>Predictive Modeling and Analysis</td>
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<td>Predictive Modeling and Analysis</td>
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<tr>
<td>Week 5</td>
<td>Regression analysis</td>
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<td>Regression analysis</td>
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<tr>
<td>Week 6</td>
<td>Simulation and Risk Analysis</td>
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<td>Week 7</td>
<td>Simulation and Risk Analysis</td>
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<td>Week 8</td>
<td>Data mining</td>
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<td>Week 9</td>
<td>Data mining</td>
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<td>Week 10</td>
<td>Linear Optimization</td>
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<td>Linear Optimization</td>
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<td>Linear Optimization</td>
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<td>Week 12</td>
<td>Optimization with uncertainty</td>
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<td>Optimization with uncertainty</td>
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<td>Week 13</td>
<td>Project</td>
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<tr>
<td>Week 14</td>
<td>Project Presentations</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
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</table>

*These description and timelines are subject to change at the discretion of the instructor.*
Hi Sandra,
I got the following response from INFO department. Please let me know if this would suffice as a Support Letter for IDIS 450.
Thanks,
--Manoj

Manoj Vanajakumari, Ph.D
Associate Professor,
Industrial Distribution Program,
Texas A&M University, College Station, TX - 77843
Email: manojuv@tamu.edu, Phone: 979-458-1197, Office: Fermier 203C

I support the inclusion of this course in the Industrial Distribution curriculum.

However, I cannot state that there is “no overlapping content” between this course and what the INFO Department offers in the business school. Virtually the entirety of the course is offered as portions of several business school courses. Basic statistics and regression is taught in SCMT 303, linear optimization is taught in SCMT 336, and the other portions of the course are taught in other classes. I am relatively certain that basic statistics is taught in the Statistics Department as well. Since Industrial Distribution students cannot register for these courses, I see no harm in the duplication.

Rich Metters | Head, Department of Information Systems and Operations Management
Mays Business School | Texas A&M University
320 Wehner | 4217 TAMU | College Station, TX 77843-4217

ph: 979.845.1148 | rmetters@mays.tamu.edu
-----------------------------------------------------------------------
WE STEP UP mays.tamu.edu
Hi Sandra,
I received the letter of support for IDIS 450 from STAT department as well. Please see the email from Dr. Michael Longnecker. I have also addressed the issues you mentioned on the syllabus. Please find the revised syllabus attached. Hope, IDIS 450 can now be a course in ID curriculum.
Thanks,
--Manoj

Manoj Vanajakumari, Ph.D
Associate Professor,
Industrial Distribution Program,
Texas A&M University, College Station, TX - 77843
Email: manojuv@tamu.edu, Phone: 979-458-1197, Office: Fermier 203C

From: Michael Longnecker
Sent: Friday, October 16, 2015 3:41 PM
To: Vanajakumari, Manoj N <manojuv@tamu.edu>
Subject: RE: Letter of Support for a course.

Dear Manoj,

That is perfect.
We will have no objections to your course.

Best,

Michael

Dr. Michael Longnecker
Professor/Associate Dept Head
Department of Statistics
Texas A&M University
College Station, TX 77843
979-845-3141

From: Vanajakumari, Manoj N
Sent: Friday, October 16, 2015 3:05 PM
To: Michael Longnecker <longneck@stat.tamu.edu>
Subject: RE: Letter of Support for a course.
Dear Dr. Longnecker,

Thank you very much. We have kept our STAT requirement as such in our revised curriculum. Please find attached a copy of our new catalog that we have submitted to Sandra Williams at UCC. I will forward your email to Sandra.

Thank you,
--Manoj

------------------------------------------------------------------------------------------------------------------
Manoj Vanajakumari, Ph.D
Associate Professor,
Industrial Distribution Program,
Texas A&M University, College Station, TX - 77843
Email: manojuv@tamu.edu, Phone: 979-458-1197, Office: Fermier 203C

From: Michael Longnecker
Sent: Friday, October 16, 2015 1:39 PM
To: Vanajakumari, Manoj N <manojuv@tamu.edu>
Subject: RE: Letter of Support for a course.

Dear Professor Vanajakumari,

The Department of Statistics has no objections to your new course provided we have an assurance that STAT 201 or STAT 211 or STAT 303 are not dropped as required courses from your curriculum.

Thank you

Michael

Dr. Michael Longnecker
Professor/Associate Dept Head
Department of Statistics
Texas A&M University
College Station, TX 77843
979-845-3141

From: "Vanajakumari, Manoj N" <manojuv@tamu.edu>
Date: Thursday, October 15, 2015 at 9:50 AM
To: Valen Johnson <vjohnson@stat.tamu.edu>
Subject: Letter of Support for a course.

Dear Dr. Johnson,

I am a faculty member in the Engineering Technology and Industrial Distribution Department.

The Industrial Distribution program is revising the curriculum and we would like to add a course on Analytics for Distributor Operations. I have offered this course last year as a special topics course. This summer while I was trying to get a permanent course number, the undergraduate curriculum committee (UCC) has recommended me to get a letter of support from your department and the INFO department. I am attaching my syllabus for your reference. I hope you won’t have any objections in my department offering this course. If you don’t have any objections could you please state that in your reply to this email. That would suffice as the letter of support.
The course is meant only for the Industrial Distribution students. The entire focus of the course is on distributor operations and the class projects are supported by Industrial Distributors. We have a hard deadline to meet when the UCC meets next on October 23.

Thank you,
--Manoj

----------------------------------------------------------------------------------------------------------------------
Manoj Vanajakumari, Ph.D
Associate Professor,
Industrial Distribution Program,
Texas A&M University, College Station, TX - 77843
Email: manojuv@tamu.edu, Phone: 979-458-1197, Office: Fermier 203C
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Request submitted by (Department or Program Name):
Department of Industrial and Systems Engineering
ISEN 210 Fundamentals of Industrial Engineering Design

Catalog course description (not to exceed 50 words):
Engineering design for product development, problem definition and need identification, information gathering and concept generation, decision making and concept selection; industrial engineering concepts including design for manufacturing, assembly, sustainability and environment; economic decision making and cost evaluation; risk, reliability and safety; quality; robust design and optimization.

Prerequisite(s):
ENGR 112

Cross-listed with:
Stacked with:

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

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

Is this a repeatable course? □ Yes □ No If yes, this course may be taken _______ times.

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

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

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

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

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

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

Prefix Course # Title (excluding punctuation)
ISEN 210 Fundamentals of IE Design

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Approval recommended by:
Cesar O. Malave

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

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Questions regarding this form should be directed to Saundra Williams at 845 8201 or student @ tamu.edu
Curricular Services – 07/14

RECEIVED
OCT 13 2015
CURRICULAR SERVICES
Course title and number: ISEN 210 Fundamentals of Industrial Engineering Design
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TBD

Course Description and Prerequisites

Engineering design for product development, problem definition and need identification, information gathering and concept generation, decision making and concept selection; industrial engineering concepts including design for manufacturing, assembly, sustainability and environment; economic decision making and cost evaluation; risk, reliability and safety; quality; robust design and optimization.

Prerequisite: ENGR 112

Learning Outcomes

Students will be able to

- Identify the needs and requirements for a product
- Develop alternate designs
- Evaluate alternatives from the perspectives of economic criteria, manufacturability, sustainability, and reliability
- Formulate and solve simple quantitative models of engineering design or operations

Instructor Information

Name: TBD
Telephone number: TBD
Email address: TBD@tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material

Engineering Design 5th Edition by George Dieter and Linda Schmidt

Relevant handouts to be provided throughout the course
Grading Policies
Lab assignments: 20%, homework and quizzes: 10%, Exam 1: 20%, Exam 2: 20%, Final Exam: 30%

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies
Class attendance is not optional. You are expected to attend all class lectures and labs except for university excused absences. With an excused absence, it is still the student's responsibility to find out the homework assignment and be ready for a quiz. Make-up for the exams and quizzes will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://stdent-rules.tamu.edu/rule07. Because we often begin class or labs with computer work, it is also important that you arrive on time. Students arriving to lab after the initial lab lecture has started will receive a two point deduction for that day's lab assignment.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to Engineering Design, components of design; Lab Module 1: Introduction, exploring engineering design principles</td>
<td>Chapter 1</td>
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<tr>
<td>2</td>
<td>Product development process; Lab Module 2: Product Identification, product acquisition</td>
<td>Chapter 2</td>
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<td>3</td>
<td>Problem definition, identification of needs; Lab Module 2 (cont.): Product disassembly, evaluate needs, construct Bill of Material (BOM)</td>
<td>Chapter 3</td>
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<tr>
<td>4</td>
<td>Information gathering, team formation, team behavior and tools; Lab Module 3: Acquire/ research data on product components from BOM</td>
<td>Chapters 4-5</td>
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<tr>
<td>5</td>
<td>Concept generation, Exam 1; Lab Module 3 (cont.): Evaluate component information – do they satisfy needs? Explore possible alternatives</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>6</td>
<td>Concept selection, decision making; Lab Module 4: Appropriate component</td>
<td>Chapter 7</td>
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</tbody>
</table>
selection based on needs, apply decision making tools

7 Embodiment design, detail design; Lab Module 4 (cont.): develop detailed product designs based on available information and needs; midterm lab report

Chapters 8-9

8 Design for sustainability and the environment Lab Module 5: explore sustainability and environment options for product designs; make applicable design changes

Chapter 10

9 Materials selection, design with materials Lab Module 5 (cont.): identify suitable raw material for product components satisfying needs and constraints

Chapters 11-12

10 Design for manufacturing, Exam 2 Lab Module 6: Develop production plans based on manufacturability constraints

Chapter 13

11 Risk, reliability and safety concepts; quality, robust design and optimization; Lab Module 6 (cont.): evaluate production plans to assess risk, reliability and safety

Chapters 14-15

12 Engineering economic analysis, time value of money, present worth, economic decision making; Lab Module 7: perform economic analysis to evaluate production viability

Chapter 16, handouts

13 Cost evaluation, annual and future worth, rate of return analysis; Lab Module 7 (cont.): perform product life cycle analysis from cost perspective, forecasting

Chapter 17, handouts

14 Depreciation, after-taxes economic analysis, inflation; Lab Module 8: Prepare final report, oral presentations

Final exam during week of finals

Other Pertinent Course Information

The course will use computational tools and spreadsheets to develop some of the concepts in class and
during the weekly lab meetings.

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

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In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (M.D., M.D., Ph.D., D.D.S., D.V.M.)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 230 Informatics for Industrial Engineers

4. Catalog course description (not to exceed 50 words):
Structured programming concepts for implementing mathematical and statistical models in industrial engineering problems; emphasis on introductory production and service system problems and computer-based approaches to solve the problems; engineering applications of probability and statistics concepts.

5. Prerequisite(s): CSCE 206 or CSCE 111 or CSCE 121 or equivalent; Co-requisite: STAT 211

Cross-listed with: Stacked with:

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

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

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

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

8. Will this course be submitted to the Cam Curriculum Council? □ Yes □ No

9. How will this course be submitted to the Cam Curriculum Council? □ Grade □ S/U □ P/F (CLAMD)

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

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

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISEN</td>
<td>230</td>
<td>Informatics for Industrial Eng</td>
</tr>
</tbody>
</table>

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

3.00 3.00 1435010006 1622 16 - 17 0 0 3 5 3 2

Approval recommended by:

Cesar O. Martinez

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

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

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

RECEIVED
SEP 30 2015
EASA

RECEIVED
OCT 13 2015
CURRICULAR SERVICES
Course title and number    ISEN 230 Informatics for Industrial Engineers
Term (e.g., Fall 200X)    Fall 2016
Meeting times and location    TBD

Course Description and Prerequisites
Structured programming concepts for implementing mathematical and statistical models in industrial engineering problems; emphasis on introductory production and service system problems and computer-based approaches to solve the problems; engineering applications of probability and statistics concepts.
Prerequisites: CSCE 206 or CSCE111 or CSCE 121 or equivalent; Corequisite: STAT 211

Learning Outcomes
Students should be able to

- use spreadsheet and higher level programming language within an industrial engineering context,
- demonstrate understanding of basic terminology associated with production and service systems,
- develop simple quantitative decision models relevant to production and service systems, and
- handle data to drive models and interpret data generated from models.

Instructor Information
Name    TBD
Telephone number    TBD
Email address    TBD@tamu.edu
Office hours    TBD
Office location    TBD

Textbook and/or Resource Material
Relevant handouts to be provided.

**Grading Policies**

Homework and quizzes: 20%; Exam 1: 20%; Exam 2: 20%; Exam 3: 20%; Final Exam: 20%

Grades assigned are A for 90%–100%, B for 80%–89.99%, C for 70%–79.99%, D for 60%–69.99% and F for less than 60%.

At any time, without warning, a short quiz based on the homework or in-class examples might be given. Quizzes and homework are 5 points. All homework assignments must be handed in at the start of the class period of the day they are due.

**Attendance and Make-up Policies**

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. With an excused absence, it is still the student’s responsibility to find out the homework assignment and be ready for a quiz. Because we often begin class with computer work, it is also important that you arrive on time; otherwise, it is difficult to catch up with the class material. Make-up exams will be given in accordance with University Rules (see Rule 7 at http://student-rules.tamu.edu). The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course and Pivot Tables and spreadsheet formatting</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Review of objects, some spreadsheet basics, and use of higher-level programming language within a spreadsheet</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Language constructs, input and output formatting</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Worksheets, Range object. Introduction to forecasting</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Range object and language constructs continued, Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Workbooks, Application object, use of solver within spreadsheet</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Data input mechanisms</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Data display and accessibility, handling multidimensional data</td>
<td></td>
</tr>
</tbody>
</table>
Developing production problem using spreadsheet, use of solver

Introduction to some practical industrial engineering examples, Exam 2

Blending example

Product mix example

Scheduling example

Scheduling example continued, Exam 3

Other Pertinent Course Information

The course will use computational tools to solve industrial engineering problems. Students are expected to apply prior knowledge of MATLAB and higher level programming language in this course. Relevant handouts will be provided throughout the course.

Americans with Disabilities Act (ADA)

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

Form Instructions:
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 310 Uncertainty Modeling for Industrial Engineering
4. Catalog course description (not to exceed 50 words):
Models and methods based on probability and statistics for industrial engineering applications; random variables, expectation, distribution fitting, reliability of systems, central limit theorem and interval estimates in the context of production and service systems.

5. Prerequisite(s):
ISEN 230 and STAT 211

6. Is this a variable credit course? ☐ Yes ☑ No If yes, from _____ to _____
7. Is this a repeatable course? ☐ Yes ☑ No If yes, this course may be taken _____ times.

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

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

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

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

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

13. Prefix Course # Title (excluding punctuation) ISEN 310 Uncertainty Modeling for IEs

<table>
<thead>
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<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Field Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>1435010006</td>
<td>1622</td>
<td>16</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Cesar O. Malave

Department Head or Program Chair (Type Name & Sign) Date
4-28-15

Chair, College Review Committee Date

Dean of College Date

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

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

Received
OCT 13 2015
CURRICULAR SERVICES
Course title and number  ISEN 310 Uncertainty Modeling for Industrial Engineering
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Models and methods based on probability and statistics for industrial engineering applications; random variables, expectation, distribution fitting, reliability of systems, central limit theorem and interval estimates in the context of production and service systems.

Prerequisites: ISEN 230, STAT 211, Junior/Senior Classification

Learning Outcomes

Students will be able to

- characterize uncertainty to perform decision-making under uncertainty, and
- apply probability and statistics based methods for analysis and prediction in engineering systems.

Instructor Information

Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material

None. Course notes and handouts will be provided.

Grading Policies
Homework, Assignments and Quizzes: 25%

Exam 1: 25% (around week 5 of the semester)
Exam 2: 25% (around week 10 of the semester)
Final Exam: 25% during the week of finals

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<th>Topic</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Basic Probability Review; probability of events; 3-card example</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Conditional probability, law of total probability; Monte Hall Problem</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Discrete random variables; Special cases: binomial, geometric, Poisson</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Continuous random variables; Special cases: exponential, uniform, gamma, normal; empirical distributions</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Expectation, mean, variance and expected value of functions of random variables; Exam 1</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Case Study 1: newsvendor problem and applications; Case Study 2: Setting safety stock in inventory models</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Distribution fitting, notion of IID, autocorrelation plot, histogram, probability plot</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Point estimates of mean and variance, Goodness of fit: Chi-squared test</td>
<td></td>
</tr>
</tbody>
</table>
9. Kolmogorov-Smirnov test; collect inter-arrival and service time data, and fit; analysis of failure data

10. Reliability modeling: hazard rate functions, series and parallel systems; Exam 2

11. Failure models, reliability testing, warranties; setting warranty period and policies

12. Central Limit Theorem; collection of IID and independent random variables

13. Application in PERT – Project Evaluation and Review Technique

14. Interval Estimates: confidence intervals for means and variances: one and two variables; system comparison

Other Pertinent Course Information

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

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MEMORANDUM

Date: September 23, 2015

To: Dr. Valen Johnson
   Department Head, STAT

Through: Dr. Cesar Malave
         Department Head, ISEN

From: Dr. N. Gautam
      Associate Head for Undergraduate Affairs, ISEN

RE: Changes in the new industrial engineering undergraduate curriculum

We are in the process of revamping the industrial engineering undergraduate curriculum. One of the changes that we are making in the new curriculum is to drop STAT 212. The undergraduate curriculum committee performed a comprehensive review of the existing curriculum and determined that the ISEN courses that require probability and statistics background were only using a small portion of the material that is covered in STAT 212. However, STAT 211 would remain as a required course for ISEN undergraduate students.

The committee has proposed a new course titled “ISEN 310 Uncertainty Modeling in Industrial Engineering” at the junior level that uses the topics covered in STAT 211. This course focuses on industrial engineering applications of probability and statistics, and will better prepare students to take the other required and elective ISEN courses that require understanding of theory and engineering applications of probability and statistics.

We would be happy to answer any questions about this proposed change. If you agree with the proposed change, please sign the memorandum below so that we can include it in the change of curriculum packet.

Signature

Valen Johnson
Name

9/29/15
Date
Texas A&M University
Departmental Request for a New Course
Undergraduate * Graduate * Professional
* Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DAN, MIA, JD, MAM, DVM)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 320 Operations Research I
4. Catalog course description (not to exceed 50 words):
   Development and application of fundamental deterministic optimization models and solution methods; focus on quantitative modeling and formulation of linear, integer, and network flow problems; use of computer optimization software to model and solve real-life problems.

5. Prerequisite(s):
   Cross-listed with: MAT 304
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

13. Prefix | Course # | Title (excluding punctuation)
   ISEN | 320 | Operations Research I

Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
3.00 | 3.00 | | 1437010006 | 1622 | 16 - 17 | 0 0 3 6 3 2

Approval recommended by:
Cesar O. Malave
9-28-15

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)

Date: 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 B45-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14

RECEIVED
SEP 30 2015
EASA

CURRICULAR SERVICES
OCT 13 2015
Course title and number  ISEN 320 Operations Research I
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Development and application of fundamental deterministic optimization models and solution methods; focus on quantitative modeling and formulation of linear, integer, and network flow problems; use of computer optimization software to model and solve real-life problems.
Prerequisites: MATH 304 or equivalent, Junior/Senior Classification

Learning Outcomes
The student should
- be able to formulate and solve real-world problems and determine an appropriate modeling framework,
- be able to solve the models for their optimal solutions,
- be able to interpret and apply the solutions obtained in engineering decision making, and
- have an appreciation for a wide variety of applications of the methods developed.

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Introduction to Mathematical Programming, 4th Edition by W. L. Winston and M. Venkataraman;

Other Textbook Options:


Grading Policies

Homework Assignments and Quizzes: 25%

Exam 1: 25% (around week 5 of the semester)

Exam 2: 25% (around week 10 of the semester)

Final Exam: 25% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

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<tr>
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<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, simple linear programming (LP) formulations, graphical solution of LP</td>
<td>Chapters 1, 3.1-3.3</td>
</tr>
<tr>
<td>2</td>
<td>Basic LP Formulations</td>
<td>Chapter 3.4-3.12</td>
</tr>
<tr>
<td>3</td>
<td>Advanced LP Formulations</td>
<td>Chapter 3.4-3.12</td>
</tr>
<tr>
<td>4</td>
<td>Basic integer programming (IP) formulations</td>
<td>Chapter 9.1</td>
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<td>5</td>
<td>Advanced IP formulations</td>
<td>Chapter 9.2</td>
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<td>Chapter</td>
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<tr>
<td>6</td>
<td>Exam 1, Entry level software to solve LPs and IPs</td>
<td>Chapter 4.17 and handouts</td>
</tr>
<tr>
<td>7</td>
<td>Advanced level software to solve LPs and IPs</td>
<td>handouts</td>
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<tr>
<td>8</td>
<td>Advanced level software to solve LPs and IPs continued; Graphical sensitivity analysis of LP</td>
<td>Chapter 5.1</td>
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<td>9</td>
<td>Managerial applications of sensitivity and shadow prices</td>
<td>Chapter 5.2-5.3</td>
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<td>Managerial applications of sensitivity and shadow prices continued, Exam 2</td>
<td>Chapter 5.2-5.3</td>
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<td>Basic formulations of network flow problems</td>
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<td>13</td>
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<td>14</td>
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<td>Chapter 4.11-4.14</td>
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</tbody>
</table>

Final exam during finals week

**Other Pertinent Course Information**

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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

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I, <insert instructor name>, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the Aggie Honor Code, "An Aggie does not lie, cheat, or steal or tolerate those who do."

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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DPM)

2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course: ISEN 330 Human Systems Interaction

4. Catalog course description (not to exceed 50 words):
Principles of human factors and ergonomics; emphasis on design to support human capabilities, limitations, and interaction tendencies in sociotechnical work systems; topics include human information processing, physiological and biomechanical functioning, and implications for design of the workplace and jobs; case studies in manufacturing, medicine, aerospace, ground transportation, and computer interaction.

5. Prerequisite(s): MMET 181, Junior classification

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

7. Is this a repeatable course? [ ] Yes [ ] No If yes, this course may be taken _____ times.

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

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

10. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMU)

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

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

13. Prefix Course # Title (excluding punctuation)
ISEN 330 Human Systems Interaction

<table>
<thead>
<tr>
<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCI</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>16 17 0 3 6 3 2</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
Cesar O. Malave

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

Chair, College Review Committee Date

Dean of College Date

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

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-6201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Course title and number  ISEN 330 Human Systems Interaction
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites

Principles of human factors and ergonomics; emphasis on design to support human capabilities, limitations, and interaction tendencies in sociotechnical work systems; topics include human information processing, physiological and biomechanical functioning, and implications for design of the workplace and jobs; case studies in manufacturing, medicine, aerospace, ground transportation, and computer interaction.

Prerequisites: MMET 181, Junior/Senior Classification

Learning Outcomes

Students will be able to

- demonstrate an understanding of the unique factors effecting human performance in sociotechnical systems,
- apply human factors theory to the design or selection of system elements to support human performance and safety,
- apply mathematical theory to calculate the severity of hazards due to exposure to visual, auditory, vibratory, air quality, and other environmental stimuli and identify redesign solutions for mitigating the hazards,
- apply mathematical theory to determine ideal display, control, and physical layout characteristics for supporting an operator’s cognitive and physical performance,
- demonstrate communication skills in a semester-long writing assignment, and
- demonstrate applied knowledge of course concepts in identifying human-systems interaction problems with an existing technology, and in proposing redesign solutions.

Instructor Information

Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material


Instructor-prepared course packet

Grading Policies

Grade Determination: 22% Homework/quizzes, 20% Midterm exam, 25% Final exam, 33% Written Report

Grades will be calculated on the basis of total points earned. The points can be curved based on class average and may be lower than the following standard (out of a total of 100 percentage points). Since this is a writing intensive course, you must pass writing to pass the course; thus, if your written report grade is less than 60%, your course grade will be an F even if all other grades are 100%.

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

Attendance and Make-up Policies

Homework and Quizzes:

There will be approximately one homework assignment released per lecture topic, designed to give you practice in applying principles and ideas learned in the course. Some but not all of the homeworks will be graded (the instructor will specify when they are graded). Ungraded homeworks will be provided to you so you can work through the problems in preparation for graded quizzes and exams.

Homework assignments and solutions will be posted on eCampus and announced in lecture and/or via email. Due dates for each assignment will be given when they are issued, but will generally be within 1 week. Completed assignments can be submitted in class, or electronically via eCampus (in Word or pdf format). Quizzes will be conducted during lecture, either via eCampus or on paper. The total homework/quiz grade will be based on total points, not on the average of percentage grades for each entry.

Generally, assignments that are submitted after the due date/time will not receive any credit. You are expected to attend all class lectures except for university excused absences. With an excused absence, it is still the student’s responsibility to find out the homework assignment and be ready for a quiz. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.
Exams:

There will be two exams, a midterm worth 20% of the overall course grade, and a final exam worth 25%. Format for each exam is TBD depending on available resources will likely use some combination of eCampus and written format. The exams will emphasize material discussed in lecture and practiced in the homework; material exclusively in the text will not be tested but may aid in providing background information. Each exam can include quantitative problems, short answer questions, and/or essays. Grades will be posted on the course eCampus website and students can review their graded exams during office hours.

Make-up for the exams will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Re-grading Policy:

Students have 1 week after grades are released for a homework, quiz, or exam to submit a re-grade request in writing. This request must not exceed 1 page (11 point font, single spacing), and must clearly indicate the relevant problem(s) and justification for why you think re-grading is warranted. Note that a requested re-grade may result in further point deductions if new errors are discovered.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to systems engineering, sociotechnical systems, the human as a system component, and the fields of human factors and ergonomics</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Visual perception, designing to support visual information processing, and vision safety</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Auditory perception, designing to support auditory information processing, and audition safety</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Cognitive factors: attention, memory, stress, and mental workload</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Human error</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Modeling information processing and motor skills</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Displays and controls</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Documentation and warnings, Midterm exam (in class)</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Anthropometry and work station design</td>
<td></td>
</tr>
</tbody>
</table>
10 Biomechanics and manual material handling
11 Work physiology and cumulative trauma disorders
12 Environmental factors
13 Work study
14 Social factors and teams, final written report due

Final Exam during finals week

Other Pertinent Course Information

Writing Requirement

As this course is a designated ISEN “W” (writing) course, a semester-long assignment will involve analyzing and redesigning a technology that is problematic from a sociotechnical systems perspective. Human factors and ergonomics analyses will be used to identify problems with the technology, and human-centered design methods will be applied to a proposed redesign that mitigates the identified problems. The details of written report deliverables will be discussed early in the semester. The deliverables will be graded for both technical accuracy and clarity and combined will be worth 33% of the overall course grade.

Writing Portion

As a “W” course, ISEN 330 will include a semester-long writing component. This is designed to meld industrial engineering topics with writing through practical application of engineering concepts in homework assignments and through the synthesis of that technical work into writing assignments. Students will write introductions, executive summaries, and final reports. Students will also write individual assignments that will consist of memos, emails, and reports related to their coursework. Because this is a university approved W course, students must pass both the writing portion and the technical portion to pass the course. Failing either will result in a failing grade in the course.

Some writing assignments will be evaluated for both technical correctness and the writing quality. In those cases, students will submit their work to both the writing instructor (always via eCampus) and the TAs as they specify (usually printed copies). Writing instruction will focus primarily on improving the effectiveness of each student’s communication with regard to audience, purpose, and subject. Grammar, spelling, and punctuation will be addressed, but they will not be the primary focus of instruction unless they impact communication or credibility.

Writing assignments will be evaluated and graded separately. It is entirely possible for the writing grade to differ from the technical grade; the two are not related and differences between them are expected. As the course progresses and students begin to work in groups, they will still have individual writing requirements.

Writing instruction will take place during the lecture or lab period and will start immediately when the class period begins. Be on time. You are responsible for any instruction you miss because of tardiness and if you miss a graded event, you will not be allowed to make it up--without a university excused absence. If you arrive late and an in-class exercise has already started, the writing instructor will decide if you can participate or not.
The work associated with the W component consists of at least two case studies, supporting writing assignments, writing-based homework assignments, and a few quizzes or in-class exercises. Writing-specific assignments will be distributed at the start of each lab period and may be separate from other lab assignments. Writing assignments are due at the start of the next lecture/lab period unless a different due date is announced. Assignments submitted after the due date will receive a zero unless the student has a university excused absence.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>% of Writing Grade</th>
<th>Approximate Due Date</th>
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<tr>
<td>Draft 1</td>
<td>15%</td>
<td>Week 3</td>
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<tr>
<td>Draft 2</td>
<td>15%</td>
<td>Week 6</td>
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<tr>
<td>Revision or Draft 3</td>
<td>15%</td>
<td>Week 9</td>
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<tr>
<td>Final</td>
<td>40%</td>
<td>Week 13</td>
</tr>
<tr>
<td>In class writing/quiz</td>
<td>15%</td>
<td></td>
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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 340 Operations Research II
4. Catalog course description (not to exceed 50 words): Probabilistic methods for industrial and service systems; stochastic processes used in industrial engineering, including Poisson processes and discrete and continuous-time Markov chains; applications to production operations, inventory control, revenue management, quality control, reliability, digital simulation and finance.

5. Prerequisite(s):
   MATH 304 and ISEN 310

6. Is this a variable credit course? ☑ Yes ☐ No If yes, from _____ to _____
7. Is this a repeatable course? ☑ Yes ☐ No If yes, this course may be taken _____ times.
8. Will this course be repeated within the same semester? ☑ Yes ☑ No
9. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
10. How will this course be graded? ☑ Grade ☐ SAU ☑ P/F (C/I/M)

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

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

Prefix | Course # | Title (excluding punctuation)
-------|----------|-------------------------------
ISEN   | 340      | Operations Research II

Lect. | Lab | Other | SCI | CIP and Fund Code | Admin. Unit | Acad. Year | PICE Code
------|-----|-------|-----|-------------------|-------------|------------|----------
3.00  | 3.00|       | 1437010068 | 1622 | 16 - 17 | 0 0 3 6 3 2

Approval recommended by:
Cesar O. Malave

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

Submitted to Coordinating Board by:
Chair, College Review Committee Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu
Curricular Services – 07/14

RECEIVED
SEP 30 2015
EASA

CURRICULUM SERVICES
OCT 13 2015
Course title and number  ISEN 340 Operations Research II
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Probabilistic methods for industrial and service systems; stochastic processes used in industrial engineering, including Poisson processes and discrete and continuous-time Markov chains; applications to production operations, inventory control, revenue management, quality control, reliability, digital simulation and finance.
Prerequisites: MATH 304, ISEN 310, Junior/Senior Classification

Learning Outcomes
At the end of this course, the student should
- be able to model and understand uncertainty in real world engineering problems,
- be able to formulate and solve probabilistic models that capture the essential elements of an engineering problem,
- be able to interpret the model solution to assist in engineering decision making, and
- have an appreciation for a wide variety of applications of the methods developed.

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Grading Policies

Quizzes: 25% (approximately 5 spread throughout the semester, announced two days ahead)

Exam 1: 25% (around week 5 of the semester)

Exam 2: 25% (around week 10 of the semester)

Final Exam: 25% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

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<tr>
<td>1</td>
<td>Review of probability: probability spaces, events, probability laws, law of total probability, Bayes’ theorem; random variables, distribution functions, expectation, including mean and variance</td>
<td>Chapter 1, 2</td>
</tr>
<tr>
<td>2</td>
<td>Sequences of random variables, joint distributions, conditional probability and conditional expectation, random processes</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Discrete time Markov chains, the Markov property, one-step and n-transition probabilities using MATLAB</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Discrete time Markov chains continued, classification of states, first step analysis, applications and case studies</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>5</td>
<td>Discrete time Markov chains continued, long run behavior, review and first exam</td>
<td>Chapter 4</td>
</tr>
</tbody>
</table>
6  Poisson process, definitions, law of rare events, interarrival times, arrival times  Chapter 5

7  Poisson process continued, conditional arrival times, nonstationary Poisson process, compound Poisson processes  Chapter 5

8  Continuous time Markov chains, definitions, time dependent transition probabilities, transition rates  Chapter 6

9  Continuous time Markov chains continued, Kolmogorov differential equations and solutions using MATLAB, birth-death processes  Chapter 6

10 Continuous time Markov chains continued, long run behavior, applications and case studies, review and second exam  Chapter 6

11 Renewal theory and applications, counting process, elementary renewal theorem, key renewal theorem  Chapter 7

12 Renewal theory and applications continued, renewal reward processes, alternating renewal processes, applications  Chapter 7

13 Queueing theory and applications, exponential models, transient and limiting analysis using MATLAB  Chapter 8

14 Queueing theory and applications, M/G/1 and variations, applications and case studies  Chapter 8

Final exam during the week of finals

**Other Pertinent Course Information**

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   - [ ] Undergraduate  - [ ] Graduate  - [ ] First Professional (DUR, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 350 Quality Engineering

4. Catalog course description (not to exceed 50 words):
   Strategic approach to implementing quality, process and business improvement methods using data analysis tools; total quality management and six sigma approaches to define, measure, analyze, improve and control processes; principles of lean engineering; control charts; process capability analysis; basic metrology, applied statistics, lean principles and process capability.

5. Prerequisite(s):
   - ISEN 310 and ISEN 230
   - Junior or Senior Classification

   Cross-listed with:  

   Stocked with:  

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

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

7. Is this a repeatable course?  
   - [ ] Yes  - [ ] No  
   - If yes, this course may be taken _______ times.

   Will this course be repeated within the same semester?  
   - [ ] Yes  - [ ] No

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

9. How will this course be graded?  
   - [ ] Grade  - [ ] S/U  
   - [ ] PF (cum)

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

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

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

13. Prefix | Course # | Title (excluding punctuation)
   --- | --- | ---
   ISEN | 350 | Quality Engineering

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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCHI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>PICE Code</th>
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<td>1622</td>
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<td></td>
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</tbody>
</table>

Approval recommended by:

Cesar O. Malave  

Chair, College Review Committee  

Department Head or Program Chair (Type Name & Sign)  

Date  

Date  

Submitted to Coordinating Board by:

Chair, GC or UCC  

Date  

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services - 07/14
Course title and number    ISEN 350 Quality Engineering
Term (e.g., Fall 200X)     Fall 2016
Meeting times and location TBD

Course Description and Prerequisites

Strategic approach to implementing quality, process and business improvement methods using data analysis tools; total quality management and six sigma approaches to define, measure, analyze, improve and control processes; principles of lean engineering; control charts; process capability analysis; basic metrology, applied statistics, lean principles and process capability.

Prerequisite: ISEN230, ISEN 310, Junior/Senior Classification

Learning Outcomes

At the end of this course, the student will be able to

- explain the importance of improving product quality through variance reduction, and six-sigma programs,
- illustrate the importance of reducing waste to improve product cycle time,
- apply statistical concepts, data analysis methods to help achieve high quality processes, and
- use lean-six sigma methods and tools to solve quality engineering problems.

Instructor Information

Name    TBD
Telephone number    TBD
Email address    TBD@tamu.edu
Office hours    TBD
Office location    TBD

Textbook and/or Resource Material

Software used in this course: Microsoft EXCEL and MINITAB

Grading Policies

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>23%</td>
<td>100</td>
</tr>
<tr>
<td>Test 2</td>
<td>23%</td>
<td>100</td>
</tr>
<tr>
<td>Final Examination (Comprehensive)</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Lab</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Class Attendance, Participation &amp; Quizzes</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

There will be 10 laboratory exercises and approximately 10 homework assignments. The total points (TP) which can be accumulated on labs, class quizzes and homework will be used to normalize total points earned (TPE) as follows:

\[ \text{Lab Grade} = \frac{TPE}{TP} \times 100 \]

\[ \text{Class Participation & Quizzes} = \frac{TPE}{TP} \times 100 \]

Homework Grade = \( \frac{TPE}{TP} \times 100 \)

Course Grade = \(0.23(T1 + T2) + 0.25(FE) + 0.15(\text{Lab}) + 0.08(\text{Class Participation & Quizzes}) + 0.06 \text{ Hwk}\)

Course grade will be assigned as follows:

<table>
<thead>
<tr>
<th>Course Grade</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>100 &gt; AG &gt;= 90</td>
<td>A</td>
</tr>
<tr>
<td>90 &gt; AG &gt;= 80</td>
<td>B</td>
</tr>
<tr>
<td>80 &gt; AG &gt;= 70</td>
<td>C</td>
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<tr>
<td>70 &gt; AG &gt;= 60</td>
<td>D</td>
</tr>
<tr>
<td>60 &gt; AG &gt;= 0</td>
<td>F</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

No make-up labs, tests or in-class quizzes except for university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Please be punctual and display an attitude of professionalism and become actively engaged in class activities and discussions. Put away your cell phone and do not use computers during the lecture. Disruptive or unprofessional behavior will not be tolerated and the student will be asked to leave the classroom. There will be a short quiz most lecture days.
Homework

There will be homework problems assigned from the text or handed-out most lab periods. They may be done with others or in a cooperative setting, but each student must work through the problem themselves regardless of how much help they have received. The assignments will be collected and at least one problem graded. All problems assigned for the week are due in next week's lab.

Lab Report

Class, lab attendance and participation will be noted and will influence your grade in borderline cases. Lab attendance and participation in labs is mandatory.

Students will be allowed one week after each lab exercise is returned to the student to discuss assigned grades. After one week, there will be no discussion.

It is likely that due to the lack of proper computer resources in the lab, teams of 2-3 may be necessary to work together on each lab exercise. Teams will be assigned at the beginning of each Lab by the lab instructor. If teams are formed, it is expected that all members of the team will equally share in the problem solving exercise. No copying between teams is allowed, each team must do its own work. Each team will only turn in one report. Lab report is due in a week. Late reports will be docked by 25% per calendar day it is late, except for university excused absences. If plagiarism is detected, BOTH teams will be given a zero on that lab exercise with no debate or recourse. Those who miss a lab without a university excused absence will NOT be allowed to be on any team.

Re-grading Policy

If you would like to have your homework/exam/report re-graded, you have to do so within one week from the time grades are assigned.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Defining Quality and Quality Improvement, History of Quality; No labs in week 1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Statistical Methods of Quality; Lab 1: How to use MINITAB?</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Statistical Methods of Quality; Lab 2: Penny experiment for discrete distributions</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Management Aspects of Quality, Leaders in the Quality Movement; Lab 3: Test Central Limit Theorem experimentally</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Zero defects, Value Engineering, TQM; Lab 4: pencil-and-board experiment</td>
<td></td>
</tr>
</tbody>
</table>
6 Origins of Six Sigma, Evolution of Six Sigma; Lab 5: Keyboard experiment comparing two means
7 Six Sigma Belts, Variance Reduction; Exam 1; no lab meeting
8 Six Sigma Deployment and Impact, DMAIC; Lab 6: Probability review
9 Waste Reduction, Lean Engineering Principles; Lab 7: Run length experiment in Minitab
10 Lean-Six Sigma, Statistical Concepts used in Quality Engineering; Lab 8: Paper helicopter production experiment - Part 1
11 Seven Process Improvement Tools; Lab 9: Paper helicopter production experiment - Part 2
12 Control Chart Concepts; Variable Charts: X-Bar; Lab 10: Bead inspection experiment
13 S and R charts; Process Capability Analysis; Exam 2; no lab meeting
14 Attribute Charts: p, np, u, c charts; no lab meeting

Final exam during the finals week

Other Pertinent Course Information

N/A

Americans with Disabilities Act (ADA)

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In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University  
Departmental Request for a New Course  
Undergraduate ✦ Graduate ✦ Professional  
● Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   ✔ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course:  ISEN 355 System Simulation

4. Catalog course description (not to exceed 50 words):  Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, models and analysis; applications to industrial situations.

5. Prerequisite(s):  
   ISEN 230 and ISEN 310  
   Junior or Senior Classification

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

7. Is this a variable credit course?  ☐ Yes  ✔ No  
   If yes, from ______ to ______

8. Is this a repeatable course?  ☐ Yes  ✔ No  
   If yes, this course may be taken ______ times.

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

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

11. How will this course be graded?  ✔ Grade  ☐ S/U  ☐ Pass/Fail (P/F)

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

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

14. ✔ 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).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISEN</td>
<td>355</td>
<td>System Simulation</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>1622</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
Cesar O. Malave  9/28/15

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  
Effect Date  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number       ISEN 355 System Simulation
Term (e.g., Fall 200X)       Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Systems simulation structure, logic and methodologies; development of simulation models; data handling methods; analysis of simulation data; verification and validation; system simulation languages, models and analysis; applications to industrial situations.

Prerequisites: ISEN 230, ISEN 310, Junior/Senior Classification

Learning Outcomes

Students are able to

- develop models using commercially available discrete event (process-oriented) simulation software,
- interpret simulation output using valid statistical methods,
- collect and analyze input data using valid statistical methods, and
- apply simulation to model industrial and system engineering problems.

Instructor Information

Name                         TBD
Telephone number             TBD
Email address                TBD@tamu.edu
Office hours                 TBD
Office location              TBD

Textbook and/or Resource Material


Reference:


Grading Policies

Lab Assignments 12%, Quizzes 8%, Two In-class exams 20% (10% each), Two lab exams 40% (20% each), and final exam 20%. Homework will be assigned but not collected or graded. Quizzes will be given in class based on the topics covered in class and homework assignment.

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures and labs except for university excused absences. With an excused absence, it is still the student's responsibility to find out the homework assignment and be ready for a quiz. Make-up for the exams and quizzes will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07. Because we often begin class or labs with computer work, it is also important that you arrive on time. Students arriving to lab after the initial lab lecture has started will receive a two point deduction for that day's lab assignment.

Quizzes, Homework, and Lab: At any time, without warning, a short quiz based on the homework or in-class examples might be given. Quizzes are 5-10 points and labs are 10 points, although some of the more complex lab assignments may be split into an in-class portion and a take-home portion. Simulation code developed as part of the lab assignment should be submitted online using http://ecampus.tamu.edu. Take-home lab assignments will always be due by 5:00 PM on the Friday following the lab, and should be submitted online using http://ecampus.tamu.edu. Late assignments are not accepted except for university excused absences. Quizzes will be given at the start of class so it is important not to be late since late arrivals will receive zero for that day’s quiz.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course, introduction to simulation, and relationship with probability and statistics. Lab 1: Introduction to Simio.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Relationship with queueing system. Simio concepts in class and lab. Lab 2: Branching and looping logic using Simio.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Random Number Generation, Random Variates, importance of seed. Lab 3: Debugging tools in Simio.</td>
<td></td>
</tr>
</tbody>
</table>
Output analysis using statistical methods, confidence intervals. Simio concepts in class and lab.
Lab 4: Interpreting results from Simio output.

Terminating systems and non-terminating systems. Simio concepts in class and lab. First Test (in class).
Lab 5: Experiments using Simio and generating confidence intervals on estimates.

System comparison. Simio concepts in class and lab.
Lab 6: Comparing systems using Simio; interpreting outputs


Input data analysis. Data handling methods, statistical goodness of fit tests.
Lab 7: Introduction to Processes.

Distribution fitting and parameter estimation using statistical methods.
Lab 8: Use of Tally statistics

Verification and Validation.
Lab 9: Use of State and Output statistics.

Supply chain and logistics modeling and analysis using simulation.
Lab 10: modeling and analysis of a supply chain problem using Simio

Manufacturing and service system modeling and analysis using simulation.
Lab 11: modeling and analysis of a manufacturing system using Simio.

Agent Based Simulation, Monte Carlo Simulation; Third Test (in class)
Lab 12: Advanced uses of Processes in Simio.

Simio examples. Fourth Test (in lab)

Final exam during week of finals
Other Pertinent Course Information

Software: We will be using Simio as the simulation software, and Arena’s Input Analyzer and @RISK Excel add-in for input data analysis. The software is available on the departmental cloud server (https://isenstorefront.ie.tamu.edu) and also in the computers in the lab and classrooms. You will need to have a VPN connection in order to access the departmental cloud server. More details on installing the VPN can be found at http://hdc.tamu.edu/Connecting/VPN/index.php. Information on obtaining an optional personal copy of Simio will be made available on eCampus.

Americans with Disabilities Act (ADA)

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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ✓ Undergraduate ☐ Graduate ☐ First Professional (DVM, MD, JD, PharmD, DO)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 370 Production Systems Engineering
4. Catalog course description (not to exceed 50 words):
Principles, models, and techniques for planning and analysis of production and distribution systems; application of linear, integer, and nonlinear optimization models and solution methods for aggregate planning, supply chain planning, push (MRP) and pull (JIT) material flow management, Inventory control under deterministic and stochastic demands, operations scheduling, and production scheduling.

5. Prerequisite(s): ISEN 230 and ISEN 320

Cross-listed with: Junior or Senior Classification
Stacked with: 

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

6. Is this a variable credit course? ☑ No If yes, from _____ to _____
7. Is this a repeatable course? ☑ No If yes, this course may be taken _____ times.
8. Will this course be submitted to the Core Curriculum Council? Yes ☑ No
9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (exam)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      B.S. in Industrial Engineering
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

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

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

13. Prefix Course # Title (excluding punctuation)
ISEN 370 Production Systems Engineering

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
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<td></td>
</tr>
</tbody>
</table>

Approval recommended by: Cesar O. Malea 9.28.15

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

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

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

Associate Director, Curricular Services Date

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

RECEIVED OCT 13 2015
CURRICULAR SERVICES
Course title and number  ISEN 370 Production Systems Engineering
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites

Principles, models, and techniques for planning and analysis of production and distribution systems; application of linear, integer, and nonlinear optimization models and solution methods for aggregate planning, supply chain planning, push (MRP) and pull (JIT) material flow management, inventory control under deterministic and stochastic demands, operations scheduling, and production scheduling.

Prerequisites: ISEN 230, ISEN 320, Junior/Senior Classification

Learning Outcomes

At the end of the course, students should be able to

- describe different types and levels of decision making in a production system
- model, formulate, solve, analyze problems arising in aggregate production and supply chain planning
- model and analyze fundamental inventory control systems with certain/uncertain demand
- describe and analyze push (MRP) and pull production systems (JIT)
- model and solve basic operations scheduling problems
- model and solve basic project scheduling problems

Instructor Information

Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location TBD

Textbook and/or Resource Material


Grading Policies

Homework and Quizzes: 20%
Exam 1: 25% (around week 5 of the semester)
Exam 2: 25% (around week 10 of the semester)
Final Exam: 30% during the week of finals
Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. If a test is missed, you must have a written excuse that meets university requirements for an excused absence. With an excused absence, it is still the student's responsibility to find out the homework assignment and be ready for a quiz. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tr>
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<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to decision making problems in production systems</td>
<td>Instructor Notes</td>
</tr>
<tr>
<td>2</td>
<td>Aggregate planning using linear and integer programming</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Single/multi-product models with production/inventory/backorder sales workforce/overtime/setup/etc variables</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Supply chain planning using linear and integer programming</td>
<td>Chapter 6 and instructor notes</td>
</tr>
<tr>
<td>5</td>
<td>Inventory control subject to known demand: EOQ and its extensions; Exam 1</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topic</td>
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<tr>
<td>6</td>
<td>Discount models; Resource-constrained models</td>
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<tr>
<td>7</td>
<td>Inventory control subject to uncertain demand: newsvendor problem; (Q,R) policy</td>
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<tr>
<td>8</td>
<td>Service Levels, (s,S) policy; MRP and JIT</td>
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<tr>
<td>9</td>
<td>Explosion calculus and simple lot-sizing methods; Fundamentals of JIT and mechanics of Kanban</td>
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<tr>
<td>10</td>
<td>Exam 2; Operations Scheduling</td>
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<tr>
<td>11</td>
<td>Single machine sequencing problems</td>
<td></td>
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<tr>
<td>12</td>
<td>Multi-machine sequencing problems</td>
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<tr>
<td>13</td>
<td>Project Scheduling: CPM</td>
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<td>14</td>
<td>PERT</td>
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</table>

Final exam during the week of finals

Other Pertinent Course Information

N/A

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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - Undergraduate [X]
   - Graduate [ ]
   - First Professional (MD, MD, JD, PharmD, DVM) [ ]

2. Request submitted by (Department or Program Name):
   Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course:
   ISEN 405 Facilities Design and Material Handling

4. Catalog course description (not to exceed 50 words):
   Principles of facilities location, layout, and material handling systems and to practice designing facilities; modeling, design, and analysis techniques; methodologies in facilities location, layout, and material handling; integration of ergonomics analysis techniques and their implications on design, layout, safety and quality.

5. Prerequisite(s):
   ISEN 210 and ISEN 320

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

7. Is this a repeatable course?
   - Yes [X]
   - No [ ]
   - If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester?
   - Yes [X]
   - No [ ]

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

10. How will this course be graded?
    - Grade [X]
    - S/U [ ]
    - P/F (Credit) [ ]

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

B.S. in Industrial Engineering

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

13. Prefix | Course # | Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ISEN</th>
<th>405</th>
<th>Facilities Des &amp; Mt Handling</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
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Approval recommended by:
Cesar O. Mata
9-30-15

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 845 8201 or sandra.williams@ehs.tamu.edu.
Curricular Services – 07/14
Course title and number  ISEN 405 Facilities Design and Material Handling
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Principles of facilities location, layout, and material handling systems and to practice designing facilities; modeling, design, and analysis techniques; methodologies in facilities location, layout, and material handling; integration of ergonomics analysis techniques and their implications on design, layout, safety and quality.
Prerequisites: ISEN 210, ISEN 320, Junior/Senior Classification

Learning Outcomes
Students should be able to
- apply algorithms and analytical procedures for facilities layout planning,
- apply fundamental principles of material flow and handling,
- design layouts incorporating product, process, and personnel requirements; and
- improve writing, presentation, teamwork and general communication skills

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Supplemental Material: Taxonomy of material handling equipment for use in both production facilities and warehouses. http://mhwebportal.org/taxonomy
Grading Policies

<table>
<thead>
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<th>Grading Policy</th>
<th>Grades</th>
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</thead>
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<tr>
<td>Homework/Quizzes</td>
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<tr>
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<td>Projects</td>
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<tr>
<td>Communication/Participation</td>
<td>10%</td>
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</table>

Communication Emphasis: Clear and effective communication will be stressed throughout the semester, including in-class (participation), on projects (team reports and presentations) and on all written assignments (homework, quizzes, exams). Guidelines and expectations on communication will be provided to the students at the beginning of the semester.

Exams will be given throughout the semester. Each exam will be written during one class period and will cover the topics/material of the course covered to the date the exam is written.

Projects will be worked throughout the semester, requiring the integration and adaption of course material to various layout, handling and location problems. Projects will be collaborative and team-based. Project grades will be assessed based on a comprehensive portfolio that indicates the team’s decision-making and progress. A self/peer review will also be submitted by each team member for each project worked. A project rubric will be posted by the instructor prior to each project.

Homework and short quizzes will be assigned throughout the semester to reinforce course content covered or to introduce additional/complementary course content.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences.

All written exams are graded and recorded and must be written on the day indicated in this syllabus with the only exceptions being (1) revision of the exam date by the instructor, (2) a student’s absence for a University Excused reason (University excused absences are determined based on Rule 07 of the Student Rules found at http://student-rules.tamu.edu/rule07), or (3) prior approval by the instructor. In the case of (3), you are encouraged to notify the instructor as soon as any conflict is realized.

Project due dates will be assigned in class and all project portfolios must be submitted on-time.

No late homework will be accepted under any circumstances with the exception of University approved absences. No missed quizzes will be made-up with the exception of University approved absences.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>


Facilities Planning Introduction

Product Process, Schedule and Design

Product Process, Schedule and Design continued

Product Flow and Layout

Product Flow and Layout continued, Exam 1. Project 1 due.

Layout Planning and Alternatives

Layout Planning and Alternatives continued. Midterm project report due

Storage and Retrieval without uncertainty

Storage and Retrieval with uncertainty

Material Handling, Exam 2. Project 3 due.

Material Handling continued

Facilities Systems

Facilities Systems continued

Planning Evaluation, Ethics and Ethos. Project 3 due (this will be a complete portfolio including projects 1, 2, 3).

Other Pertinent Course Information

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

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://aggiehonour.tamu.edu

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: http://student-rules.tamu.edu/; http://student-rules.tamu.edu/aggiecode; and http://student-rules.tamu.edu/rule20. The complete information of university regulations regarding the handling of academic misconducts (including the appeal process) can be found at http://aggiehonor.tamu.edu/.

I, <insert instructor name>, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the Aggie Honor Code, "An Aggie does not lie, cheat, or steal or tolerate those who do."

In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   ✔ Undergraduate  □ Graduate  □ First Professional (DVM, MD, JD, PharmD, NVMD)
2. Request submitted by (Department or Program Name):
   Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course:
   ISEN 408 Supply Chain and Logistics

4. Catalog course description (not to exceed 50 words):
   Principles, models and techniques for planning, analysis and design of supply chain systems; optimization principles, including linear and integer programming, applied to supply chain planning and operations; information technology, design models, databases, and strategic and tactical decision making.

5. Prerequisite(s):
   ISEN 320, ISEN 340, and ISEN 370

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

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

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

8. Will this course be submitted to the Core Curriculum Council?
   □ Yes  ✔ No
   ☐ P/F (CLAS)

9. How will this course be graded?
   ✔ Grade  □ S/J

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

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

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

13. Prefix  Course #  Title (excluding punctuation)

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Approval recommended by:
Cesar O. Malave

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

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

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

Associate Director, Curricular Services Date

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

RECEIVED
SEP 30 2015
EASA

RECEIVED
OCT 13 2015
CURRICULAR SERVICES
Course title and number  ISEN 408 Supply Chain and Logistics
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Principles, models and techniques for planning, analysis and design of supply chain systems; optimization principles, including linear and integer programming, applied to supply chain planning and operations; information technology, design models, databases, and strategic and tactical decision making.
Prerequisites: ISEN 320, ISEN 340, ISEN 370, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student should be able to

- model the physical and information flows within a supply chain,
- perform the decision analysis to support supply chain operations, and
- use models to quantify uncertainty or alternative outcomes.

Instructor Information

Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Modeling the Supply Chain by Jeremy F. Shapiro
**Grading Policies**

Homework and Quizzes: 20%

Exam 1: 25% (around week 5 of the semester)

Exam 2: 25% (around week 10 of the semester)

Final Exam: 30% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

**Attendance and Make-up Policies**

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. Make-up for the exams and quizzes will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

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

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<td>1</td>
<td>Supply Chain Management, Integrated Planning and Models</td>
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<td>2</td>
<td>Integrated Planning and Models continued</td>
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<td>3</td>
<td>Information Technology</td>
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<td>Distribution Center Location Models</td>
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<td>5</td>
<td>Supply Chain Network Optimization Models, Exam 1</td>
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<td>6</td>
<td>Designing and Implementing Optimization Modeling Systems for Strategic and Tactical Planning</td>
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<td>7</td>
<td>Unified Optimization Methodology for Operational Planning Problems</td>
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<tr>
<td>8</td>
<td>Supply Chain Decision Databases</td>
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<tr>
<td>9</td>
<td>Strategic and Tactical Supply Chain Planning: State-of-the-Art Modeling Applications</td>
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<tr>
<td>10</td>
<td>Strategic and Tactical Supply Chain Planning: Advanced Modeling</td>
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</table>
Applications, Exam 2

11 Operational Supply Chain Planning
12 Inventory Management
13 Inventory Management continued
14 Organizational Adaptation to Optimization Modeling Systems

Other Pertinent Course Information

The course will use computational tools to solve larger problems. Handouts for MATLAB and AMPL will be provided. Students are expected to apply prior knowledge of MATLAB and AMPL in this course.

Americans with Disabilities Act (ADA)

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Texas A&M University
Departmental Request for a New Course
Undergraduate [ ] Graduate [ ] Professional [ X ]
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ X ] Undergraduate [ ] Graduate [ ] First Professional (DOS, MD, JD, PharmD, D/V/D)

2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course: ISEN 410 Advanced Engineering Economy

4. Catalog course description (not to exceed 50 words):
   Principles of economic equivalence; borrowing, lending, and investing; establishing minimum attractive rate of return; replacement analysis; capital budgeting; uncertainty analysis; decision trees.

5. Prerequisite(s):
   ISEN 210 or ISEN 302, Junior or Senior Classification
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course? [ ] Yes [ X ] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? [ ] Yes [ X ] No
   Will this course be submitted to the Core Curriculum Council? [ ] Yes [ X ] No

8. How will this course be graded: [ X ] Grade [ ] S/U [ ] Pass/Fail

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

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

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

12. Prefix Course # Title (excluding punctuation)
   ISEN 410 Advanced Engineering Economy

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICF Code
   3.00 3.00 1435010006 1622 16 17 0 0 3 6 3 2

   Approval recommended by:
   Cesar O. Mata
   Chair, College Review Committee
   9/28/15

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

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

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

   Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@letInputDialog.tamu.edu
Curricular Services - 07/14
Course title and number  ISEN 410 Advanced Engineering Economy
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Principles of economic equivalence; borrowing, lending, and investing; establishing minimum attractive rate of return; replacement analysis; capital budgeting; uncertainty analysis; decision trees.
Prerequisites: ISEN 210 or ISEN 302, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student should be able to
- evaluate engineering project alternatives using economic criteria under uncertainty,
- perform the economic analysis to support capital budgeting decisions, and
- use decision trees to model uncertainty.

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Course package for topics covered in weeks 10-14 will be provided with content from
- Engineering Economy and the Decision-Making Process, Joseph C. Hartman
Grading Policies

Homework Assignments and Quizzes: 25%

Exam 1: 25% (around week 5 of the semester)

Exam 2: 25% (around week 10 of the semester)

Final Exam: 25% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. Make-up for the exams and quizzes will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tr>
<td>1</td>
<td>Review of Engineering Economic Analysis</td>
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<td>2</td>
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<td>3</td>
<td>Establishing a Minimum Attractive Rate of Return</td>
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<td>Replacement Analysis (Before tax and after tax)</td>
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<td>6</td>
<td>Supplementary Analysis continued (Decision trees and risk)</td>
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<td>7</td>
<td>Economic Analysis in the Public and Regulated Sectors (Benefit-Cost; Utility; Rate Setting)</td>
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<td>8</td>
<td>Capital Budgeting (Binary Programming)</td>
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<td>9</td>
<td>Obtaining and Estimating Cash Flows</td>
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<tr>
<td>14</td>
<td>Post implementation and Evaluation</td>
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</tbody>
</table>

Final exam during the week of finals

Other Pertinent Course Information

The course will use computational tools to solve engineering economic analysis problems. Students are expected to apply prior knowledge of MATLAB and higher level programming language in this course. Relevant handouts will be provided throughout the course.

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

Form Instructions:

1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (MD, PhD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course: ISEN 413 Advanced Data Analytics for Industry

4. Catalog course description (not to exceed 50 words):
Data mining; linear discriminant analysis (LDA), principal component analysis (PCA) and other methods; classification, clustering, and mining, information extraction; dealing with uncertainty, Bayesian inference; neural models, regression and feature selection.

5. Prerequisite(s): ISEN 310 and ISEN 350, junior or senior classification
Cross-listed with: Stacked with:

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

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

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

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

9. How will this course be graded: ☑ Grade ☐ S/U ☐ PF (CLAY)

10. This course will be:

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

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

B.S. in Industrial Engineering

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

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

13. Prefix: ISEN
Course #: 413
Title (excluding punctuation): Advanced Data Analytics

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<td>16 - 17</td>
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Approval recommended by:

Cesar O. Matave
9-28-15

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:

Chair, GC or UCC Date

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

RECEIVED
SEP 30 2015
EASA

RECEIVED
OCT 13 2015
CURRICULAR SERVICES
Course title and number  ISEN 413 Advanced Data Analytics for Industry
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Data mining; linear discriminant analysis (LDA), principal component analysis (PCA) and other methods; classification, clustering, and mining, information extraction; dealing with uncertainty, Bayesian inference; neural models, regression and feature selection.
Prerequisites: ISEN 310, ISEN 350, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student should be able to
- identify and describe the merits and limitations of statistical learning and data analytics methods,
- use several popular data analytics methods for solving engineering problems, and
- use software tools such as R or MATLAB to model and process data.

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
Gareth James, Daniela Witten, Trevor Hastie, and Robert Tibshirani, 2013, An Introduction to Statistical Learning: with Applications in R, Springer.
Grading Policies

- **Grading Scale:** A = 90-100%, B = 80-90%, C = 70-80%, D = 60-70%, F = below 60%
- **Grading Weight:** Attendance (10%), Homework (20%), Quiz (10%), Midterm (20%), Final (40%)

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. If a test is missed, you must have a written authorized excuse. If possible, please let me know before the test; otherwise, I must be notified within two days of your return to school. Make up exams will be given in accordance with University Rules (see Rule 7 at [http://student-rules.tamu.edu](http://student-rules.tamu.edu)).

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What is statistical learning?</td>
<td></td>
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<tr>
<td>2</td>
<td>Review of regression</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Logistic regression</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Assess model accuracy</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Ridge regression</td>
<td></td>
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<tr>
<td>6</td>
<td>Lasso regression</td>
<td></td>
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<tr>
<td>7</td>
<td>Basis expansion methods</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Neural networks; midterm exam</td>
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<tr>
<td>9</td>
<td>Tree-based methods</td>
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<tr>
<td>10</td>
<td>Support vector machine</td>
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<tr>
<td>11</td>
<td>Data reduction</td>
<td></td>
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<tr>
<td>12</td>
<td>Bagging and boosting</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Gaussian process method</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Option pricing using statistical learning</td>
<td></td>
</tr>
</tbody>
</table>

Final exam during the week of finals

Other Pertinent Course Information

The course will use computational tools for analyzing data. Handouts for MATLAB and R will be
provided. Students are expected to apply prior knowledge of MATLAB in this course.

**Americans with Disabilities Act (ADA)**

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

**Academic Integrity**

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

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Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: [http://student-rules.tamu.edu/](http://student-rules.tamu.edu/); [http://student-rules.tamu.edu/aggiecode/](http://student-rules.tamu.edu/aggiecode/); and [http://student-rules.tamu.edu/rule20](http://student-rules.tamu.edu/rule20). The complete information of university regulations regarding the handling of academic misconducts (including the appeal process) can be found at [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/).

I, <insert instructor name>, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the Aggie Honor Code, “An Aggie does not lie, cheat, or steal or tolerate those who do.”

In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: 
   - [ ] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   - Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course:
   - ISEN 434 Human Error and System Failures

4. Catalog course description (not to exceed 30 words):
   - Human error from a sociotechnical systems perspective; role of error in complex system failures; human behavioral modes and system design factors; analytical methods for defining the roles and impact of errors in large-scale system accidents; real-world case studies.

5. Prerequisite(s):
   - ISEN 330 , junior or senior classification
   - Cross-listed with:

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

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

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

9. How will this course be graded? 
   - [ ] Grade  [ ] S/U  [ ] P/F (CLRD)

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

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

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

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ISEN</th>
<th>434</th>
<th>Human Error and System Failure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>3.00</td>
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<tr>
<td>Lab</td>
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<tr>
<td>Other</td>
<td>3.00</td>
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<td>SCIL</td>
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<tr>
<td>CIP and Fund Code</td>
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<td>Admin. Unit</td>
<td>1622</td>
<td></td>
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<tr>
<td>Acad. Year</td>
<td>16</td>
<td>17</td>
</tr>
</tbody>
</table>
| FICE Code | 00 | 03 6 3 2
| Level     | 4  |

Approval recommended by:

Cesar O. Matave
Department Head or Program Chair (Type Name & Sign) Date  9-28-15
Chair, College Review Committee Date

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 945-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14

Received OCT 13 2015
CURRICULAR SERVICES
Course title and number: ISEN 434 Human Error and System Failures
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TBD

Course Description and Prerequisites
Human error from a sociotechnical systems perspective; role of error in complex system failures; human behavioral modes and system design factors; analytical methods for defining the roles and impact of errors in large-scale system accidents; real-world case studies.
Prerequisite: ISEN 330, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student will be able to

- Describe the unique and interacting roles of different cognitive functions influencing human information processing, decision making, and action
- Identify human behavioral modes, and the strengths and limitations of operating in these modes
- Categorize error according to Reason’s error classifications
- Analyze an accident to determine sources of error and their impact on system failure trajectories
- Provide system design recommendations to build resiliency into the systems by reducing error likelihood, aiding in recovery, and mitigating error consequences
- Demonstrate an in-depth knowledge of design and human factors that contributed to high-profile real world accident case studies

Instructor Information

Name: TBD
Telephone number: TBD
Email address: TBD@tamu.edu
Office hours: TBD
Office location: TBD
Textbook and/or Resource Material


Instructor-prepared course packet.

Grading Policies

Grade determination: 20% Homework/quizzes; 20% Midterm exam; 20% Final exam; 40% Semester project.

Grades will be calculated on the basis of total points earned. The points can be curved based on class average and may be lower than the following standard (out of a total of 100 percentage points).

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

Attendance and Make-up Policies

Homework and Quizzes:

There will be approximately one homework assignment released each week, designed to give you practice in applying principles and ideas learned in the course. Some but not all of the homeworks will be graded (the instructor will specify when they are graded). Ungraded homeworks will be provided to you so you can work through the problems in preparation for graded quizzes and exams.

Homework assignments and solutions will be posted on eCampus and announced in lecture and/or via email. Due dates for each assignment will be given when they are issued, but will generally be within 1 week. Completed assignments can be submitted in class, or electronically via eCampus (in Word or pdf format). Quizzes will be conducted during lecture, either via eCampus or on paper. The total homework/quiz grade will be based on total points, not on the average of percentage grades for each entry.

Generally, assignments that are submitted after the due date/time will not receive any credit except for university excused absences. You are expected to attend all class lectures except for university excused absences. With an excused absence, it is still the student's responsibility to find out the homework assignment and be ready for a quiz. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Exams:

There will be two exams, a midterm and a final exam, each worth 20%. Format for each exam is TBD depending on available resources but will likely use some combination of eCampus and written format. The exams will emphasize material discussed in lecture and practiced in the homework; material exclusively in the text will not be tested but may aid in providing background information. Each exam can include quantitative problems, short answer questions, and/or essays. Grades will be posted on the course eCampus website and students can review their graded exams during office hours.
Make-up for the exams will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Semester project:

This course includes a semester-long group project to analyze and present an in-depth case study of a high-profile historical system accident. Examples include the sinking of the Titanic, Chernobyl nuclear disaster, Deepwater Horizon oil spill, NASA Challenger explosion, the Texas City fertilizer plant explosion, and a number of commercial aviation accidents. 8 - 10 groups of students will be formed by the instructor, and each group will begin researching a chosen topic early in the semester. With various deliverables throughout the course, groups will analyze their accidents according to learned techniques, and come up with redesign solutions to prevent similar accidents from happening in the future. In addition to submitting a final written report, the final four weeks of class will involve student groups presenting their case studies to the class.

Re-grading Policy:

Students have 1 week after grades are released for a homework, quiz, or exam to submit a re-grade request in writing. This request must not exceed 1 page (11 point font, single spacing), and must clearly indicate the relevant problem(s) and justification for why you think re-grading is warranted. Note that a requested re-grade may result in further point deductions if new errors are discovered.

Course Topics, Calendar of Activities, Major Assignment Dates

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<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to humans and sociotechnical systems, example case study</td>
<td></td>
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<tr>
<td>2</td>
<td>Human factors: perception, attention, decision making</td>
<td></td>
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<tr>
<td>3</td>
<td>Human behavioral framework (Rasmussen's Skill-, Rule-, Knowledge- based behavioral modes)</td>
<td></td>
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<tr>
<td>4</td>
<td>Human error and error modeling (Reason's classifications)</td>
<td></td>
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<tr>
<td>5</td>
<td>Error as a system property/design-induced error, error analysis</td>
<td></td>
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<tr>
<td>6</td>
<td>Accident models, role of error in accident analysis</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Normal Accident Theory</td>
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<tr>
<td>8</td>
<td>Intro to Resilience Engineering</td>
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<tr>
<td>9</td>
<td>Applications of Resilience Engineering and High-Reliability Organizations</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Midterm review, Midterm exam</td>
<td></td>
</tr>
</tbody>
</table>
Student groups present case studies

Final exam during finals week

Other Pertinent Course Information

N/A

Americans with Disabilities Act (ADA)

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Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
- Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   - Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course:
   - ISEN 442 Organizational Systems
4. Catalog course description (not to exceed 50 words):
   Role of people and organizations in the design and development of complex engineered systems; providing engineers with the skills needed to effectively manage large-scale system development programs.

5. Prerequisite(s):
   - ISEN 330 (Junior or Senior Classification)

6. Cross-listed with:

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

8. Is this a repeatable course?
   - Yes
   - No
   If yes, this course may be taken _______ times.

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

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

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

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

13. B.S. in Industrial Engineering

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

15. 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).

16. Prefix Course # Title (excluding punctuation)
   - ISEN 442 Organizational Systems

17. Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year PICE Code
   - 3.00 3.00 1435010006 1622 16 - 17 0 0 3 6 3 2

18. Approval recommended by:
   - Cesar O. Malave
   - 9-28-15

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

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

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

22. Associate Director, Curricular Services
   - Date

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

Receipt stamp: SEP 30 2015 EASA

Curricular Services — OCT 13 2015
Course title and number  ISEN 442
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Role of people and organizations in the design and development of complex engineered systems and to provide engineers with the skills needed to effectively manage large-scale system development programs.
Prerequisite: ISEN 330, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student should be able to

- Use "hard" skills (systems engineering life cycle, strategic planning, project selection, organizational structure, decision-making, network scheduling techniques, and financial analysis) to manage systems effectively
- Use "soft" skills (effective leadership styles, motivation and psychological type, managing creative people, negotiation, and navigating informal networks) to manage people and organizations

Instructor Information

Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material

- Additional readings selected from the extensive literature on each of the topics covered

Grading Policies

Exams: 60% of grade
Project: 20% of grade
Case Studies: 20% of grade

Grading Scale:
90% - 100%    A
80% - 89%    B
70% - 79%    C
60% - 69%    D
<60%    F

The above scale represents the minimum range necessary to achieve each grade, but the actual grades will likely be based on a curve determined by class average and standard deviation.

EXAMINATIONS

The four exams will cover both the assigned readings and the material presented in class. The exams will consist primarily of problems on specific topics and short essay questions focused on synthesizing concepts covered throughout the semester. The final exam must be taken by all students at the date and time specified by the University. According to the final exam schedule, it will be held on Day, Date, Start Time - End Time in the regular classroom.

PROJECT

Each student will submit and present a "slide deck" relating course concepts to his/her current or intended career. The emphasis will be on applying systems engineering and engineering management principles to actual situations that you are likely to encounter in the real world.

CASE STUDIES

Several individual and team-based case studies will be assigned on a sporadic basis either as homework or as in-class exercises. These case studies are intended to assist you in applying the principles and ideas learned in the course.

Attendance and Make-up Policies

Although attendance will not be formally included as part of your final grade, the exams will include certain topics covered only in class. In addition, some team casework will be completed during class time and will be included as part of the grade. As with a job in industry, you will be responsible for all work and all topics discussed regardless of your attendance. If you foresee an unavoidable absence,
you are strongly encouraged to discuss it with the instructor in advance.

If an examination is missed, you must have a written authorized excuse. If possible, notify the instructor in advance of the evaluation. Otherwise, do so within 2 days of your return to campus. Makeup evaluations will be administered in accordance with University Rules (Rule 7 at student-rules.tamu.edu).

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

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<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Engineering management in a complex world; Formal organization and Informal Networks</td>
<td></td>
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<tr>
<td>2</td>
<td>Organization Culture; Theories and Perspectives on Leadership</td>
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<tr>
<td>3</td>
<td>Theories on Motivation; Psychological Type</td>
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<tr>
<td>4</td>
<td>Managing Engineering Teams, Exam 1</td>
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<tr>
<td>5</td>
<td>Introduction to Socio-Technical Systems. Systems Engineering Management</td>
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<td>6</td>
<td>Stakeholder Analysis and System requirements; Managing Complexity in Engineering Systems</td>
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<td>7</td>
<td>Decision-making in Systems Engineering; R&amp;D Investment in the Public and Private Sectors</td>
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<tr>
<td>8</td>
<td>History of Large-Scale System Development Process, Exam 2</td>
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<tr>
<td>9</td>
<td>Strategic Planning and Technological Forecasting; Project Selection: A Full Life Cycle Perspective</td>
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<td>10</td>
<td>Interest-Based Negotiation; Project organization</td>
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<td>11</td>
<td>Project Planning Tools; Dealing with Complexity in Project Planning</td>
<td></td>
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<tr>
<td>12</td>
<td>Budgets, Earned Value, and Life Cycle Cost Analysis; Exam 3</td>
<td></td>
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<tr>
<td>13</td>
<td>Financial Analysis and Accounting; Engineering Systems and Globalization</td>
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</tbody>
</table>
Other Pertinent Course Information

TEAMS

This course will involve working in teams, primarily on the assigned case studies. The teams will be formed during the first class day of the second week or after the roster is stable (no more add/drops). Teams will be formed by the instructor such that individuals may be working in concert with students that they do not know or do not know well. This policy is intended to prepare you for a basic reality of industry – that you will regularly work in teams not of your choosing. In general, the teams will consist of 4 to 6 individuals.

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Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - Undergraduate [✓]
   - Graduate [ ]
   - First Professional [ ]

2. Request submitted by (Department or Program Name):
   Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course:
   ISEN 453 Manufacturing Operations

4. Catalog course description (not to exceed 50 words):
   Analytical principles of manufacturing systems design, analysis and control; emphasis placed on stochastic analysis; role of variability and impact on cycle time; push versus pull production strategies including Kanban and constant WIP control; probability, queuing theory, Little's Law, heavy traffic approximations, and queuing networks.

5. Prerequisite(s):
   ISEN 340, Junior or Senior Classification
   Cross-listed with:
   Stocked with:
   Cross-listed courses require the signature of both department heads.

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

7. Is this a repeatable course?
   - Yes [ ]
   - No [✓]
   If yes, this course may be taken _____ times.

8. Will this course be repeated within the same semester?
   - Yes [ ]
   - No [✓]

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

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

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

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

13. Prefix Course # Title (excluding punctuation)
    ISEN 453 Manufacturing Operations

    | Credit | Lab | Other | SCI | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |--------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 3.00   |     |       | 3.00| 1435010006       | 1622        | 16 - 17    | 0 3 6 3 2 |

Approval recommended by:

Cesar O. Malave
Department Head or Program Chair (Type Name & Sign)
Date 9/28/15
Chair, College Review Committee

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

Submitted to Coordinating Board by:

Chair, GC or UCC

Questions regarding this form should be directed to Sandra Williams at 8-5-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: ISEN 453 Manufacturing Operations
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TBD

Course Description and Prerequisites
Analytical principles of manufacturing systems design, analysis and control; emphasis placed on stochastic analysis; role of variability and impact on cycle time; push versus pull production strategies including Kanban and constant WIP control; probability, queuing theory, Little’s Law, heavy traffic approximations, and queuing networks.
Prerequisite: ISEN 340, Junior/Senior Classification

Learning Outcomes
At the end of the course, the student should be able to
- develop and solve analytical models of production systems at the operational level

Instructor Information

Name: TBD
Telephone number: TBD
Email address: TBD@tamu.edu
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material

Grading Policies
Homework and Quizzes: 20%

Exam 1: 25% (around week 5 of the semester)

Exam 2: 25% (around week 10 of the semester)

Final Exam: 30% during the week of finals

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Attendance and Make-up Policies

Class attendance is not optional. You are expected to attend all class lectures except for university excused absences. Make-up for the exams and quizzes will be offered only in case of a university excused absence. The university rule regarding excused absences can be found at http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to Factory Models: Definitions, Notation, modeling, performance, deterministic vs. stochastic</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>2</td>
<td>Single Workstation Factory Models: Queueing models</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>3</td>
<td>Single Workstation Factory Models: Markov models</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>4</td>
<td>Single Workstation Factory Models: Balance Equations</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Single Workstation Factory Models: M/M/1 models, G/G/1 approximations</td>
<td>Chapter 3</td>
</tr>
<tr>
<td>6</td>
<td>Exam 1, Processing Time Variability: Breakdown and repairs, other variability</td>
<td>Chapter 4</td>
</tr>
<tr>
<td>7</td>
<td>Single Product Factory Models: Departure process</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>8</td>
<td>Single Product Factory Models: serial systems</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>9</td>
<td>Single Product Factory Models: queueing networks</td>
<td>Chapter 5</td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

The course will use computational tools to solve larger problems. Handouts for MATLAB will be provided. Students are expected to apply prior knowledge of MATLAB in this course.

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."

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: http://student-rules.tamu.edu; http://student-rules.tamu.edu/aggiecode; and http://student-rules.tamu.edu/rule20. The complete information of university regulations regarding the handling of academic misconducts (including the appeal process) can be found at http://aggiehonor.tamu.edu.
I, <insert instructor name>, as the rest of the Industrial & Systems Engineering Faculty, uphold the Aggie Honor Code as an axiom of our academic excellence. We consider its sincere observance to be essential for membership in our department and Texas A&M. We extend you the trust conferred to those who faithfully adhere to our honor code. Abuse of this trust is intolerable, thus I will report and assign an extreme penalty to those who do not stand with us in preserving the integrity symbolized by the Aggie Honor Code, "An Aggie does not lie, cheat, or steal or tolerate those who do."

In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:  
   - Undergraduate [✓]  
   - Graduate [ ]  
   - First Professional (DVM, MDA, JD, PharmD, DPA)

2. Request submitted by (Department or Program Name):  
   Department of Industrial and Systems Engineering

3. Course prefix, number and complete title of course:  
   ISEN 460 Capstone Senior Design

4. Catalog course description (not to exceed 50 words):  
   Engineering design including identification of a problem; development, analysis and evaluation of alternative solutions; and recommendations for and, where possible, development of systems improvement tools; application of experience and training to provide a product or solution that helps company clients; balancing client needs with academic requirements.

5. Prerequisite(s):  
   ISEN 340, ISEN 350, ISEN 355 and ISEN 370

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

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

8. Is this a repeatable course?  
   - Yes [ ]  
   - No [✓]  
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester?  
   - Yes [ ]  
   - No [✓]

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

10. How will this course be graded?  
    - Grade [✓]  
    - S/U [ ]  
    - Pass/Fail (P/F)

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

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

13. 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).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>ISEN</td>
<td>460</td>
<td>Capstone Senior Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>EIC Code</th>
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<td>1435010006</td>
<td>1622</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:  
Cesar O. Malave  
9-28-15

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

Submitted to Coordinating Board by:  
Chair, GC or UCC  
Date  
Effective Date  
OCT 13 2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandy.williams@tamu.edu  
Curricular Services - 07/14
Course title and number  ISEN 460 Capstone Senior Design
Term (e.g., Fall 200X)  Fall 2016
Meeting times and location  TBD

Course Description and Prerequisites
Engineering design including identification of a problem; development, analysis and evaluation of alternative solutions; and recommendations for and, where possible, development of systems improvement tools; application of experience and training to provide a product or solution that helps company clients; balancing client needs with academic requirements.

Prerequisites: ISEN 340, ISEN 350, ISEN 355, ISEN 370, Junior/Senior Classification

Learning Outcomes
At the end of the course, the Student should be able to
- Use skills from any or all their previous courses,
- Work as a team to solve real-life engineering problems,
- Design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability, and
- Consider alternative designs and contrast them in their recommendations.

Instructor Information
Name  TBD
Telephone number  TBD
Email address  TBD@tamu.edu
Office hours  TBD
Office location  TBD

Textbook and/or Resource Material
None; handouts and projects will be provided.
Grading Policies

Class 20%, Team meetings 10%, Proposal 20%, Final Video 25% and Final Report 25%.

Grades assigned are A for 90%–100%, B for 80%–89.9%, C for 70%–79.9%, D for 60%–69.9% and F for less than 60%.

Since this is a writing intensive course, you must pass writing to pass the course; thus, if your written report grade is less than 60%, your course grade will be an F even if all other grades are 100%. The writing grade consists of the proposal and final report, which add up to 45% of the total grade for this course.

Attendance and Make-up Policies

Attendance in this course is mandatory and graded. Students are expected to attend all classes, weekly team meetings and final presentations. Poor attendance will be reflected in both the attendance grade and the team meeting grade as appropriate. Excused absences will be dealt with strictly in accordance with university rules (http://student-rules.tamu.edu).

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the course, introduction to clients, formation of teams.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Project preferences, code of conduct.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Teams decided and discussion of projects.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>On-site visits.</td>
<td></td>
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<tr>
<td>5</td>
<td>Proposal draft</td>
<td></td>
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<tr>
<td>6</td>
<td>Proposal approval and edits.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Midterm review</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Alternative design options</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Evaluation of alternate designs</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>System modeling</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Verification and Validation.</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Computational results and recommendations</td>
<td></td>
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<tr>
<td>13</td>
<td>Final report draft</td>
<td></td>
</tr>
</tbody>
</table>
Other Pertinent Course Information

Other than class work, weekly meetings with the corporate sponsor's point-of-contact (POC) are highly desired. These meetings can be done via a conference telephone call, video conference, or on-site visit (e-mail correspondence does not qualify). All group members must be present with exceptions being made only for university excused absences. Meeting times will be arranged between the individual team leader and the corporate sponsor's POC.

Americans with Disabilities Act (ADA)

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In this course the penalty for any violation of the Aggie Honor Code, as minimal as it may be, is F*.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

3. Course prefix, number and complete title of course:
   ISYS 370 Introduction to Energy Industry

4. Catalog course description (not to exceed 50 words):
   History of the modern Oil & Gas Industry; ecosystem of companies driving the industry; operations involved in
   exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of
   the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the
   industry.

5. Prerequisite(s):
   Admission to upper division in Mays Business School
   Cross-listed with:
   SCMT 370
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

   BBA-MISY; BBA-SCMT

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

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

13. Prefix Course # Title (excluding punctuation)
   ISYS 370 Intro to Energy Industry
   
<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>Level 3</td>
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</table>

   Approval recommended by:
   Rich Metters
   Department Head or Program Chair (Type Name & Sign) Date
   Michelle Diaz
   Chair, College Review Committee
   Date
   Rich Metters
   Department Head or Program Chair (Type Name & Sign) Date
   Martha Loudder
   Dean of College
   Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
   Curricular Services – 07/14
Course title and number  ISYS 370 - INTRODUCTION TO ENERGY INDUSTRY
Term  Spring 2017
Meeting times and location  TBA

Course Description and Prerequisites

History of the modern Oil & Gas Industry; ecosystem of companies driving the industry; operations involved in exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the industry.

Prerequisite: Admission to upper division in Mays Business School.

Learning Outcomes

- Identify major energy industry companies and explain their role in the Energy value chain sufficient to support job interviews.
- Discuss key opportunities and challenges facing the industry including global implications of fracturing technology and the geopolitical implications that access and control of oil has had throughout history.
- Analyze the global supply chain supporting onshore and deep offshore environments for time sensitive drilling projects along with the pipeline and transportation requirements to bring oil to retail markets.
- Discuss emerging technologies that will increase the production of oil and improve company efficiencies and safety.

Instructor Information

Name  COLLEEN WALSH, J.D.
Telephone number  832-533-0097
Email address  COLLEEN.WALSH@SAP.COM
Office hours  By Appointment
Office location  Arranged to support appointment

Textbook and/or Resource Material

Required:
Optional:


**Grading Policies**

A course average will from 90 to 100 will be an A, from 80 to 89 will be a B, from 70 to 79 will be a C, etc. The course average will be determined as follows:

30% Class participation
- 10% Presentation of Company Briefings, 2% for each of 5 company briefings.
- 20% Attendance at field trips. If a field trip is missed, a student may submit a 5-20 page manuscript within one week of the field trip on the topic of natural gas fracking. The length of the paper is determined by the amount of the trip missed: 5 pages per trip segment.

40% 5 Company Executive Briefings (2 pages each with companies selected from an ecosystem list on the first day of class. Illustrative example/template will be provided.)

30% Final Exam (Combination of multiple choice, fill in the blank, and one essay)

**Attendance and Make-up Policies**

Attendance requirements will follow Student Rule 7 (http://student-rules.tamu.edu/rule07)

Make-up Policy:
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or
      (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.
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.

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

This is a 15 week course with two field trips incorporated. Guest speakers will be provided, when possible, and will replace group exercises at the end of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Energy Industry</td>
<td>Ch. 1, Optional: The Prize, Prologue</td>
</tr>
<tr>
<td>2</td>
<td>Field Trip: Bush Museum: Offshore Drilling Exhibit</td>
<td>Selected article on offshore exploration will be provided.</td>
</tr>
</tbody>
</table>
| 3    | Exploration & Production Overview  
1. Overview Lecture  
2. Upstream Company Briefing  
3. Group Exercise or Class Speaker | Ch. 3 |
| 4    | Life Cycle of an Oil Well  
1. Overview Lecture  
2. Team Exercise: Negotiating a Lease for the Oil under your suburban home  
3. Guest Speaker (*Amy Morgan, Independent Landman; SDG Land Solutions, LLC*) | Ch. 4 |
| 5    | Refining & Marketing:  
1. Overview Lecture  
2. Refiner or Downstream Company Briefing  
3. Class Exercise or Guest Speaker (*Tentatively: Mark Evans, former CIO Tesoro*) | Ch. 12 & 13 |
| 6    | Energy Supply Chain  
1. Overview Lecture  
2. Oil Field Services, O&G Equipment Mfg, or Pipeline Company Briefing  
3. Class Exercise or Guest Speaker (*Tentatively: Christopher Suttle, Shell and Damien Lhors, Schlumberger*) | Ch. 10 &11 |
| 7    | Field Trip to Houston, Visit FMC CIO, LINN Energy Executive Team, the Natural History Museum: Energy Exhibit, & SAP Energy Team | Please plan on spending the full day in Houston (8 – 5 pm); car pool & other logistics will be discussed during prior class. |
| 8    | No Class: Class Hours covered by Field Trip |
Economics of Oil  
1. Lecture on the Financial Value  
   Chain for an Oil Field  
2. Class Exercise: Case Study  
   as a CEO of an Integrated Oil  
   & Gas company

Technology's Evolving Role in the Energy Industry:  
1. Digital Oil Fields  
2. Cloud Technologies impact on Energy Companies  
3. Group Discussion or Guest Speaker (Tentatively: Snehanshu Shah, SAP)

Natural Gas Boom  
1. Overview Lecture  
2. Natural Gas Ecosystem Company Briefing  
3. Class Exercise or Guest Speaker (Tentatively: Sam Cosset, Lewis Energy or Field Trip to Frac Drill site owned by Lewis Energy)

Overview of the Petrochemical Industry  
1. Overview Lecture  
2. Petrochemical Company Briefing  
3. Class Exercise or Guest Speaker (Tentatively: Laura Tibideau, Americas Styrenics)

The Future of the Global Oil & Gas Industry  
1. Horizontal Drilling & Fracturing & Implications on the World Economy & Environment  
2. Class discussion of selected topics  
3. Exam Preparation

No Class: Course hours covered by Houston Field Trip

Final Exam (TBD)
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 845-1837. For additional information visit http://disability.tamu.edu

Academic Integrity

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INFO STUDENT SERVICES COMMUNICATIONS PORTAL

The INFO Student Services Office (SSO) communicates with students in our department (i.e. MS-MIS, PPA-MIS, Misy, and SCMT) via eCampus. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eCampus (http://ecampus.tamu.edu). Students will see "INFO Student Services Office Communications" listed under "My Organizations" upon logging into eCampus.

When accessing the INFO Student Services Communications portal through eCampus, students will see the following folders in the Course Content area: Announcements, Internships, Full-Time Jobs, and Local Part-Time Jobs. Information from the Department will be posted in the appropriate folders, and all students within the department will be able to access the posted content at any time.

In addition, there are four separate distribution groups within this portal: MS-MIS students, PPA-MIS students, Misy undergraduate students, and SCMT undergraduate students. The same information that is posted in the folders will be sent to students through the e-mail function within eCampus; however, the messages will be sent only to the students for whom they are directly relevant. These messages will be sent to students’ TAMU e-mail accounts.

Finally, important events/deadlines will be noted in the calendar in eCampus. Students should check the calendar frequently for important dates!

If a student is not receiving messages from the SSO, he/she should contact the SSO at INFOStudentServices@mays.tamu.edu to request to be added to the distribution list. The student’s full name, UIN, TAMU e-mail address, and major should be included in the message.

Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DFM)
2. Request submitted by (Department or Program Name):
   International Studies
   JAPN 325 Japanese Language and Culture Through Manga
3. Course prefix, number and complete title of course:
   JAPN 325 Japanese Language and Culture Through Manga
4. Catalog course description (not to exceed 50 words):
   Examination of Japanese and Asian visual, linguistic, and cultural traditions, with emphasis on genre of Manga.

5. Prerequisite(s):
   JAPN 202
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [✓] No [ ] If yes, from _______ to _______
7. Is this a repeatable course? [ ] Yes [✓] No [ ] If yes, this course may be taken _______ times.
8. Will this course be repeated within the same semester? [ ] Yes [ ] No
9. Will this course be submitted to the Core Curriculum Council? [ ] Yes [✓] No
10. How will this course be graded? [✓] Grade [ ] S/U [ ] P/F (CLM)
11. This course will be:
    a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
           Minor in Japanese; B.A. in International Studies
12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. I certify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

Prefix | Course # | Title (excluding punctuation) | LECT. | LAB | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
-------|----------|--------------------------------|-------|-----|-------|-----|------------------|-------------|------------|-----------|-------|
JAPN   | 325      | LANG 4 CULTURE MANGA          | 3.00  | 0.00| 0.00  | 3.00| 1603020001       | 1663        | 16         | 17        | 00    |

Approval recommended by:
Robert R. Shandley
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or smlw@tamu.edu
Curricular Services – 07/14
JAPN 325 • Japanese Language and Culture Through Manga

Instructor: George Adams
Office: ACAD 103c
Office hours: MW 1:00-3:00, or by appt.
georgeadams@tamu.edu
phone: 845-2124 (INTS main office)

Texas A&M University
Spring 2017

Class meeting: MWF 9:10-10:00
ACAD 226

Course description
Examination of Japanese and Asian visual, linguistic, and cultural traditions, with emphasis on genre of Manga.

Hayao Miyazaki’s animated film Spirited Away is a kind of Japanese “Pilgrim’s Progress.” It recounts the spiritual journey of a girl through the world of gods, demons, and spirits in an effort to rescue her parents. It can be read as a Buddhist parable. Miyazaki and his collaborators interweave Buddhist and Shinto beliefs and imagery with exciting and bizarre action throughout the story. Unlike Christian parables, however, the meanings are rarely explicit. The subtext is allusive, rather than overtly metaphorical. The result is a story that can be experienced on two levels with equal enjoyment. The purpose of this course is to introduce students to the world of the parable that might not be accessible to those of us who are unfamiliar with Japanese and Asian spiritual traditions. Like the world of spirits that Chihiro enters, it is not immediately visible, but it is there—in fact it suffuses the movie.

By analyzing the manga and the film together, students will further develop Japanese language skills, while also learning about the basic imagery, iconography, and popular practice of Buddhism and Shintoism, and how certain beliefs are reflected in these cultural works.

Prerequisites
JAPN 202, or equivalent.

A student enrolling for the first time in a Texas A&M University foreign language course who has previously acquired knowledge of that foreign language, whether acquired through high school study or cultural/family experience, and who has not received college credit for that language must take a placement exam to determine the appropriate course for her/his level of ability. Information regarding the placement exam, as well as who qualifies for it, is posted on the INTS website: http://internationalstudies.tamu.edu/html/placementexams.html. Dates and times can be found on marketplace.tamu.edu → Dept. of International Studies → Placement Exams. Questions can be directed to the appropriate academic advisor for International Studies, currently Nancy Neil (neil123@tamu.edu).

Learning outcomes
Upon completion of the course, students will be able to:
• demonstrate literacy in Japanese by being able to translate the manga Spirited Away;
• demonstrate listening comprehension in Japanese by being able to watch and understand the movie Spirited Away;
• reproduce Japanese speech, using correct dialects and levels of the language;
• employ online resources to comprehend unfamiliar kanji, vocabulary, and jukugo;
• identify Buddhist and Shinto imagery, iconography, and practice.

Required course materials
  Important: If students purchase the manga, they must purchase all five volumes in the manga series.
• Online materials noted on syllabus and/or posted to eCampus.
• All films and videos available at: mediamatrix.tamu.edu.
• An electronic dictionary, such as ones found in smart phones, is required; study applications on smart phones are recommended.
Course requirements and evaluation

- Daily translation quizzes: 50%
- Video project: 25%
- Final exam: 25%

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Daily quizzes: Each class begins with a daily quiz that is taken directly from the homework, for which students will study lists of new vocabulary and kanji, and will translate portions of the manga. Daily homework assignments will be posted to eCampus. Homework itself is not graded since quizzes are taken directly from the homework. Quizzes are both daily and cumulative, meaning that you will be responsible for the material from the homework you did for that particular lesson as well as previous lessons. Daily quizzes cannot be made up except in the case of university-approved excused absence.

Video project: Students will choose parts of the screenplay to memorize and perform in class or on video. A detailed rubric will be posted to eCampus which details the parameters of the presentation, including project length. Videos must be submitted in time for viewing in class during Week 14.

Final exam: Cumulative exam. Final exam cannot be made up except in the case of university-approved excused absence.

Absences

Attendance is mandatory. Failure to take a daily quiz will lower your average (except in the case of university-approved excused absence). For illness- or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional's confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Common Sense Class Policies

- Learning a language involves doing the speaking and listening activities in class, and that means working with other students; you have the right to expect support from your classmates and they have the right to expect the same from you. All students should come prepared to participate fully.
- Turn off your cell phones and other communication devices before class starts. No text messaging.
- Don’t put anything in your mouth that interferes with speaking. Don’t put anything in your ears that interferes with listening.
- Do not put your feet on the furniture. This is an important rule anywhere outside the Western Hemisphere.
- Check your TAMU email account.
- Do not fall behind. If you do, I suggest you arrange a meeting with me.
- You may bring a covered drink (such as bottled water) into the classroom, but do not bring in food. Throw away your trash.

Academic integrity


Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information, visit http://disability.tamu.edu.
<table>
<thead>
<tr>
<th>Week</th>
<th>Manga and Movie</th>
<th>Buddhism and Shintoism</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 1, pp. 8-20</td>
<td>How to “read” a Jinja and an Otera</td>
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<tr>
<td></td>
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<td><a href="http://www.asian-studies.org/EAA/sjoquist.htm">http://www.asian-studies.org/EAA/sjoquist.htm</a></td>
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<tr>
<td>Week 2</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 1, pp. 21-32</td>
<td>What do you do in a Jinja or an Otera?</td>
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<tr>
<td>Week 3</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 1, pp. 33-45</td>
<td>Identify, understand, and know the origins:</td>
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<tr>
<td></td>
<td></td>
<td>Buddha, Kannon sama, O Jizo sama</td>
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<tr>
<td>Week 4</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 1, pp. 46-60</td>
<td>Buddhism and death: Popular beliefs and practices</td>
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<tr>
<td></td>
<td></td>
<td><a href="http://www.onmarkproductions.com/html/bodhisattva.shtml">Selections from the movie O Soshiki</a></td>
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<td>Week 5</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 2, pp. 85-113</td>
<td>Bosatsu and Nyorai</td>
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<td>Week 6</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 2, pp. 114-142</td>
<td>Which Buddha?</td>
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<tr>
<td>Week 7</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 2, pp. 143-170</td>
<td>Recognizing the mudras</td>
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<tr>
<td>Week 8</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 3, pp. 6-27</td>
<td>Youkai, Yurei, Bakemono, and Oni</td>
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<tr>
<td>Week 9</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 3, pp. 28-49</td>
<td>Ghost stories</td>
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<td><a href="http://www.onmarkproductions.com/html/shape-shifters.shtml">Various sources</a></td>
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<td>Week 10</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 4, pp. 6-91</td>
<td>Identify, understand, and know the origins:</td>
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<tr>
<td></td>
<td></td>
<td>Daruma san, Fudo Myo, and Shape-shifters</td>
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<tr>
<td>Week 11</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 4, pp. 92-169</td>
<td>Identify, understand, and know the origins:</td>
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<td></td>
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<td>Shichi Fukujin?</td>
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<tr>
<td>Week 12</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 5, pp. 66-111</td>
<td>Shinto kami</td>
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<td><a href="http://www.bbc.co.uk/religion/religions/shinto/">http://www.bbc.co.uk/religion/religions/shinto/</a></td>
</tr>
<tr>
<td>Week 13</td>
<td><em>Sen to Chihiro no Kami Kakushi</em> Book 5, pp. 112-178</td>
<td>Buddhism, Shinto, and politics in contemporary Japan</td>
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<td>What are the Shinkyou?</td>
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<td>What is Sokagakkai?</td>
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<tr>
<td>Week 14</td>
<td>Videos and final project presentations</td>
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</table>

**FINAL EXAM** to be held on the date/time set for this class in the published schedule on the academic calendar.
Texas A&M University

Departmental Request for a New Course

Undergraduate ♦ Graduate ♦ Professional

Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [✓] Undergraduate [ ] Graduate [ ] First Professional (MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: MEEN 440: Bio-inspired Engineering Design

4. Catalog course description (not to exceed 50 words):

   Expand design space available to engineering by developing an understanding of how nature solves problems; study of effective bio-inspired design and biomimetic applications to draw solutions from nature; enhance concept generation through the use of bio-inspired design; use current state of the art methods in bioinspired design; view nature's solutions to different problems from an engineering perspective.

5. Prerequisite(s): MEEN388, BMEN381, or BAEN375.

   Cross-listed with: Stacked with:

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

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

   If yes, from _____ to _____

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

   If yes, this course may be taken _____ times.

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

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

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

11. This course will be:

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

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

   BS in Engineering

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

13. Prefix  Course #  Title (excluding punctuation)

   MEEN  440  Bio Inspired Engr Des

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year HICL Code
   3.00  0.00  0.00  3.00  1413010006  1920  16 - 17  0 0 3 6 3 2

   Approval recommended by: [Digital signature]

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

   Department Head or Program Chair (Type Name & Sign) 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 – 07/14
Course number and title  MEEN 440 Bio-Inspired Engineering Design  
Term  Fall 2015  
Meeting times and location  MWF 10:20-11:10; ENPH 212  

**Course Description and Prerequisites**

This course covers the current state of the art in bio-inspired engineering design and biomimetics. The purpose of this course is to expand the design space available to engineering students by developing an understanding of how nature solves problems. Historically conventional design and optimization schemes employed by man will be compared and contrasted with design and optimization schemes employed by nature. Case studies of effective bio-inspired design and biomimetic applications will be used to elucidate the benefits of drawing solutions from nature. Multiple schools of thought on how to effectively practice bioinspired engineering design, e.g. BioTriz, function-based, Four-Box method, T-charts, etc. will be explored and applied to illustrative example problems. Current peer-reviewed publications in Bioinspiration and Biomimetics will be presented and discussed in class to develop and maintain leading edge understanding of the field. Course goals include an overall enhanced concept generation potential through the use of bio-inspired design, the ability to use current state of the art methods in bioinspired design, and the ability to view nature’s solutions to different problems from an engineering perspective.  
**Pre-requisites:** MEEN368, BMEN361, or BAEN375.  

**Instructor Information**

<table>
<thead>
<tr>
<th>Name</th>
<th>Michael R. Moreno, PhD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone</td>
<td>(979) 845-8500 – MEOB 528</td>
</tr>
<tr>
<td>Email address</td>
<td><a href="mailto:michael.moren@tamu.edu">michael.moren@tamu.edu</a></td>
</tr>
<tr>
<td>Office hours</td>
<td>Tuesday and Thursday 12:30pm-1:30pm, walk ins, and appointments.</td>
</tr>
<tr>
<td>Office location</td>
<td>MEOB 528</td>
</tr>
</tbody>
</table>

**Textbook and/or Resource Material**


**Grading Policies**

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

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<thead>
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<th>Component</th>
<th>Weight</th>
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<th>Grade</th>
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<tr>
<td>In-class participation</td>
<td>10%</td>
<td>&gt;90%</td>
<td>A</td>
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<tr>
<td>Homework</td>
<td>15%</td>
<td>&gt;80 to 90%</td>
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<tr>
<td>Mid-Term Exam</td>
<td>15%</td>
<td>&gt;70 to 80%</td>
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<tr>
<td>Presentation</td>
<td>20%</td>
<td>&gt;60 to 70%</td>
<td>D</td>
</tr>
<tr>
<td>Term Project</td>
<td>20%</td>
<td>&lt;60%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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</table>
MEEN 440 Syllabus Continued, Page 2

General Policies:

- No late homework or projects, or exams except relative to University policies
- Academic dishonesty will not be tolerated
- Exam material will come from notes, book chapters, and homework assignments
- Challenges to grades given on homework assignments or exams should be submitted in writing. State the specific challenge and attach the specific work in question. Challenges must be received by the end of the working day that follows the return of the work in question.

Details of Subject Topics:

History of Bio-Inspired Design and Biomimetics. Compare and contrast design in engineering versus design in Nature. Compare and contrast conventional design and optimization schemes with those employed by nature. Differentiate BioInspiration vs Biomimetics. Identify Design Principles employed by Nature, including but no limited to partition of structural function, hierarchical structure, fractal geometry, self-similarity, and topology of natural structures. Survey natural processes including but not limited to swarming behaviors, cellular automata, artificial intelligence, self-organization, strange attractors, and self-repair. State of the art examples of applications of Bioinspiration and Biomimetics across multiple disciplines with a focus on optimization, mechanical, material, and structural applications. Methods of applying bioinspired engineering principles. Introduction of different schools of thought related to Bioinspired engineering including but not limited to formal case study systems, functional analysis systems, and BioTRIZ.

Term Project and Presentation

The term project will be completed as a team assignment. Teams will be formed in the second week of classes and will be employed periodically for in-class exercises. Teams will propose a design problem. Once a design problem has been approved by the instructor teams will then begin developing a brief PowerPoint presentation of the design problem including key elements of the design process as discussed in class. The term project will be a presentation of the design solutions achieved employing the methods of incorporating bio-inspiration discussed in class.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

**Week 1** – Compare and contrast Bionics, Biomimicry, and BioInspiration. Survey of conventions, formulations, and descriptions of the Design Process.

**Week 2** – Introduction to tools commonly used in the design process, including but not limited to House of Quality, Functional Block Diagrams, Work Breakdown Structures, Critical Path, Gantt Charts, Morphological Charts and other methods of ideation.

**Week 3** – Forward Design (Needs Driven Design), Reverse Design (Knowledge Driven Design), Total Design (Life Cycle Design), Inverse Design (Reverse Engineering Design).

**Week 4** – Instructor led in-class Design Project to illustrate concepts to date

**Week 4** – Engineering Design Principles, Design Solution Space and Optimization

**Week 5** – Thinking outside the box, Epistemology and Axiology, Post-modernism in Design, Non-Euclidean Geometry, Topology, and Fractal Geometry in Nature

**Week 6** – Design in Nature, Iterated Function Systems, Chaos, Attractors, Allometric versus Isometric transformations


**Week 8** – Case-Based Reasoning Cycle, Case-Based Reasoning Task Hierarchy, Nature as Engineered Systems, Structure in Nature, Bio-Inspired Technology Tree

**Week 9** – Functional Modeling (general), Bio-Inspired Concept Generation Approaches, Biological System Functional Decomposition Process, Mimicry Categories, Engineering to Biology Thesaurus

**Week 10** – Formal Functional Modeling, the Functional Basis, Functions and Flows in the Functional Basis, Functional Decomposition and Repository Building

**Week 11** – Generating a Functional Model and using the Functional Basis, Examples of Applications with the Functional Basis Concept Generator, Solution Principle Adaptation

**Week 12** – The Biomimicry Institute, “AskNature” approach, Biomimicry Taxonomy, Groups, Subgroups, and Functions in the Biomimicry Taxonomy


**Week 14** – Current State-of-the-Art, Four Box Method, T-Charts, The Future — Swarming Intelligence, Artificial Intelligence, Smart Materials, Complexity, Review for Final

Course Learning Outcomes

1. Identify the steps in the Engineering Design Process;
2. Use tools commonly used in the design process, including but not limited to House of Quality, Functional Block Diagrams, Work Breakdown Structures, Critical Path, Gantt Charts, Morphological Charts and other methods of ideation;
3. Describe Forward Design (Needs Driven Design), Reverse Design (Knowledge Driven Design), Inverse Design (Reverse Engineering Design), and Total Design (Life Cycle Design) approaches;
4. Identify design principles employed by man and compare with those employed by Nature
5. calculate fractal dimension of natural structures;
6. calculate optimal values for parameters in the design space;
7. identify topological similarity in structures;
8. apply a case-based reasoning cycle to a design problem;
9. determine opportunities for innovation using a bio-inspired technology tree;
10. apply a functional basis approach to a design problem;
11. identify functions and flows in a design problem;
12. use a functional repository to apply a bio-inspired solution to a design problem;
13. use AskNature.org to solve a design problem;
14. identify potential solutions to a design problem using the biomimicry taxonomy;
15. use the BioTRIZ method to solve a design problem;
16. determine design solutions from the BioTRIZ inventive principles;
17. Use the Four-Box system and T-Charts to solve a design problem.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - X Undergraduate
   - [ ] Graduate
   - [ ] First Professional (J.D., M.D., J.D., PharmD, D.V.M.)

2. Request submitted by (Department or Program Name):
   - Department of Engineering Technology and Industrial Distribution

3. Course prefix, number and complete title of course:
   - MMET 201 • Manufacturing and Materials

4. Catalog course description (not to exceed 50 words):
   - Survey of metallic and non-metallic materials; selection and applications of materials; introduction to traditional and non-traditional manufacturing processes, assembly processes, and metrology.

5. Prerequisites:
   - ENGR 111
   - Cross-listed with:
   - Enrolled with:

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

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

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

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

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

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

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

13. **Table: MMET 201 Manufacturing and Materials**

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>STU</th>
<th>LEC and Lab Code</th>
<th>Volume Limit</th>
<th>Academic Year</th>
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<td>16 - 17</td>
<td>00 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. John Porter

Department Head or Program Chair (Type Name & Sign)

Date: 10/14/15

Chair, College Review Committee

Date

Dean of College

Date

Chair, GC or UCC

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

Curricular Services – 07/14
MMET 201 – Manufacturing and Materials – Fall 2016

DESCRIPTION:
Survey of metallic and non-metallic materials; selection and applications of materials; introduction to traditional and non-traditional manufacturing processes, assembly processes, and metrology.

LEARNING OUTCOMES:
1. Students will be able to define, recognize, and describe common materials (metallic and non-metallic) (Understand)
2. Students will understand the properties, manufacturing processes, and typical applications for common materials (Understand)
3. Students will be able to use laboratory equipment to gather material properties using common standard tests (Apply)
4. Students will understand and integrate different manufacturing processes to solve technical problems (Understand)
5. Students will understand nomenclature and numbering systems associated with common industrial materials (Understand)
6. Students will be able to communicate and assess products using both SI and English units (Apply)

INSTRUCTOR:
Michael D. Johnson, Ph.D.
mjohnson@tamu.edu
Office: THOM 118B; Phone: 979-845-4902

LAB INSTRUCTORS: TBD

MEETING TIME: TBD

PREREQUISITES: ENGR 111

OFFICE HOURS: TBD

TEXTS:

ATTENDANCE:
Attendance is per University Regulations and is strongly recommended. The lectures in this course contain unique material that is difficult to find in the literature, and they also provide important guidelines to study for the examinations. See next page for excused absence rules.

GRADING:

<p>| | |</p>
<table>
<thead>
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<tbody>
<tr>
<td>Exams (2x)</td>
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<tr>
<td>Final Exam</td>
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<td>Laboratory</td>
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<tr>
<td>Attendance and Class Participation (8% for attendance)</td>
<td>10%</td>
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<tr>
<td>Homework</td>
<td>10%</td>
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</table>
NOTES AND COMMENTS:

1. Each regular exam is worth 15% of your grade; the final exam is worth 25% of your grade.
2. Makeup exams and late lab work will not be accepted except for excused absences per TAMU regulations.
3. Attendance is per University Regulations and is strongly recommended. Attendance will usually include a short quiz over the readings for that class.
   - Homework will be due at the beginning of class on the due date – NO CREDIT WILL BE GIVEN FOR LATE HOMEWORK without an excused absence.
   - If you have a question please ask. Others probably have the same question. It is better to clear it up during the lecture than after the exam.
   - As per Student Rule 21 (http://student-rules.tamu.edu/rule21) disruptive behavior that detracts from other students' ability to pay attention in class will result in removal from the class

Aggie Honor System: “An Aggie does not lie, cheat or steal or tolerate those who do.” The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other.

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

Plagiarism and Intellectual Property: The handouts used in this course are copyrighted. “Handouts” means all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless you are expressly granted permission by the copyright holder.

As commonly defined plagiarism consists of passing off as one’s own ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you 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, under the section “Scholastic Dishonesty.”

Excused Absences
Absences will be excused only per Student Rule 7, which may be found at: http://student-rules.tamu.edu/rule7.htm.

Documentation must be provided from a health care professional in the event of an excused absence due to illness.
<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1 – 8/29</td>
<td>Lecture: Units and Metrology</td>
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<td></td>
<td>Lab: No Lab This Week</td>
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<tr>
<td>2 – 9/5</td>
<td>Lecture: Materials Science and Material Types</td>
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<td></td>
<td>Lab: Lab safety and Metrology</td>
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<tr>
<td>3 – 9/12</td>
<td>Lecture: Plastics: Properties and Applications</td>
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<td></td>
<td>Lab: Plastic Properties</td>
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<tr>
<td>4 – 9/19</td>
<td>Lecture: Ceramics and Glasses: Properties and Applications</td>
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<td>Lab: Ceramics Manufacturing</td>
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<tr>
<td>5 – 9/26</td>
<td>Lecture: Non-ferrous Metals: Properties and Applications and Test 1</td>
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<td>Lab: Non-ferrous Metal Properties</td>
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<tr>
<td>6 – 10/3</td>
<td>Lecture: Steel: Properties and Applications</td>
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<tr>
<td></td>
<td>Lab: Steel Properties I</td>
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<tr>
<td>7 – 10/10</td>
<td>Lecture: Steel: Nomenclature and Strengthening</td>
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<td></td>
<td>Lab: Steel Properties II</td>
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<tr>
<td>8 – 10/17</td>
<td>Lecture: Composites: Properties and Applications</td>
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<tr>
<td></td>
<td>Lab: Composites Manufacturing</td>
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<tr>
<td>9 – 10/24</td>
<td>Lecture: Raw Materials Production</td>
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<td>Lab: Casting</td>
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<tr>
<td>10 – 10/31</td>
<td>Lecture: Extrusion and Molding Processes and Test 2</td>
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<tr>
<td></td>
<td>Lab: Extrusion and Molding</td>
</tr>
<tr>
<td>11 – 11/7</td>
<td>Lecture: Machining: Traditional and Non-traditional Processes</td>
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<tr>
<td></td>
<td>Lab: Machining I</td>
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<tr>
<td>12 – 11/14</td>
<td>Lecture: Other Forming and Finishing Processes</td>
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<td>Lab: Machining II and Time-Motion</td>
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<tr>
<td>13 – 11/21</td>
<td>Lecture: Joining and Assembly Processes</td>
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<td>Lab: Welding</td>
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<tr>
<td>14 – 11/28</td>
<td>Lecture: Advanced Manufacturing Overview</td>
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<td></td>
<td>Lab: Demo of EDM, FDM, Micromachining, and CNC</td>
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<tr>
<td>15 – 12/12</td>
<td>TBD: Final Exam: TBD</td>
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</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  International Studies
3. Course prefix, number and complete title of course:  MODL 321 Culture and Civilization I
4. Catalog course description (not to exceed 50 words):
   Studies in national culture and civilization from classical antiquity through the nineteenth century. Conducted in the
   target language.

5. Prerequisite(s):  Junior or senior classification, or instructor approval.
   Cross-listed with:  Stacked with:
   *Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course?  □ Yes  ✓ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  ✓ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  □ No
   Will this course be submitted to the Core Curriculum Council?  □ Yes  ✓ No
8. How will this course be graded:  ✓ Grade  □ S/U  □ P/F (CLMD)
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   B.A. in Modern Languages: FREN/GERM/RUS; B.A. in International Studies
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MODL</th>
<th>321</th>
<th>Culture and Civilization I</th>
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<tbody>
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<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
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</table>

Approval recommended by:  Robert R. Shandley  Date  10/3/2015

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

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

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

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8301 or sandra.williams@tamu.edu
Curricular Services – 07/14
MODL 321 • Culture and Civilization I

Dr. Stefanie Harris  
TAMU  
office: ACAD 106b  
phone: 845-2124 (INTS main office)

Texas A&M University  
Bonn/Germany  
office: AIB, Adenauerallee 7  
phone: 0228.338839-10

Summer 2017  
Class meeting: M-F 9:00-11:00;  
Required attendance at site visits and cultural events

Course description
Studies in national culture and civilization from classical antiquity through the nineteenth century.  
Course conducted in target language: German.

In this course, we use the rich history of the Rhineland to bring alive the cultural traditions from the Romans through the Holy Roman Empire to the Classical revival in the early 19th century. Classroom instruction is complemented by field trips, including the major Roman Empire capital in Trier; Charlemagne’s seat of government, cathedral, and grave in Aachen; the Gothic cathedral in Cologne; the Gutenberg Museum in Mainz; the Cathedral in Worms, and more.

Prerequisites
Junior or senior classification, or instructor approval.

Learning outcomes
Upon completion of the course, students will be able to:
• Define key moments in German cultural production and socio-political history from the Germanic tribes through the early nineteenth century;
• Identify major cultural locations in Germany and describe their significance in the larger national and/or European context;
• Interpret and analyze primary cultural documents in the target language.

Required course materials
• Hagen Schulze, Germany: A New History  
• All other course materials available through eCampus.
• All films/videos available through mediatrix.tamu.edu.

Course requirements and evaluation
Site visit reports (5 x 15% each)  75%  
Final take-home exam  25%

Site visit reports (5 unique reports of sites visited May 23-June 9) (5 x 15% = 75%):  
During the program we will go on numerous excursions and site visits. Each site visit report should focus on one of the program field trips. Describe the nature of the site visit, the role of the site in German history/politics/culture, and 1-2 aspects that you found particularly compelling about the site. Reports must be written in German and should be at least 300 words in length. Reports will be submitted through eCampus and may be submitted on a rolling basis; however, all reports for GERM 321 must be submitted by June 11.

Final take-home exam (25%):  
Final exam will be a take-home essay question, for which students will submit an essay in English of at least 750 words. Exam will be submitted through eCampus.

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F
Language of the course
This study abroad experience is a unique opportunity for you to immerse yourself in the German language and German culture. You are expected to use as much German as possible in interactions with your instructor, AIB staff, and your classmates, both inside and outside of the classroom.

Attendance
Attendance in class and on all program excursions is mandatory (except for weekend excursions that have been identified as optional). On days we are in the classroom, we will meet at AIB, Adenauerallee 7. Class will start promptly at 9:00am. You will be provided a detailed schedule with departure times/places on days that we have field trips. Plan on arriving at the departure area at least 10 minutes before the scheduled departure. We will usually travel by bus or train, and depart from AIB or the Hauptbahnhof. The train/bus will depart promptly at the scheduled departure time and will not wait for you.

For each unexcused absence, your final course grade will be penalized 5%. Attendance is essential to complete the course successfully. For illness or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences.

Academic integrity

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

Su 5/21  Department from US
Mo 5/22  Arrival in Bonn; meet host family at AIB
Tu 5/23  Welcome and program introduction
         Tour of Bonn

Focus on the pre-history of Germany, including the Germanic tribes and the Romans.
Hagen Schulze, Germany: A New History, Chapter 1

W 5/24  Classroom: The Germanic Tribes and the Romans
         Evening: Nachtwächterrundgang (21.00)

Th 5/25  Field trip: Stadtrundgang Köln; Römisch-Germanisches Museum, Köln

Focus on the reign of Charlemagne; the early Middle Ages.
Hagen Schulze, Germany: A New History, Chapter 2
Das Hildebrandslied: http://www.ib.hu-berlin.de/%7Ehab/arn/Start.html

F 5/26  Classroom: The Holy Roman Empire and Carolingian Renaissance
         Evening: Welcome Party!

Sa 5/27  Free day
Su 5/28  Field trip: Trier

Focus on the Middle Ages in Germany through the Reformation; the Thirty Years War.
Hagen Schulze, Germany: A New History, Chapters 2-3
http://www.pohlw.de/literatur/epochen/ma.htm
http://www.pinselpark.de/geschichte/spezif/literatur/epochen/1600_barock.html
http://www.teachsam.de/deutsch/d_literatur/d_litgesch/barock/litge_barock_1.htm
Selections from Das Nibelungenlied

M 5/29  Classroom: Introduction to Middle High German and the Rhineland in the Middle Ages

Tu 5/30  Field trip: Aachen, capital of the Holy Roman Empire under Charlemagne

W 5/31  Field trip: Cathedral Schwarz-Rheindorf; Schützen Museum, Cologne: Medieval art
         Evening: Opernbesuch, “Der Wildschütz”

Th 6/1  Classroom: Reformation

F 6/2  Field trip: Mainz (Gutenberg Museum); Worms

Sa 6/3  Free day
Su 6/4  Optional excursion: Wanderung auf den Drachenfels
Focus on the rise of German cultural nationalism in Weimar; the Vormärz and Revolution of 1848; the founding of the Reich, 1871.

Hagen Schulze, *Germany: A New History*, Chapters 4-5, 7
Selected poems from Heine and Goethe.

**M 6/5**
*Classroom:* German Enlightenment; historical and literary context of Heine/Goethe
Receive take-home exam.

**Tu 6/6**
Field trip: Düsseldorf, Heine Museum

**W 6/7**
*Classroom:* Vormärz and the Revolution of 1848

**Th 6/8**
Field trip: Schloss Augustusburg; Walraff-Richartz Museum, Köln; Domdach, Köln

**F 6/9**
*Classroom:* Founding of the Reich
Take-home exam due.

**Sa 6/10**
Free day

**Su 6/11**
Free day – Last day to turn in site visit reports.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type: ✓ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): International Studies
   MODL 322 Culture and Civilization II
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Studies in national culture and civilization from the late nineteenth century through the present. Conducted in the target language.

5. Prerequisite(s):
   Junior or senior classification, or instructor approval.
   Cross-listed with: Stacked with: Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes ✓ No If yes, from ______ to ______
7. Is this a repeatable course? □ Yes ✓ No If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? □ Yes □ No
   Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No
9. How will this course be graded? ✓ Grade □ S/U □ P/F (CLMD)
   If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       B.A. in Modern Languages: FREN/GERM/RUSS; B.A. in International Studies

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

13. Prefix Course # Title (excluding punctuation)
   MODL 322 Culture and Civilization II

   Lec. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year EICE Code
   3.00 0.00 0.00 3.00 1601010001 1663 16 17 0 0 3 6 3 3 2

   Approval recommended by:
   Robert R. Shandley
   Department Head or Program Chair (Type Name & Sign)
   Date 10/21/05

   Chair College Review Committee
   Dean of College
   Date 10/20/15

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
MODL 322 • Culture and Civilization II

Dr. Stefanie Harris
stefanieharris@tamu.edu

Texas A&M University
Summer 2017

TAMU
office: ACAD 106b
phone: 845-2124 (INTS main office)

Bonn/Germany
office: AIB, Adenauerallee 7
phone: 0228.338839-10
Class meeting: M-F 9:00-11:00;
Required attendance at site
visits and cultural events

Course description
Studies in national culture and civilization from the late nineteenth century through the present.
Course conducted in target language: German.

Utilizing both the cultural resources of the current capital of the Federal Republic, Berlin, and its former capital, Bonn, we will trace the rise of modern Germany from the mid-19th century nationalist movements to the present.

Prerequisites
Junior or senior classification, or instructor approval.

Learning outcomes
Upon completion of the course, students will be able to:
• Define key moments in German cultural production and socio-political history from the mid-19th century nationalist movements through the present;
• Identify major cultural locations in Germany and describe their significance in the larger national and/or European context;
• Interpret and analyze primary cultural documents in the target language.

Required course materials
• Hagen Schulze, Germany: A New History
• All other course materials available through eCampus.
• All films/videos available through mediamatrix.tamu.edu.

Course requirements and evaluation
Site visit reports (2 x 15% each) 30%
Response essay to reading (2 x 15% each) 30%
Group presentations 15%
Take-home exam 25%

Site visit reports (2 unique reports of sites visited June 12 – July 1) (2 x 15% = 30%):
During the program we will go on numerous excursions and site visits. Each site visit report should focus on one of the program field trips. Describe the nature of the site visit, the role of the site in German history/politics/culture, and 1-2 aspects that you found particularly compelling about the site. Reports must be written in German and should be at least 300 words in length. Reports will be submitted through eCampus and may be submitted on a rolling basis; however, all reports for GERM 322 must be submitted by July 2.

Response essay to reading:
Students will write 300 word essay in German summarizing one of the primary documents read in the class. Response essays will be submitted through eCampus and may be submitted on a rolling basis; however, all response essays for GERM 322 must be submitted by June 27.
Group presentations:
During our visit to the Museum for Modern Germany History in Bonn (June 20), students will be split into groups of 3 to become “experts” in an assigned area of the museum, and will present on their findings to their classmates.

Take-home exam (25%):
Exam will be a take-home essay question, for which students will submit an essay in English of at least 750 words. Exam will be submitted through eCampus.

Grading scale: 90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; 0-59 = F

Language of the course
This study abroad experience is a unique opportunity for you to immerse yourself in the German language and German culture. You are expected to use as much German as possible in interactions with your instructor, AIB staff, and your classmates, both inside and outside of the classroom.

Attendance
Attendance in class and on all program excursions is mandatory (except for weekend excursions that have been identified as optional). On days we are in the classroom, we will meet at AIB, Adenauerallee 7. Class will start promptly at 9:00 am. You will be provided a detailed schedule with departure times/places on days that we have field trips. Plan on arriving at the departure area at least 10 minutes before the scheduled departure. We will usually travel by bus or train, and depart from AIB or the Hauptbahnhof. The train/bus will depart promptly at the scheduled departure time and will not wait for you.

For each unexcused absence, your final course grade will be penalized 5%. Attendance is essential to complete the course successfully. For illness-or injury-related absences of fewer than three days, a note from a health care professional confirming date and time of visit will be required in order to count the absence as university-excused; for absences of three days or more, the note must also contain the medical professional’s confirmation that absence from class was necessary (see Rule 7.1.6.1 and 7.1.6.2). University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. Please see http://student-rules.tamu.edu/rule7.htm for current policy on university-excused absences.

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Course Plan

Focus on WWI; the Weimar Republik; WWII
Hagen Schulze, Germany: A New History, Chapters 8-11
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=11 [Das Wilhelminische Kaiserreich und der Erste Weltkrieg]
http://www.dhm.de/lemo/home.html [Kaiserreich; I. Weltkrieg; Weimarer Republik]
http://www.dhm.de/lemo/home.html [NS-Regime; II. Weltkrieg; Nachkriegsjahre; Geteiltes Deutschland]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=13 [Deutschland unter der Herrschaft des Nationalsozialismus]

Mo 6/12  Classroom: Wilhelminian Period
Tu 6/13  Classroom: WWI
W 6/14  Classroom: Weimar Republic
Th 6/15  Field trip: Bike tour to Remagen
F 6/16  Classroom: WWII
Sa 6/17  Free day
Su 6/18  Free day

Focus on founding of Federal Republic in Bonn (1949) and post-war economic miracle; divided Germany; modern German art; the GDR.
Hagen Schulze, Germany: A New History, Chapter 12-13
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=14 [Die Besatzungszeit und die Entstehung zweier Staaten]
http://www.chronik-der-mauer.de/
http://www.dhm.de/lemo/home.html [Deutsche Einheit; Gegenwart]
http://germanhistorydocs.ghi-dc.org/section.cfm?section_id=16 [Ein Deutschland in Europa]

M 6/19  Classroom: 1945-1949; Founding of the Federal Republic in Bonn; “Economic Miracle”; The Cold War and Divided Germany
Tu 6/20  Field trip: Haus der Geschichte/Museum for Modern German History, Bonn Group presentations
W 6/21  Field trip: Max Ernst Museum, Brühl (Dada, Surrealism)
Th 6/22  Classroom: GDR
Receive take-home exam
F 6/23  Field trip: Dokumentationsstätte Regierungsbunker, Ahrweiler
Sa 6/24  Free day
Su 6/25  Free day
Focus on legacies of the German past; migration to Germany; the Wende.
Hagen Schulze, Germany: A New History, Chapter 14

M 6/26
Classroom: Legacies of the German past; Migration to Germany, 1955 to present
Take-home exam due
evening: Farewell party at AIB

Tu 6/27
Classroom: From Bonn to Berlin: Germany After 1990
Last day to turn in response essays to reading.

Excursion to Eisenach and Erfurt, Dresden and Berlin.
We 6/28
Eisenach and Erfurt
Tour of the Wartburg, the place where Martin Luther lived in hiding from 1521-1522 while he translated the Bible into German. Afterwards we will visit the birthplace of Johann Sebastian Bach, the foremost Baroque composer in Germany. We end the day with a tour of Erfurt, an important crossroads of medieval Germany.

Th 6/29
Dresden
German Baroque period; destruction of the city by fire bombing in February, 1945; post-unification Germany and restoration efforts.

F 6/30
Berlin
Visit to German Historical Museum; Reichstag

Sa 7/1
Berlin
Visit to concentration camp, Sachsenhausen.

Su 7/2
Berlin
Visit to Museum Insel
Last day to turn in site visit reports.

M 7/3
Departure for US
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  
   Department of Oceanography
   OCNG 281 Seminar
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   This course will provide a basic background on the research being conducted in the Department of Oceanography through seminars given by Oceanography graduate students. Students will also learn basic writing skills for ocean science through instruction and assignments during the semester.

5. Prerequisite(s):

   Cross-listed with:  
   Stacked with:  

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

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

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

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

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

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

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

   B.S. ENGS, any undergraduate major in the College of Geosciences

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

13. Prefix  Course #  Title (excluding punctuation)
   OCNG  281  Seminar

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HCC Code
   1.00  0.00  0.00  1.00  4006070002  2140  16 - 17  0  0  3  6  3  2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign)  Date
   Chris Houser  Chair, College Review Committee  Date
   Katie Miller  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@as.ccs.tamu.edu.
Curricular Services – 07/14
Course title and number  OCNG 281: Seminar in Communicating Oceanography  
Term  Fall 2016  
Meeting times and location  W 10:20-11:10  O&M Room 617

**Course Description and Prerequisites**

This course will provide a basic background on the research being conducted in the Department of Oceanography through seminars given by Oceanography graduate students. Students will also learn basic writing skills for ocean science through instruction and assignments during the semester.

Pre-requisites: OCNG 251 or OCNG 401; or permission of instructor.

**Learning Outcomes or Course Objectives**

After you complete this course you will be able to:
1. Describe several areas of research being pursued within the department of Oceanography.
2. Use citation styles preferred for ocean sciences.
3. Create figure and table captions appropriate to oceanographic journals.
4. Write abstracts for scientific papers.

**Instructor Information**

Name  Dr. Shari A. Yvon-Lewis  
Telephone number  979-458-1816  
Email address  syvon-lewis@tamu.edu  
Office hours  W 2:00-3:00 and F 10:15-11:15 or by appointment  
Office location  O&M 412

**Textbook and/or Resource Material**

Any auxiliary reading material will be posted on eCampus.
Grading Policies

Grading will be based on the following: Homework assignments (60%), in-class exercises (20%), critiques and discussion (20%). There will be no extra credit.

A homework writing exercise (200-400 words each) will be given each week (13 in total) and will be due at the following class period. Writing assignments include abstracts of presentations, abstracts of selected papers, citation formats, or figure caption exercises. Feedback on the assignment will be returned to the student during the following class and prior to completing a similar type of exercise. Each type of writing assignment will be given 3-4 times during the semester to allow for practice and improvement. Short writing exercises will also be done in class (5 X 100 words). The final 20% of the grade will be assessed from the completion of constructive critiques of the oral presentations and in-class discussion of the presentation topics.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Monday date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Aug. 31</td>
<td>Syllabus and overview of semester; Plagiarism discussion</td>
</tr>
<tr>
<td>Week 2</td>
<td>Sep. 7</td>
<td>How to read an oceanographic paper and write and abstract</td>
</tr>
<tr>
<td>Week 3</td>
<td>Sep. 14</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 4</td>
<td>Sep. 21</td>
<td>How to write and abstract for an oral presentation</td>
</tr>
<tr>
<td>Week 5</td>
<td>Sep. 28</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 6</td>
<td>Oct. 5</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 7</td>
<td>Oct. 12</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 8</td>
<td>Oct. 19</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 9</td>
<td>Oct. 26</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 10</td>
<td>Nov. 2</td>
<td>Citations; Figure/Table captions</td>
</tr>
<tr>
<td>Week 11</td>
<td>Nov. 9</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 12</td>
<td>Nov. 16</td>
<td>Seminar</td>
</tr>
<tr>
<td></td>
<td>Nov. 23</td>
<td>Thanksgiving Break-No Classes W-F</td>
</tr>
<tr>
<td>Week 13</td>
<td>Nov. 30</td>
<td>Seminar</td>
</tr>
<tr>
<td>Week 14</td>
<td>Dec. 7</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

**Attendance and Make-up Policies**

Excused absences will be based on Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.
All materials generated for this class, which include but are not limited to syllabi, in-class materials, and eCampus materials are copyrighted. You do not have the right to redistribute these unless I expressly grant permission. Any posted lecture notes can be printed for your sole use and cannot be redistributed.

**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 call Disability Services at 845-1637. For additional information visit [http://disability.tamu.edu/](http://disability.tamu.edu/)

**Academic Integrity**

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: ✔️ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Department of Oceanography
OCNG 456 MATLAB Programming for Ocean Sciences

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

4. Catalog course description (not to exceed 50 words):

This course is designed to train students in computation techniques for oceanographic data processing using MATLAB. Each class will consist of lecture and lab on the day's topic. Students will be given background information and an assignment that will be worked on during the allotted time. Whenever possible, the assignment will focus on the analysis of oceanographic-related data sets and real-world oceanographic applications. Students are encouraged to bring their own data sets to analyze.

5. Prerequisite(s): U3 or U4 status or approval from the instructor
Cross-listed with: 
Stacked with: OCNG 656

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

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

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

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

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

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

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

12. B.S. ENGS, any undergraduate major in the College of Geosciences

13. Prefix  Course #  Title (excluding punctuation)

<table>
<thead>
<tr>
<th>OCNG</th>
<th>456</th>
<th>MATLAB Prog for Ocean Sciences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chris Houser  Chair, College Review Committee  Date

Katie Hester  Dean of College  Date

Deadline: October 1, 2013

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number  OCNG 456/656, MATLAB Programming for Ocean Sciences  
Term  Spring 2016  
Meeting times and location  M/W 9-11 Room 602  

Course Description and Prerequisites  
This course is designed to train students in computation techniques for oceanographic data processing using MATLAB. Each class will be a combination of lecture and lab on the day’s topic. Students will be given background information and an assignment that will be worked on during the allotted time. Whenever possible, the assignments will focus on the analysis of oceanographic-related data sets and real-world oceanographic applications. Students are encouraged to bring their own data sets to analyze.

Learning Outcomes or Course Objectives  
Course Objectives: To provide instruction of MATLAB techniques useful to oceanographers.  
Learning Outcomes: After completing this course student should be able to successfully write MATLAB scripts that load, manipulate, and visually display various large oceanographic data sets.

Instructor Information  
Name  Dr. Christina L. Wiederwohl  
Name  Instructional Assistant Professor  
Name  Department of Oceanography  
Telephone number  979-845-7191  
Email address  chrissyw@tamu.edu  
Office hours  TBA  
Office location  410 O&M Building, TAMU

Textbook and/or Resource Material  
Required: Laptop with access to MATLAB software. This is a BYOD (Bring your own Device) course. Computers will not be provided. MATLAB software is provide for free to students via software.tamu.edu. iPads also work, but require matlab via the virtual open access labs (voal.tamu.edu).

Prerequisites:  
OCNG 456: U3 or U4 status or approval of instructor  
OCNG 656: No prerequisites.  
A survey course in Oceanography is recommended for all students, but not required.

Grading Policies  
Undergraduates and Graduates: There will be a total of 11 assignments. The lowest grade will be dropped and the remaining 10 assignments reports for this course are each worth 8% of the final grade. Grades will be based on the following grading system: 90-100%=A, 80-89%=B, 70-79%=C, 60-69%=D, <60=F. Assignments are to be turned in by 5pm on Friday the week the assignment was assigned. Late assignments will not be accepted without prior arrangement before the assignment. Graduate student assignments will be more in-depth and intensive than undergraduate student assignments. There is no final exam.  

Graduates: Graduate student will be given a final project at the end of the semester encompassing all skill sets learned in the course.
Undergraduates: Attendance: 20%, Assignments: 80%
Graduates: Assignments: 80%, Final Project: 20%

Attendance Policy:
Attendance is mandatory for this course. Make up opportunities will only be given for students with excused absences. Please refer to http://student-rules.tamu.edu. Please see Part 1: Academic Rules, #7 Attendance

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The art of Scientific computing, logging on</td>
</tr>
<tr>
<td>2</td>
<td>Introduction MATLAB programming: basics of programing</td>
</tr>
<tr>
<td>3</td>
<td>Introduction MATLAB programming: m-scripts, functions (Assignment 1 due)</td>
</tr>
<tr>
<td>4</td>
<td>Introduction to MATLAB programming II: debugging, loading various data formats, loops (Assignment 2 due)</td>
</tr>
<tr>
<td>5</td>
<td>Introduction to MATLAB programming III: Manipulating CTD and bottle data (Assignment 3 due)</td>
</tr>
<tr>
<td>6</td>
<td>Basics of MATLAB programming: working with vectors: times series plotting (Assignment 4 due)</td>
</tr>
<tr>
<td>7</td>
<td>Basics of MATLAB programming: matrices, scripting and command line statistics (Assignment 5 due)</td>
</tr>
<tr>
<td>8</td>
<td>Accessing data from NODC (The National Ocean Data Center) and CCHDO (CLIVAR and Carbon Hydrographic Data Office)</td>
</tr>
<tr>
<td>9</td>
<td>Introduction to Oceanographic toolboxes: seawater toolbox; calculating oceanographic variables (Assignment 6 due)</td>
</tr>
<tr>
<td>10</td>
<td>Graphical representations of oceanographic data (Assignment 7 due)</td>
</tr>
<tr>
<td>11</td>
<td>Mapping techniques (Assignment 8 due)</td>
</tr>
<tr>
<td>12</td>
<td>Gridding and contouring (Assignment 9 due)</td>
</tr>
<tr>
<td>13</td>
<td>Vertical sections (Assignment 10 due)</td>
</tr>
<tr>
<td>14</td>
<td>Semester wrap up (Assignment 11 due) Graduates: final project due.</td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call Disability Services at 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.”

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.

Copyright and Plagiarism Policy

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

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, under the section “Scholastic Dishonesty.”
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  Department of Oceanography
3. Course prefix, number and complete title of course:  OCNG 461 Advanced Oceanographic Data Analysis and Communication
4. Catalog course description (not to exceed 50 words):
Project design and planning for oceanographers; oceanographic data organization and analysis; synthesis and interpretation of data analysis; technical report writing and presentation.

5. Prerequisite(s):
OCNG 281, OCNG 404, OCNG 410, and GEOS 470, or permission of the instructor.

6. Is this a variable credit course?  ☐ Yes  ☑ No  If yes, from _____ to _____
7. Is this a repeatable course?  ☐ Yes  ☑ No  If yes, this course may be taken _____ times.
Will this course be repeated within the same semester?  ☑ No
8. Will this course be submitted to the Core Curriculum Council?  ☐ Yes  ☑ No
9. How will this course be graded:  ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.S. Environmental Geoscience; B.S. in Marine Science (TAMUG); any undergraduate major in the College of Geosciences

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

13. Prefix  Course #  Title (excluding punctuation)
   OCNG   461  ADV OCNG DATA ANALS & COM

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  CRC Code
   3.00  0.00  0.00  3.00  4006070002  2140  16  17  0  0  3  6  3  2

Approval recommended by:

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

Chris Hauser  Date
Chair, College Review Committee

Kevin Miller  Date
Dean of College

Submitted to Coordinating Board by:

Date
Associate Director, Curricular Services

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

RECEIVED OCT 15 2015
CURRICULAR SERVICES
Course title and number: OCNG 461 Stacked with OCNG 661: Advanced Oceanographic Data Analysis and Communication
Term: Fall 2016
Meeting times & location: Monday & Wednesday, 12:40 to 1:55 pm O&M Building, room 602

Course Description and Prerequisites
Project design and planning for oceanographers; oceanographic data organization and analysis; synthesis and interpretation of data analysis; technical report writing and presentation.

Graduate Prerequisites are: OCNG 603 Communicating Ocean Science, OCNG 604 Ocean Observing, OCNG 608 Physical Oceanography, and OCNG 657 Data Methods and Graphical Representation in Oceanography or permission of instructor.

Undergraduate Prerequisites are: OCNG 281 Seminar in Communicating Ocean Science, OCNG 410 Physical Oceanography, and GEOS 470 Data Analysis Methods in Geosciences. Junior/Senior Classification

The objective of this course is to apply oceanographic knowledge and data analysis skills to conduct an analysis of a real world oceanographic dataset. Over the course of one semester, graduate students will identify a dataset (undergraduates will be given a selected dataset), conduct a comprehensive data analysis, and produce final products in the form of a final technical report and an oral presentation.

Learning Outcomes
On completion of OCNG 461/661, students will be able to:
1. Plan, manage and organize a data analysis and writing project lasting several weeks.
2. Define a set of project objectives.
3. Explore and analyze a complex oceanographic dataset to meet defined objectives
4. Draw inferences and conclusions based on analysis of data
5. Write a comprehensive technical report.

The graduate requirements and expectations will be greater than those for the undergraduates in terms of the depth of analysis, length and detail of the final products.

Instructor Information
Name Shar A. Yvon-Lewis
Telephone number 979-458-1816
Email address syvon-lewis@tamu.edu
Office hours Monday 2:00-3:00 pm or by appointment
Office location O&M Building 412C (enter via laboratory 412)

Textbook and/or Resource Material
There are no assigned textbooks or reading for OCNG 461/661.

Grading Policies
There will be no final or midterm exams for OCNG 461/661. Your grade will be based on coursework
and attendance. Coursework during the semester will contribute to a semester long project culminating in a final technical report and an oral presentation. The following assignments will be given during the semester:

Proposal – Once the Graduate Students have identified a dataset and Undergraduate Students have been given an appropriate dataset to work on for your final technical report, you will write a short proposal outlining what your dataset is, the objectives of your project, and the analytical approaches you will use to achieve your objectives.

Exploratory data analysis and description - A report summarizing exploratory analysis of your data, addressing issues such as data quality, limitations of the dataset, summary statistics, and what advanced approaches you will use to analyze the data.

Final Technical report – This will be the major product of your project, a comprehensive analysis and write up of your dataset. Note that first drafts of different sections of the report will be due throughout the semester, giving you the opportunity to revise and refine your Final Technical Report before you hand it in for grading.

Oral presentation – You will give a 20-minute presentation at the end of the semester summarizing your data analysis project.

Grading Scale
A percentage grade will be calculated based on your total points out of the 500 possible points ((50 points attendance) + (50 points proposal) + (50 points exploratory data analysis) + (250 final technical report) + (100 presentation) = 500 points).

The grading divisions will be: A (90 - 100 %), B (80 - 89 %), C (70 – 79 %), D (60 – 69 %) and F (0 – 59 %). There will be no extra credit. Grades may be curved at the end of the semester. If the grades are curved, they will only be curved upwards with the same curve applied to all students.

Attendance and Make-up Policies
The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. See: http://student-rules.tamu.edu/rule07.

Although you will conduct much of the work for OCNG 461/661 on your own, class attendance is strongly encouraged to ensure that you are making sufficient progress towards your final project goals. Consequently, attendance will contribute to your final grade. If you attend > 85 % of class sessions over the semester then you will receive 50 points towards your final grade, whereas 50 points will be deducted from your final grade if you attend < 85 % of class sessions. University approved excuses or documented participation in oceanographic fieldwork or other professional development will not count as absences.

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

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

This table shows the class schedule for OCNG 461/661. In the unlikely event that major changes need to be made to the schedule you will be notified by email and by postings on eCampus as soon as possible.

**Bold text** indicates that the activity contributes directly to your final grade. **Italics** indicate when drafts of the different sections of your final report should be handed in to the instructor for comments and feedback. Based on this feedback, you will be expected to revise your writing prior to handing in your final report.

| Week 1  | Introduction, technical writing, project design  
| Identify and acquire a dataset for analysis |
| Week 2  | Identify and acquire a dataset for analysis |
| Week 3  | Proposal writing – scope of work, objectives and/or hypotheses, analytical approaches  
| **Proposal due by Friday @ 5 pm** |
| Week 4  | Exploratory data analysis |
| Week 5  | Exploratory data analysis |
| Week 6  | Exploratory data analysis  
| **Exploratory data analysis and description due by Friday @ 5 pm** |
| Week 7  | Introduction and data analysis |
| Week 8  | Introduction and data analysis  
| **Draft of final report introduction due by Friday @ 5 pm** |
| Week 9  | Data analysis and synthesis  
| **Draft of final report data analysis methods section due by Friday @ 5 pm** |
| Week 10 | Data analysis and synthesis |
| Week 11 | Data analysis and synthesis  
| Discussion and conclusions  
| **Draft of final report results section due by Friday @ 5 pm** |
| Week 12 | Discussion and conclusions  
| **Draft of final report discussion/conclusion section due by Friday @ 5 pm** |
| Week 13 | **Individual presentations during class** |
| Week 14 | **Individual presentations during class**  
| **Final report due by Friday @ 5 pm** |
Other Pertinent Course Information

You **must** have a NetID so you can access your email and **eCampus** through the Howdy portal.

Americans with Disabilities Act (ADA)

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

Form Instructions:
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, M.D., JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Oceanography
   OCNG 481 Seminar
3. Course prefix, number and complete title of course:
4. Catalog course description (not to exceed 50 words):
   Analysis, review and critique of current research themes in oceanography based on reading assignments and seminar presentations.

5. Prerequisite(s):
   Cross-listed with: Stacked with:
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? ☑ Yes ☐ No   If yes, from _______ to _______
7. Is this a repeatable course? ☑ Yes ☐ No   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester? ☑ Yes ☐ No
8. Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No
9. How will this course be graded? ☑ Grade ☐ S/U ☐ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

B.S. ENGS, any undergraduate major in the College of Geosciences

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pg.tamu.edu/resou/cse/export-controls/export-controls-basics-for-distance-education).
13. Prefix Course # Title (excluding punctuation)
   OCNG 481 Seminar
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
   1.00 0.00 0.00 1.00 4006070002 2140 16 17 0 0 3 6 3 2
   Approval recommended by: Debbie Thomas
   Department Head or Program Chair (Type Name & Sign) Date 10/19/15
   Chris Houlihan
   Chair, College Body Committee Date 10/21/15
   Department Head or Program Chair (Type Name & Sign) Date 10/19/15
   Dean of College Date 10/21/15
   Submitted to Coordinating Board by:
   Chair, GC or UCC Date
   Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Course title and number: OCNG 481: Seminar. (1-0).
Term: Fall 2015
Meeting times and location: First meeting Monday, 31 August at 3 PM in O&M 306. Seminars are on Mondays at 4 PM in O&M 112

Course Description and Prerequisites

Acquaint students with current research themes oceanography. May be repeated 4 times for credit. Prerequisite: Junior or senior classification. Reading assignments, seminars and evaluation of presentations

Learning Outcomes or Course Objectives

By the end of this course students will be able to:
- Summarize the main points of a seminar in a coherent abstract
- Explain current oceanographic research themes
- Critique oral and written work

Instructor Information

Name: Mary Jo Richardson
Telephone #: 979-845-7966
Email address: mrichardson@ocean.tamu.edu
Office hours: Tuesday, Thursday 11 AM – noon and by appointment (call my office to set up an appointment)
Office location: O&M 306C

Textbook and/or Resource Material

No textbook. Reading assignments will be posted on eCampus

Grading Policies

All assignments must be submitted via the eCampus course site.

Assignments are due each Wednesday night by midnight. This is a HARD deadline. eCampus submission closes at that time. There are TWO opportunities to make up a missed assignment. Due dates 18 November and 2 December.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six seminar reports</td>
<td>65</td>
<td>390</td>
</tr>
<tr>
<td>Five reading assignments</td>
<td>40</td>
<td>200</td>
</tr>
<tr>
<td>Organizational meeting</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

A 540 - 600
B 480 – 539
C 420 – 479
D 360 – 421

Updated August 30, 2015
Course Topics, Calendar of Activities, Major Assignment Dates

In the course you will attend and report on six scientific seminars, complete written reports on five reading assignments and attend one organizational meeting.

See

https://docs.google.com/document/d/1G4a889hT7ELdpkgXHHk7cYZY5O5QwGQs8THv0sjQgl4/edit

for the updated seminar list. I update the list as titles or changes are announced.

**Reading assignments**: Assignments will be posted on eCampus.

**Seminar reports**: There are six seminars that you must attend from the seminars posted on the google doc. Submit a 1-2 page (500 words or more) abstract (synopsis of the scientific content) of the seminar.

There will be one formal class meeting, at the beginning of the semester and a meeting at the end of the semester for course evaluation.

Monday, 31 August, at 3:00 PM O&M 306. I will give an overview of the course and discuss the expectations of the course.

If you have any questions during the semester please stop by my office (O&M 306C), call my office (845-7966) or email me at mrichardson@ocean.tamu.edu

**Always be respectful of the speaker and audience in the seminars you attend. If you can’t be on time or stay until the end of the allotted time, please, don’t attend. Please silence all electronic devices during the seminars.**

**Course Schedule**

<table>
<thead>
<tr>
<th>Date/week</th>
<th>Topic</th>
<th>Required Reading</th>
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<tbody>
<tr>
<td>31 Aug (Mon)</td>
<td>Introductory meeting, O&amp;M 306, 3 PM</td>
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<td>7 Sep</td>
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<td>14 Sep</td>
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<td>Reading assignment #2</td>
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<tr>
<td>28 Sep</td>
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<td>5 Oct</td>
<td>Seminar report #3</td>
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<tr>
<td>12 Oct</td>
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<td>Reading assignment #3</td>
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<tr>
<td>19 Oct</td>
<td>Seminar report #4</td>
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<td>26 Oct</td>
<td>Seminar report # 5</td>
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<td>9 Nov</td>
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<td>Reading assignment #5</td>
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<td>16 Nov</td>
<td>Seminar report #6</td>
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<td>30 Nov</td>
<td>Make up seminar report option #1</td>
<td></td>
</tr>
<tr>
<td>2 Dec</td>
<td>Make up seminar report option #2</td>
<td></td>
</tr>
<tr>
<td>9 Dec</td>
<td>Evaluations, O&amp;M 306, 3 PM</td>
<td></td>
</tr>
</tbody>
</table>

Updated August 30, 2015
Other Pertinent Course Information

Attendance and Make-up Policies

Excused absences will be based on Student Rule 7 (http://student-rules.tamu.edu/rule07). Make-ups will be allowed for excused absences. No make-ups will be allowed for unexcused absences.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

“An Aggie does not lie, cheat, or steal, or tolerate those who do.”
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and attach a course syllabus.

Form Instructions  
1. Course request type: ✓ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name): Department of Political Science  
POLS 233: POLITICS AND POLICY IN THE UNITED STATES  
3. Course prefix, number and complete title of course:  
4. Catalog course description (not to exceed 50 words): Survey of institutions of American government, mass political behavior, and policy fields of significant contemporary importance.

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

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

7. Is this a repeatable course? □ Yes  ✓ No  
   If yes, this course may be taken ______ times.

8. Will this course be repeated within the same semester? □ Yes  □ No
   □ Yes  ✓ No  
   □ PF (CLMD)

9. How will this course be submitted to the Core Curriculum Council?  
   □ Grade  □ S/U

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

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

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

13. Prefix  Course #  Title (excluding punctuation)  
POLS  233  POLITICS AND POLICY IN THE UNITED STATES

<table>
<thead>
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<th>Lec.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin Unit</th>
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<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:  
John Robertson, Dir UG Programs  
Department Head or Program Chair (Type Name & Sign)  
Date

Chair, College Review Committee  
Date

Dean of College  
Date

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

Questions regarding this form should be directed to Sandra Williams at 845-820; or sandra.williams@tamu.edu.  
Curricular Services – 07/14
Political Science 233-500
Politics and Policy in the United States
Fall 2016

Course Information

Instructor: Joseph Daniel Ura
Associate Professor of Political Science

Email: jura@tamu.edu

Telephone: 979.845.2327

Class Meetings: MWF, 10:00-10:50AM, Allen 1008

Office Hours: MW, 1:00-3:00PM, Allen 2117

Credit Hours: 3.0

Prerequisites: POLS 206

Course Description

Survey of institutions of American government, mass political behavior, and policy fields of significant contemporary importance.

Learning Objectives

At the conclusion of this course, student should be able to:

- Explain fundamental political science concepts.
- Apply political science concepts to analyze historical, contemporary, and theoretical problems in American politics.
- Demonstrate command of major theories of decision-making in the institutions of American government, patterns and determinants of mass political behavior such as voting decisions and policy attitudes, and the terms and stakes of important policy debates.

Reading Assignments and Texts

Reading assignments for each week of class are listed in the Course Schedule section of this syllabus. With the exception of the first week’s assignments, readings should be completed prior to each week’s class meetings. All reading assignments are available on the internet or through the University Library’s e-Reserve system. You need not purchase any books for this class. The schedule of assigned readings indicates how to access each item listed. If you have trouble accessing any of the assigned materials, please let me know as soon as possible.

With a few exceptions, assigned readings are primary sources rather than pedagogical texts. They deal with complicated subjects with which you may not have much previous knowledge. Understanding the
arguments and ideas in these selections may sometime be difficult, and you may struggle to grasp what an author is trying to communicate or the importance of his or her ideas.

This is completely normal; in fact, it is unavoidable. Do not stop reading. Do not stop thinking. Do not be afraid to ask your classmates or me for help. Do not give up. A willingness to work to understand something new in spite of difficulties you encounter is one of the most valuable character traits you can have.

Grades

Student rule 10.3 explains, in part:

*The five passing grades at the undergraduate level are, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:*

*Assigned by the instructor:*

- **A:** Excellent, 4 grade points per semester hour
- **B:** Good, 3 grade points per semester hour
- **C:** Satisfactory, 2 grade points per semester hour
- **D:** Passing, 1 grade point per semester hour
- **F:** Failing, no grade points, hours included in GPR
- **I:** Incomplete, no grade points (hours not included in GPR)

*Grades assigned if student is taking an undergraduate course S/U:*

- **S:** Satisfactory (C or above), hours not included in GPR
- **U:** Unsatisfactory (D or F), no grade points, hours included in GPR

Grades in this course will be assigned with those guidelines in mind. Students should expect that grades of A will be awarded only to those students who demonstrate especially strong command of the material covered in the course. Work that is merely good or satisfactory will be assigned grades of B or C, respectively. Work of lower quality will be rewarded with grades of D or F.

In order to translate these qualitative guidelines into quantifiable measures of performance, letter grades for the course will be assigned on the following scale based on the percentage of possible points earned:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Final grades are computed from your scores for two cumulative exams and a term paper. Scores for these items are weighted according to the following scale.

- **Exam 1:** 35%
- **Exam 2:** 45%
- **Term Paper:** 20%
I will distribute an information sheet one week prior to each exam with information about the exam format and some guidance about topics to emphasize as you review. I will use the class period prior to each exam to answer questions that arise during your exam preparations.

The term paper assignment requires student to prepare an original 7-8 page essay that identifies a recent, salient political event or process and explains the principal choices made by individuals and institutions in reaching a particular outcome in terms of a major scientific theory or set of theories of American politics. These analytic narratives are an opportunity for students to demonstrate command of important subject matter and to practice applying theoretical knowledge to explain observed phenomena. I will distribute a complete description of the term paper assignment during the second week of class. Term papers are due on DD/MM/YYYY.

**Attendance and Make-Up Policies**

Attendance *per se* is not part of this course's grading scheme. Students who are unable to attend class when an exam is given may take a makeup exam for absences excused by University rule (http://student-rules.tamu.edu/rule07). Students should make every effort to notify me in advance of an expected absence (e.g. missing an exam to observe a religious holiday) from exams and to notify me of reasons for an unexpected absence (e.g. illness) from an exam in a timely fashion.

**Students with Disabilities (Americans with Disabilities Act)**

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

**Academic Integrity**

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do."

Students should be aware of and take seriously their obligations to perform original academic work, give appropriate credit to sources, and to use only authorized aid and materials. Please review the Aggie Honor Code and rules regarding academic conduct. These may be found online at http://aggiehonor.tamu.edu.

**Classroom Conduct**

Though it should go without saying, I expect students to behave appropriately in the classroom. At a minimum, this means that you should be attentive during lectures and refrain from distracting behavior. I also expect students to turn cell phones off or set them to silent during class.

Also, this course relies on student discussions. While these interactions may reveal deep disagreements about important questions of policy and politics, I expect that all students will engage in these debates and discussions in a manner that is consistent with the Student Code of Conduct and basic manners. At a minimum, this implies that you should treat one another with respect, avoid interrupting someone who is speaking, and refrain from personal attacks or impugning someone's motives.
Course Schedule

Week 1: Politics

Course Syllabus

E.E. Schattschnieder, *The Semi-Sovereign People*, Chapters 1 and 3 (E-Reserve)


Week 2: Collective Action, Coordination, Externalities, and Institutions

Mancur Olson, *The Logic of Collective Action*, Chapter 1 (E-Reserve)

Michael Munger, Orange Blossom Special: Externalities and the Coase Theorem
http://www.econlib.org/library/Columns/y2008/Mungerbees.html

William H. Riker, *The Art of Political Manipulation*, Chapters 2 and 8 (E-Reserve)

Week 3: The U.S. Constitution

*The Constitution of the United States*
http://constitutioncenter.org/constitution/full-text

Christian Fritz, *American Sovereign*, Chapters 2-3 (E-Reserve)

*The Federalist* 10, 51
http://avalon.law.yale.edu/subject_Menus/fed.asp

George Mason, "Objections to the Constitution"

James Madison's, *Introduction of the Bill of Rights in Congress*
http://www.usconstitution.net/madisonbor.html#Sec8

Week 4: Congress

David R. Mayhew, *Congress: The Electoral Connection*, Chapter 1 (E-Reserve)

*The Federalist* 52, 53, 62-65
http://avalon.law.yale.edu/subject_Menus/fed.asp
Week 5: The Presidency

(E-Reserve)

George C. Edwards, *The Strategic President*, Chapters 2 and 3
(E-Reserve)

Charles M. Cameron, *Veto Bargaining*, Chapters 2-4
(E-Reserve)

Week 6: The Bureaucracy

Kenneth J. Meier, *Representative Bureaucracy: An Empirical Analysis*

Mathew D. McCubbins and Thomas Schwarz, *Congressional Oversight Overlooked: Police Patrols versus Fire Alarms*

Week 7: Catch-Up and Exam 1

Week 8: The Courts

Lee Epstein and Jeffrey A. Segal, *Advice and Consent*, Chapters 3 and 4
(E-Reserve)

Jeffrey A. Segal and Harold J. Spaeth, *The Supreme Court and the Attitudinal Model Revisited*, Chapter 8
(E-Reserve)

(E-Reserve)

Week 9: Public Opinion

Philip E. Converse, *The Nature of Belief Systems in Mass Publics*
(E-Reserve)

(E-Reserve)

James A. Stimson, *Tides of Consent*, Chapter 2
(E-Reserve)
Week 10: Voting and Elections

Angus Campell, Philip E. Converse, Warren E. Miller, and Donald E. Stokes, *The American Voter*, Chapter 6 (E-Reserve)

Ray C. Fair, *Predicting Presidential Elections*, Chapter 3 (E-Reserve)

Week 11: Equality and Identity

Larry M. Bartels, *Unequal Democracy*, Chapters 1 and 2 (E-Reserve)

Ta-Nehisi Coates, *The Case for Reparations*  
http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/261631/

Week 12: The Federal Reserve and Economic Policy

Paul Krugman, *Peddling Prosperity*, Chapters 1-3 (E-Reserve)

Edward R. Tufte, *Political Control of the Economy*, Chapters 1 and 2 (E-Reserve)

Week 13: Crime and Criminal Justice

Steven D. Levitt, *Understanding Why Crime Fell in the 1990s*  

Frank R. Baumgartner, Suzanna L. de Boef, and Amber E. Boydstun, *The Decline of the Death penalty and the Discovery of Innocence*, Chapters 1 and 2 (E-Reserve)

Term Paper Due on DD/MM/YYYY

Week 14: Catch-Up and Exam 2

Please note: There is no additional exam given during the final exam period. I will use the scheduled final exam time period to supervise any remaining makeup exams.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   - [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Information and Operations Management
3. Course prefix, number and complete title of course:
   SCMT 370 Introduction to Energy Industry
4. Catalog course description (not to exceed 50 words):
   Study of the modern Oil & Gas Industry; overview of companies driving the industry; operations involved in exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the industry.

5. Prerequisite(s):
   Admission to upper division in Mays Business School

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

7. Is this a repeatable course?
   - [ ] Yes  [✓] No
   - If yes, this course may be taken _______ times.

8. Will this course be repeated within the same semester?
   - [ ] Yes  [✓] No

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

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

11. Cross-listed with: ISYS 370
    Stacked with: ISYS 370
    Cross-listed courses require the signature of both department heads.

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

13. Prefix  Course #  Title (excluding punctuation)
    SCMT  370  Intro to Energy Industry

<table>
<thead>
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<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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</table>

   Approval recommended by:
   Rich Metters
   Department Head or Program Chair (Type Name & Sign) Date
   [Signature]  [Date]

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Chair, GC or UCC Date
   [Signature]  [Date]
   [Effective Date]

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 07/14
Course title and number  SCMT 370 - INTRODUCTION TO ENERGY INDUSTRY
Term  Spring 2017
Meeting times and location  TBA

Course Description and Prerequisites

History of the modern Oil & Gas Industry; ecosystem of companies driving the industry; operations involved in exploration, production, refining, trading, pipeline, and retail in bringing oil to market; accounting and economics of the industry; issues and solutions in supporting supply chain; discussion of technology innovations occurring in the industry.

Prerequisite: Admission to upper division in Mays Business School.

Learning Outcomes

- Identify major energy industry companies and explain their role in the Energy value chain sufficient to support job interviews.
- Discuss key opportunities and challenges facing the industry including global implications of fracturing technology and the geopolitical implications that access and control of oil has had throughout history.
- Analyze the global supply chain supporting onshore and deep offshore environments for time sensitive drilling projects along with the pipeline and transportation requirements to bring oil to retail markets.
- Discuss emerging technologies that will increase the production of oil and improve company efficiencies and safety.

Instructor Information

Name  COLLEEN WALSH, J.D.
TelephoneNumber  Director, North America Energy Industry Hub for SAP
Email address  832-533-0097
Colleemail address  COLLEEN.WALSH@SAP.COM
Office hours  By Appointment
Office location  Arranged to support appointment

Textbook and/or Resource Material

Required:  
Grading Policies

A course average will from 90 to 100 will be an A, from 80 to 89 will be a B, from 70 to 79 will be a C, etc. The course average will be determined as follows:

30% Class participation
- 10% Presentation of Company Briefings. 2% for each of 5 company briefings.
- 20% Attendance at field trips. If a field trip is missed, a student may submit a 5-20 page manuscript within one week of the field trip on the topic of natural gas fracking. The length of the paper is determined by the amount of the trip missed. 5 pages per trip segment.

40% 5 Company Executive Briefings (2 pages each with companies selected from an ecosystem list on the first day of class. Illustrative example/template will be provided.)

30% Final Exam (Combination of multiple choice, fill in the blank, and one essay)

Attendance and Make-up Policies

Attendance requirements will follow Student Rule 7 (http://student-rules.tamu.edu/rule07)

Make-up Policy:
If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://studentrules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.  
   a) Injury or illness of three or more class days. Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days: Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence:
      (i) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school that cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.
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.

Course Topics, Calendar of Activities, Major Assignment Dates

This is a 15 week course with two field trips incorporated. Guest speakers will be provided, when possible, and will replace group exercises at the end of the class.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to the Energy Industry</td>
<td>Ch. 1, Optional: The Prize, Prologue</td>
</tr>
<tr>
<td>2</td>
<td>Field Trip: Bush Museum: Offshore Drilling Exhibit</td>
<td>Selected article on offshore exploration will be provided.</td>
</tr>
<tr>
<td>3</td>
<td>Exploration &amp; Production Overview</td>
<td>Ch. 3</td>
</tr>
<tr>
<td>4</td>
<td>Life Cycle of an Oil Well</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Refining &amp; Marketing:</td>
<td>Ch. 12 &amp; 13</td>
</tr>
<tr>
<td>6</td>
<td>Energy Supply Chain</td>
<td>Ch. 10 &amp;11</td>
</tr>
<tr>
<td>7</td>
<td>Field Trip to Houston: Visit FMC CIO, LNN Energy Executive Team, the Natural History Museum: Energy Exhibit, &amp; SAP Energy Team</td>
<td>Please plan on spending the full day in Houston (8 – 5 pm); car pool &amp; other logistics will be discussed during prior class.</td>
</tr>
<tr>
<td>8</td>
<td>No Class: Class Hours covered by Field Trip</td>
<td></td>
</tr>
</tbody>
</table>
9 Economics of Oil
   1. Lecture on the Financial Value Chain for an Oil Field
   2. Class Exercise: Case Study as a CEO of an Integrated Oil & Gas company

10 Technology's Evolving Role in the Energy Industry:
   1. Digital Oil Fields
   2. Cloud Technologies impact on Energy Companies
   3. Group Discussion or Guest Speaker (Tentatively: Snehanshu Shah, SAP)

11 Natural Gas Boom
   1. Overview Lecture
   2. Natural Gas Ecosystem Company Briefing
   3. Class Exercise or Guest Speaker (Tentatively: Sam Cosas, Lewis Energy or Field Trip to Frac Drill site owned by Lewis Energy)

12 Overview of the Petrochemical Industry
   1. Overview Lecture
   2. Petrochemical Company Briefing
   3. Class Exercise or Guest Speaker (Tentatively: Laura Tibideau, Americas Styrenics)

13 The Future of the Global Oil & Gas Industry
   1. Horizontal Drilling & Fracturing & Implications on the World Economy & Environment
   2. Class discussion of selected topics
   3. Exam Preparation

14 No Class: Course hours covered by Houston Field Trip

15 Final Exam (TBD)
Americans with Disabilities Act (ADA)

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Academic Integrity

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

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

INFO STUDENT SERVICES COMMUNICATIONS PORTAL

The INFO Student Services Office (SSO) communicates with students in our department (i.e. MS-MIS, PPA-MIS, MISY, and SCMT) via eCampus. Students are made aware of important deadlines, scholarship and job opportunities, announcements of student activities and CMIS events, etc. through the INFO Student Services Communications portal in eCampus (http://ecampus.tamu.edu). Students will see “INFO Student Services Office Communications” listed under “My Organizations” upon logging into eCampus.

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Mays Food & Beverage Policy

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of no beverages, food, tobacco products, or animals (unless approved) within the classrooms. Bottled water is permitted. Your assistance is greatly appreciated.
Texas A&M University
Departmental Request for a New Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:
   ✓ Undergraduate   □ Graduate   □ First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

3. Course prefix, number and complete title of course:
   SCMT 381 Lean Business Tools and Techniques

4. Catalog course description (not to exceed 50 words):
   In-depth and hands-on look into specific Lean tools used to solve specific tactical problems; standard work strategies, time studies, waste simulation, PFEPs, productive maintenance, visual daily management systems, and Kaizen events.

5. Prerequisite(s): Admission to upper-division in Mays Business School
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix  Course #  Title (excluding punctuation)
    SCMT  381  Lean Bus Tools & Techniques

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td>17</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:
Rich Metters
Department Head or Program Chair (Type Name & Sign) Date

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

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Lean Business Tools and Techniques – SCMT 381
Spring 2017
Time TBD, Location TBD

Instructor Information
Name: Ranganathan (Ranga) Arumugam
Telephone number: 512.673.9892
Email address: rarumugam@mays.tamu.edu
Office hours: By appointment
Office location: 320L

Course Description
In-depth and hands-on look into specific Lean tools used to solve specific tactical problems; standard work strategies, time studies, waste simulation, PFEPs, productive maintenance, visual daily management systems, and Kaizen events.

Prerequisite
Admission to upper-division in Mays Business School

Learning Outcomes
There are 7 critical lean tools that are widely applied in today’s business climate to solve tactical business problems. By the end of the course, the graduates will be able to apply these Lean concepts.

1. Students will be able to critically analyze any collection of processes and perform Time studies, and Layout Analysis to complete Standard work combination and Operator loading chart. Upon execution of this process the overall productivity will improve.
2. Students will be able to observe any process that requires Set up activities and will be able to apply the principles of Single Minute Exchange of Dies to reduce Set up. This enables the process to be able to produce smaller batch sizes and service an increased variety of products.
3. Students will be able to analyze any tool/machine/process and apply the principles of Total Productive Maintenance and reduce the downtime of the tool/machine/process to increase overall through put.
4. Students will be able to review ERP data and create a Plan for Every Part (PFEP). PFEP is the information back bone for any lean supply chain.
5. Students will be able to understand the theory of 5-Ss and will be able to apply the tool to improve work place organization and facilitate improved safety, quality and productivity.
6. Students will be able to understand how Visual Daily Management Systems enables sustainment of any change initiative. They will be able to create Visual metrics in the areas of Safety, Quality, on time Delivery, Inventory and Productivity.
7. Students will be able to identify the mechanics and execution of Kaizen events to rapidly improve any process.
Course Textbooks
Required:
1. Preparation materials will be handed out by the teacher
Optional:
2. Andy and Me, Second Edition: Crisis & Transformation on the Lean Journey by Pascal Dennis

Class format
Each session will be a hands on session where we would go through the theory first and then simulate it so the students get hands on experience and therefore better prepared for today's industry.
Simulation involves either activities such as the following
- Watch video of a process (manufacturing or service) and analyze it to facilitate learning of that specific lean tool
- While one part of the class performs hands on assembly activities using LEGOS or other illustrative objects, the other part of the class observes how it relates it to lean tools

Exams
All tests are open book, open note. If you miss an exam you will be required to take a different exam at mutually agreeable time within one week of the scheduled exam.

Grading

| Exam 1 | 15% |
| Exam 2 | 15% |
| Assignments | 20% |
| Class participation | 20% |
| Final Exam – Group Presentation | 30% |

Class Participation Grading Rubric

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Participates in Assembly Simulations, actively participates in class discussions, arrives fully prepared to the class, exhibits good understanding of the topics discussed and asks meaningful questions, initiates discussions frequently. Name tag always prominently displayed.</td>
</tr>
<tr>
<td>4</td>
<td>Actively participates in Assembly Simulations, is a good participant in class discussions, comes prepared to the class, sometimes initiates discussion. Name tag always prominently displayed.</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates preparation for the class, participates in class discussions, does not participate in Assembly Simulations. Name tag always prominently displayed.</td>
</tr>
<tr>
<td>2</td>
<td>Passive Participant in Assembly Simulations, participates only when called on, does not come to the class prepared, does not give comments relevant to the topic</td>
</tr>
<tr>
<td>1</td>
<td>Shows total lack of interest in the class proceedings and discussions, Does not participate in Assembly Simulations</td>
</tr>
<tr>
<td>0</td>
<td>Absent for the class</td>
</tr>
</tbody>
</table>

Please go over the material prior to class. In general, lectures will not duplicate the textual material; they will supplement and embellish the text and offer alternative viewpoints.

From time to time, you may be asked to answer one or two questions in writing during class. These “quizzes” are designed to provide the instructor with feedback regarding your understanding of essential concepts and ideas. Answers will be considered in determining your final Class Participation grade. Similarly, you may be “quizzed” on your preparation of the case or reading materials.
Final course grades will be assigned as follows, based on the weighted number of points earned as a percentage of total points possible:

A  90% or above
B  80% - 89.99%
C  70% - 79.99%
D  60% - 69.99%
F  less than 59.99%

Attendance and Make up Policy

It is best that you arrive at least five minutes before class is scheduled to start, and that you will refrain from any behavior that might distract your classmates from getting as much out of class as possible. Examples of distracting behavior include tardiness, texting, web browsing, and side conversations.

If you are going to miss a class, please email me and the teaching assistant in advance.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe mutually agreed between the teacher (TA) and the student.

The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor’s discretion), within one week of the last date of the absence: (i.) Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor.
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.

**Weekly Class Schedule:**

**Week 1**
- Team introductions
- Syllabus discussion: The logic of content (course material and associated knowledge) flow
- Introduction to Lean
- The basics of Lean
  - Batch Production, Pull Production, Single piece flow
  - Systems approach to solving problems
- How to maximize learning in this class?

**Week 2**
- Standard work part 1
  - Introduction to Standard work
  - Time studies
  - Takt time
  - Layout analysis – Spaghetti charts

**Week 3**
- Standard work part 2
  - Standard work combination charts
  - Operator load analysis

**Week 4**
- Walk of waste exercise – 8 wastes
- Simulation – Lego Assembly Exercise to demonstrate the 8 wastes

**Week 5**
- Set up reduction using principles of Single Minute Exchange of Die
- Demonstration of set up reduction using ‘lamination of paper’ or similar set up
  - Video tape set up
  - Observation as a group to identify aspects of Set up
  - Reduce Set up

**Week 6**
- Exam 1

**Week 7**
- Plan For Every Part (PFEP)

**Week 8**
- Total Productive Maintenance
  - Preventive Maintenance
  - Predictive Maintenance
  - Breakdown Maintenance
Week 9
- Visual Daily Management Systems
  - Cascading metrics
  - Leadership responsibilities

Week 10
- Exam 2

Week 11
- 5-S
  - Select an area in the building and perform 5-S activities
  - Form groups
  - Perform walk of waste
  - Red tag exercise

Week 12
- Kaizen events – Part 1
  - How to select a business problem for a Kaizen event
    - R&L approach
    - Day to day operational challenges
  - How to secure buy-in from leadership team
  - Going to Gemba
    - Collect data
    - Analyze data

Week 13
- Kaizen events – Part 2 – Mechanism for successful Kaizen execution
  - Charter creation
  - Team formation
  - 5 day Kaizen format – details of day to day execution and agenda

Week 14
- Review key elements from weeks 1 to 13 and reiterate key learning lessons
- Guidance for final team presentation

Week 15
- Final team presentations

OTHER TOPICS THAT MAY BE COVERED
The number of topics covered depends upon the pace of discovery in class. If the pace is faster than anticipated, we will also have a guest lecture by Lean Practitioner

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

Form Instructions
1. Course request type:
   - Undergraduate [✓]
   - Graduate [ ]
   - First Professional (DDS, MD, JD, PharmD, DVM) [ ]

2. Request submitted by (Department or Program Name):
   Department of Sociology
   SOCI 208: Introduction to Aging and Society

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

4. Catalog course description (not to exceed 50 words):
   Introduction to a multidisciplinary approach to the social study of aging: separating facts from stereotypes about aging, examining basic sociological, psychological, and physiological factors affecting the aging process, and exploring institutions and careers related to aging.

5. Prerequisite(s):

   None

   Cross-listed with: [ ]
   Stacked with: [ ]

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

6. Is this a variable credit course? [ ] Yes [✓] No
   If yes, from ______ to ______

7. Is this a repeatable course? [ ] Yes [✓] No
   If yes, this course may be taken ______ times.

   Will this course be repeated within the same semester? [ ] Yes [ ] No
   Will this course be submitted to the Core Curriculum Council? [ ] Yes [✓] No

8. How will this course be graded? [✓] Grade [ ] S/U [ ] P/F (CLMD)

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

10. B.A. & B.S. in SOCI, General Academics

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

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

13. Prefix Course # Title (excluding punctuation)

   SOCI 208 INTRO TO AGING & SOCIETY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
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<th>Acad. Year</th>
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<td>Level 2</td>
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   Approval recommended by:
   Jane Sel [91231/2015]
   Steven M. Oberhelman [10-19-15]
   Pamela R. Mathews [10-20-15]

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8251 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Syllabus
SOCI 208
Introduction to Aging and Society
Spring 2016

Instructor: Tim Woods, Ph.D.
Email: twoods@tamu.edu
Telephone: 979-458-2746
Office: Academic Building, 305c
Office Hours: Monday, Wednesday, Friday 11:15-12:15

Course descriptions: Introduction to a multidisciplinary approach to the social study of aging: separating facts from stereotypes about aging, examining basic sociological, psychological, and physiological factors affecting the aging process, and exploring institutions and careers related to aging.

Prerequisites: none.

Course Learning Outcomes: By the end of this course students should be able to:

1. Identify demographic trends related to aging and explain the importance of an aging population in America.
2. Identify racial, cultural, socioeconomic, and other differences among older adults.
3. Identify components of the economic, health care and housing choices relevant to older persons, including retirement, long-term care and health care policies.
4. Describe the utility of a multidisciplinary approach to aging.
5. Describe major social, economic and political issues involved in the aging of America.
6. Identify careers related to an aging population.

Course Materials:


Course Requirements:

Course grades will be based on two exams, two assignments, and class participation.

<table>
<thead>
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<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Exams</td>
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<tr>
<td>Assignments</td>
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<tr>
<td>In-class Participation</td>
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<tr>
<td>TOTAL</td>
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Course letter grades will be based on the following percentages.

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<tr>
<th>Letter</th>
<th>Average</th>
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<tr>
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<td>B</td>
<td>80-89%</td>
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<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**Exams** (50%): There will be two equally-weighted exams. Exams will include material from the lectures, assigned readings, and class discussion. You will be examined on material in the readings that are not covered in the lectures and on material covered in the lectures that are not in the readings.

**Assignments:** There will be two assignments.

1. “StoryCorps” Interview (10%)

A 3-5 minute (edited) audio-recorded interview of an individual over the age of 65. Information should highlight important details discussed in the course concerning the social context and interactions with others surrounding a particular topic of aging. See StoryCorps Interview instruction sheet posted on Ecampus and listen to examples of interviews about aging as posted at StorCorps.org

2. Paper Project (30%)

Over the course of the term you will develop a “Gerontology portfolio.” The idea is to encourage students to independently explore a topic of their choice. You are required to find your own data source(s) and analyze the data in tabular and visual form. Your data must include some quantitative measures of multiple variables related to the aging issue you are researching. Goals of this project include: Acquire specific library research skills, learn to annotate articles, differentiate scholarly from popular media accounts, identify data sources, analyze and present data in visual form, and develop a sociologically grounded, empirical understanding of a topic in aging that matters to you!

Use the outline below to generate your portfolio. In creating this portfolio you will learn and practice research skills, critical writing, and interpretive analysis. Although each assignment is structured, I expect you to think creatively about how to fulfill the requirements and choose the items that go in your portfolio. In your write-ups, make clear what it was about the piece that moved you to choose it rather than the many others available. The quality of the whole portfolio depends on your imaginative talents.

Realize that I may not be familiar with the items that end up in your portfolio and this is your chance to demonstrate your own intellectual talents and capabilities. Through the portfolio you take on the role of educator and this means you must take responsibility for engaging your audience (in this case, me). Let me know what it is that interested you and why.

**Overview of the assignments**

1. Choose your topic or research question and write a short essay reflecting on why you chose this topic.

2. Find 5 professional sociological articles on the topic. (See JSTOR electronic journal search).
3. Annotate your 5 articles (http://writingcenter.tamu.edu/Students/Handouts-Guides/Guides-(What-Are-You-Writing-)/Academic-Writing/Annotated-Bibliographies)

4. Find 5 published newspaper or online news source accounts of your problem as it is manifested in local community.

5. Compare the scholarly account of your problem to a popular media account.

6. Determine appropriate secondary data needed and obtain that data.

7. Outline your term paper (Introduction, Review of Literature, Theory/Hypothesis, Local/Community Data, Results, Conclusions, Discussion).

8. Develop your thinking on your aging topic into a draft of your term paper.

9. Bring together all of your work into a compelling and convincing portfolio of your work. Do not count on a “strong finish” to bring up your grade!

**In-Class Participation** (10%). Students are expected to come to every class having read the material and being prepared to actively engage in the class. Many course periods will include active engagement exercises. During the second week of class, students will sign up to be a discussion facilitator for one topic during the semester. For one class period on that topic, you will be responsible for leading the discussion on that week’s readings.

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

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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, within one week of the last date of the absence, a confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
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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.
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American with Disabilities Act (ADA) Policy Statement: The American with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable 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.

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Classroom Expectation: You are expected to behave as a respectful member of a learning community. Any student engaged in disruptive or disrespectful behavior will be asked to leave the classroom for the remainder of the class period and, if warranted, will be reported to the Dean of Student Life and the Student Conduct Office.

COURSE SCHEDULE AND READING ASSIGNMENTS

Week 1: The Future of Aging

Hooyman, Kawamoto and Kiyak, Chapter 1


The Booming Dynamics of Aging: Meeting the Challenges of the Emerging Senior Majority, Dorcas R. Hardy, CSA Journal, 2014
**Week 2: Global Aging and DIVERSITY**

Hooymann, Kawamoto and Kiyak, Chapter 2


**Week 3: Physical Well-being: Physiological Changes and Health**

Hooymann, Kawamoto and Kiyak, Chapter 3


Peripheral Arterial Disease and Exercise for Older Adults, Sally Paulson and Joohee Sanders, *IDEA Fitness Journal*, 2014.

The Worst Place to Be If You're Sick, Katharine Greider, *AARP Bulletin*, 2012

**Week 4: Mental and Emotional Well-Being**

Hooymann, Kawamoto and Kiyak, Chapter 4


**Week 5: Social Theories of Aging**

Hooymann, Kawamoto and Kiyak, Chapter 5

**Week 6: Family, Friends, and Other Informal Supports**

Hooymann, Kawamoto and Kiyak, Chapter 6


The Arts and Health Project: Supporting Healthy Aging Through the Arts, Jenifer Milner, *The Journal on*
Active Aging, 2013.


**Week 7:** Informal and Family Caregiving

Hooyman, Kawamoto and Kiyak, Chapter 7


**March 4, Midterm Exam**

**MARCH 14-18**  **SPRING BREAK, NO CLASSES**

**Week 8:** Productive Aging: Leisure, Spirituality and Civic Engagement

Hooyman, Kawamoto and Kiyak, Chapter 8


**Week 9:** Loss within the Context of Aging

Hooyman, Kawamoto and Kiyak, Chapter 9

Finding Common Ground to Achieve a "Good Death", Amy Tan and Donna Manca, *BMC Family Practice*, 2013

Palliative Care: A Paradigm of Care Responsive to the Demands for Health Care Reform in America, Deborah Witt Sherman and Jooyoung Cheon, *Nursing Economics*, 2012

**Week 10:** Economic Well-being: Retirement, Employment and Poverty

Hooyman, Kawamoto and Kiyak, Chapter 10

Live for Today, Save for Tomorrow, Carla Fried, AARP Magazine 2011/2012


**Week 11: Community Well-Being: Living Arrangements and Social Interactions**

Hooyman, Kawamoto and Kiyak, Chapter 11


**Week 12: Enhancing Older Adults' Well-being through Technology**

Hooyman, Kawamoto and Kiyak, Chapter 12

Older Adults and Technology Use, Aaron Smith, *Pew Research Internet,* 2014.

Healthy Aging in the 22nd Century, Marta M. Keane, *The Futurist* 2014

**Week 13: Policies to Promote Older Adults' Well-Being**

Hooyman, Kawamoto and Kiyak, Chapter 13

*Aging Texas Well* website [http://www.dads.state.tx.us/services/agingtexaswell/](http://www.dads.state.tx.us/services/agingtexaswell/)


**Week 14: Careers in Aging**

Hooyman, Kawamoto and Kiyak, Chapter 14

May 3, Last Day of Class, Paper Project Due in Final Form

Final Exam, see final exam calendar: [http://registrar.tamu.edu/General/FinalSchedule.aspx#0-Spring2016](http://registrar.tamu.edu/General/FinalSchedule.aspx#0-Spring2016)
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   - Undergraduate [x]
   - Graduate [ ]
   - First Professional (DDS, MD, JD, PharmD, DPT)

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

3. Course prefix, number and complete title of course:
   SOCI 308: Community Issues in Aging

4. Catalog course description (not to exceed 50 words):
   Detailed exploration of social forces impacting the elderly and their families at the community level; the impact of demographic, cultural, organizational and social factors on a community's response to an increasingly aging population; and the application of this knowledge through volunteer collaboration with a community nonprofit organization serving the elderly.

5. Prerequisite(s):
   Junior or Senior classification or approval of instructor

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

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

8. Is this a repeatable course?
   - Yes [ ]
   - No [x]
   If yes, this course may be taken _______ times.

9. Will this course be repeated within the same semester?
   - Yes [ ]
   - No [x]

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

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

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

    B.A. & B.S. in SOCI, General Academics

    B.A. & B.S. in SOCI, General Academics

13. Prefix | Course # | Title (excluding punctuation)
        | SOCI   | 308     | COMMUNITY ISSUES IN AGING

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<th>Lab</th>
<th>Other</th>
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Approval recommended by:

Jane Seel [Signature]
Department Head or Program Chair (Type Name & Sign) Date

Steven M. Oberhelman, Chair, College Review Committee Date

Pamela R. Matthews, Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Instructor: Tim Woods, Ph.D.
Email: twoods@tamu.edu
Telephone: 979-458-2746
Office: Academic Building, 305c
Office Hours: Tues and Thurs 2:00-3:00 pm, Wed 8:00-10:00am, and by appointment

Course descriptions: Detailed exploration of social forces impacting the elderly and their families at the community level; the impact of demographic, cultural, organizational and social factors on a community's response to an increasingly aging population; and the application of this knowledge through volunteer collaboration with a community nonprofit organization serving the elderly.

Prerequisites: Junior or Senior classification or approval of instructor.

Course Learning Outcomes: By the end of this course students should be able to:

1. Define community and identify and describe the changing demographic and social nature of aging in communities.
2. Identify and explain the basic assumptions of the medical, psychological, and sociological approaches/theoretical models of aging.
3. Explain how social roles change with age and the how community/societal institutions constrain and enable those roles.
4. Describe social class/gender/race/ethnicity and other differences among older adults in our community and explain how these get manifested at the local community level.
5. Identify social issues impacting elderly in our community and critically assess information about those issues orally, in writing, and using data.

Course Materials:

Readings online via TAMU library or via weblinks provided.

Course Requirements:

Course grades will be based on two exams, two assignments, and class participation.

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<th>Percentage</th>
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<tr>
<td>Exams</td>
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<tr>
<td>Assignments</td>
<td>50%</td>
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<tr>
<td>In-class Participation</td>
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<td>TOTAL</td>
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Course letter grades will be based on the following percentages.

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<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
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</table>

**Exams (40%)**: There will be two equally-weighted exams. Exams will include material from the lectures, assigned readings, and class discussion. You will be examined on material in the readings that are not covered in the lectures and on material covered in the lectures that are not in the readings.

**Assignments**: There will be two assignments.

1. **StoryCorps Interview (10%)**: A 3-5 minute (edited) audio-recorded interview of an ADULT over the age of 65. Information should highlight important details discussed in the course concerning the social context and interactions with others surrounding a particular topic of aging. See StoryCorps Interview instruction sheet posted on Ecampus and listen to examples of interviews about aging as posted at StorCorps.org (Due October 29)

2. **Community Service-Learning Project (40%)**: Students will integrate cognitive classroom learning with community learning through a service-learning project with a local community service agency. The service project will require at least 15 hours of service over the semester and the keeping of a portfolio that documents your service and explains how the service is tied to course material. The portfolio is due in its final form on the date indicated in the schedule below. The service-learning project will contribute real life insight and experience to the issues discussed in the course.

Service-learning includes service activities that help meet important community needs and structured educational components that challenge participants to think critically about and learn from their experiences. Engaging in a service-learning activity will help students relate real life experience to sociological issues encountered in the course. It will provide opportunity to do significant community service and to develop a sense of civic responsibility.

More specifically, the service-learning project for this class entails: a service activity **requiring a minimum 15 hours in a service agency and the writing of a service-learning portfolio**. Service-learning activities are service activities that address a human social need. **Evangelistic or church-specific activities do meet the objectives for this course.** You must complete 15 hours of volunteer prior to the due date for the portfolio and all service-hours must be completed at the approved organization and within the dates of the semester in which you are enrolled in the course. Service activities must:

1. Provide opportunity to engage an issue addressed in the class such as housing, retirement, family, poverty, education, religion, disability, race, gender, etc.
2. Provide opportunity to relate to people different from the student.
3. Provide opportunity to do meaningful service.
4. Be scheduled on a regular on-going basis throughout the semester.
5. Be conducted in an established, on-going nonprofit human service organization.

The Service-Learning Portfolio: Each student will keep a portfolio documenting their service experience over the semester. This portfolio includes all paperwork, pictures, projects etc. that help document your service as well as a written description of your service experience and an explanation of how your experience/project relates to specific course material. Portfolios must be type-written and submitted on the due date (Dec 8th at the beginning of class). No Exceptions. I will not accept late portfolios.

In-Class Participation (10%). Students are expected to come to every class having read the material and being prepared to actively engage in the class. Many course periods will include active engagement exercises. During the second week of class, students will sign up to be a discussion facilitator for one topic during the semester. For one class period on that topic, you will be responsible for leading the discussion on that week’s readings.

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you believe you have a disability requiring an accommodation, please contact Disability Services, Student Services @ White Creek, telephone 845-1637. For additional information visit http://disability.tamu.edu.

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COURSE SCHEDULE AND READING ASSIGNMENTS

Week 1: Introduction and Demographics


Aging Texas Well website http://www.dads.state.tx.us/services/agingtexaswell/

Week 2: Biology of Aging

Week 3: Psychology of Aging


Week 4: Social Theories of Aging


Week 5: Social Interaction/Isolation and Intergenerational Interaction


Week 6-7: Diversity


**Midterm Exam, October 15th**

**Week 8: Family Relationships**


**Week 9: Health**


Rieker, Patricia P. 2005. “Rethinking Gender Differences in Health: Why We Need to Integrate Social and Biological Perspectives.” *Journals of Gerontology* 60B: 40-7.

**Week 10: Religion**


**Week 11: Economics**


**Week 12: Care Arrangements and Housing**


**Week 13: Social Policy and Politics**


**Week 14: Death and Dying**


**Research Proposal Due:** December 8

**Final Exam:** Wednesday, December 16th, 8:00-10:00 am.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Sociology
3. Course prefix, number and complete title of course: SOCI 324: Social Change
4. Catalog course description (not to exceed 50 words):
   Survey of major changes in American and Western society, the forces underlying change and tensions caused by social change.

5. Prerequisite(s):
   Junior or Senior Classification or Approval of Instructor
   Cross-listed with: ____________________________
   Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

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

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

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

9. How will this course be graded? [X] Grade  [ ] S/U  [ ] P/F (CLMB)

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

   B.A. & B.S. in Sociology, General Academics

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

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

13. Prefix | Course # | Title (excluding punctuation) | Lect | Lab | Other | SCI | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
  ------ | ------- | ---------------------------- | ---- | --- | ----- | --- | ---------------- | ----------- | ---------- | --------- |
  SOCI  | 324     | SOCIAL CHANGE                | 3.00 | 0.00| 0.00  | 3.00| 451101.01       | 2590        | 16         | 17        |

   Approval recommended by: ____________________________

   Jane Sell
   Department Head or Program Chair (Type Name & Sign) Date 9-12-15

   Steven M. Oberhelman
   Chair, College Review Committee Date 10-19-15

   Pamela R. Matthews
   Dean of College Date 10-20-15

   Submitted to Coordinating Board by:

   Chair, GC or UCC: ____________________________ Date: ____________________________

   Submitted to Curricular Services: ____________________________ Effective Date: 10-23-15

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Dr. Heili Pals  
E-mail: hpals@tamu.edu  
Office Hours: Th 11am – noon  
or by appointment  
Office: 325B Academic Building

Course Description:  
Survey of major changes in American and Western society, the forces underlying changes and tensions caused by social change.

The questions we try to answer in this course:  
• What is social change?  
• What causes social change?  
• What are the consequences of social change?  

We focus on different social changes, such as demographic change, cultural change, social movements and collective action, transitional societies, and changes due to technological advances. The course will focus both on changes in the US and elsewhere: you will get a chance to think about social change both in local and in global terms.

Learning Outcomes  
The objective is to become:  
• familiar with different sociological perspectives of social change,  
• able to recognize the diversity of social changes in the society,  
• to understand the social change that has taken place in US society during the past century,  
• able to critically analyze social change in the historical context,  
• aware of data and information sources about social change and be able to use these in your own analyses.

Prerequisites: Junior or Senior Classification or Approval of Instructor  
Students enrolled in this course will be required:  
• to use the Internet to find and retrieve demographic and other relevant information and to download occasional articles related to social change.  
• to use a spreadsheet program (e.g., Excel) to prepare tables and graphs of change data. I will give you a brief introduction to Excel, but prior experience with Excel or another spreadsheet program will be helpful.
Main Texts:
- Throughout the course, additional articles, publications, and web sources will be posted under each module.

Requirements and Evaluation:
1. Intro to your country. Due by the end of Module 1 (6% of final grade).
2. Expert Panel Submission (23% of final grade). In Module 0 you are required to sign up to appear on the expert panel once during the semester. While on the expert panel, you have an earlier deadline (Sunday after opening the module) to submit your expert panel work. What are you required to do on expert panel? Generally, you are supposed to act as a co-teacher. You will be explaining the main concepts and giving examples (other than the textbook examples) using your own country for each concept. The more specific requirements for each expert panel will be distributed in the beginning of each module. As an expert on expert panel, your work will be publically graded (i.e., other students will evaluate how well you performed as an expert. Your final grade for the expert panel will be determined as a combination of student evaluation and professor's evaluation.
3. Midterm & Final: These are both write-ups about analysis of social change in your country you signed up for. More details for both are distributed later in the course. These both require individual work (no group work allowed). The midterm is due on March 1 at 5pm; the Final is due on April 26 at 5pm. Both midterm and final are 23% of your final grade.
4. Quizzes: Each Module in the course ends with a short online quiz (7 total), each worth 2% of your final grade. These quizzes are multiple choice; conducted online on class website.
5. Reading and evaluating expert panel presentation: Each module you are asked to rate at least 5 expert panel submissions and submit the Expert Panel Evaluation Report where you justify your rating. Expert panel evaluation report is worth a total of 6% of your final grade (1% for each module).
6. Participation in discussions: worth 5% of your final grade.

Basis for final grade:

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<thead>
<tr>
<th>Assessment</th>
<th>Percent of Final Grade</th>
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<tbody>
<tr>
<td>Intro to your selected country</td>
<td>6%</td>
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<tr>
<td>Expert panel (once during semester)</td>
<td>23%</td>
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<tr>
<td>Midterm</td>
<td>23%</td>
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<tr>
<td>Final</td>
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<td>Quizzes (7 total) – 2% each</td>
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<tr>
<td>Reading and evaluating Expert Panel submissions</td>
<td>6%</td>
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<tr>
<td>Participation in discussions</td>
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100%
Grading Scale (%)

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Grading Policies
Incompletes are given only when emergencies occur late in the semester, such as serious illness of the student, or death in the immediate family. Students must provide detailed documentation of such an emergency. Incompletes are not given to students who are doing poorly and ask for more time or a “second chance,” nor are they given to students who wait until late in the semester to discuss with me issues that have impacted their performance.

Make up exams will only be provided to students with university excused absences as defined at: http://student-rules.tamu.edu/rule07, or due to illness with a signed note from a medical doctor.

There are no make-ups for the quizzes in this course for un-excused absences (since you have more than one day to take the quiz). Country introduction, midterm, final, and the expert panel work turned in late will be assessed a penalty: half a letter grade for each day late.

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System.

For additional information please visit: http://aggiehonor.tamu.edu/.
In this course we utilize turnitin.com, an automated system which instructors can use to quickly and easily compare each student's assignment with billions of web sites, as well as an enormous database of student papers that grows with each submission. For a more detailed look at this process, visit [http://www.turnitin.com](http://www.turnitin.com).

**Warnings**

(included as recommended by the Faculty Senate’s Executive Committee):

1) The handouts used in this course are copyrighted. “Handouts” includes all materials generated for this class, which include, but are not limited to, syllabi, exams, computer printouts, in-class materials, sample tests, assignments, slides, etc. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. This course may also contain additional copyright protected materials such as audio or video clips, images, text materials, etc. These items are being used with regard to the Fair Use doctrine in order to enhance the learning environment. Please do not copy, duplicate, download or distribute these items. The use of these materials is strictly reserved for this online classroom environment and your use only. All copyright materials are credited to the copyright holder.

2) 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 you own, even if you have the permission of that person. Plagiarism . . . destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest edition of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

**Topic and Assignment Schedule (Tentative):**

The course consists of six modules (+ Module 0). When you are on the expert panel (once during the semester) note the deadline for the expert panel. I strongly suggest starting with assignments early as many of them require a lot of work. The quizzes and expert panel evaluation reports are always due by the time module closes (Friday, 5pm). Also, you are expected to participate in discussions on the materials presented (see instructions on this under each module). The following timeline is approximate and subject to change. Detailed instructions on what to read and watch are given in each module under Course Content site (it is likely you'll be asked to watch at least one movie or clip in each module).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 19th</td>
<td><strong>Course opens; Read Module 0</strong></td>
<td>Syllabus</td>
</tr>
<tr>
<td>Jan 22nd, 5pm</td>
<td>Assignments:</td>
<td>Class protocols</td>
</tr>
<tr>
<td></td>
<td>• Select your country</td>
<td>Class intro (video)</td>
</tr>
</tbody>
</table>
| WK 1 | • Sign up for expert panel  
• Read, rate, and submit an evaluation report on the example expert panel entry  
• Take the quiz  
• Module closes at 5pm on Jan 22nd | Professor intro (video)  
Help materials  
Chapter 1 |
|---|---|---|
| Jan 25th – Feb 5th, 5pm | **Module 1: Theoretical perspectives**  
Assignments:  
• Expert panel (deadline: midnight, Jan 31)  
• Submit your intro to your country  
• Read, rate, and submit an evaluation report on at least 5 expert panel submissions  
• Take the quiz  
• Module closes at 5pm on Feb 5th | Textbook:  
• Ch 2  
• Ch 3  
• Ch 12  
Additional reading |
| WK 2-3 | | |
| Feb 8th – Feb 19th, 5pm | **Module 2: Demographic change**  
Assignments:  
• Expert panel (deadline: midnight Feb 14)  
• Read, rate, and submit an evaluation report on at least 5 expert panel submissions  
• Take the quiz  
• Module closes at 5pm on Feb 19th | Textbook:  
• Ch 5  
• Ch 13  
Additional reading |
| WK 4-5 | | |
| Feb 22nd – Mar 4th, 5pm | **Module 3: Culture & structure**  
Assignments:  
• Expert panel (deadline: midnight Feb 28)  
• Read, rate, and submit an evaluation report on at least 5 expert panel submissions  
• Take the quiz  
• Module closes at 5pm on Mar 4th | Textbook:  
• Ch 4  
• Ch 6  
Additional reading |
| WK 6-7 | | |
| Mar 11th | **Midterm Essay due** | |
| WK 8 | | |
| Mar 14th - Mar 18th | **Spring Break** | |
| Mar 21st - Apr 1st, 5pm | **Module 4: Technology**  
Assignments:  
• Expert panel (deadline: midnight March 27)  
• Read, rate, and submit an evaluation report on at least 5 expert panel submissions  
• Take the quiz | Textbook:  
• Ch 10  
Additional reading |
<table>
<thead>
<tr>
<th>Date</th>
<th>Module</th>
<th>Assignments</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 4th - Apr 15th</td>
<td>Module 5: Social movements</td>
<td>• Expert panel (deadline: midnight April 10)</td>
<td>• Ch 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read, rate, and submit an evaluation report on at least 5 expert panel</td>
<td>• Ch 8</td>
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<tr>
<td></td>
<td></td>
<td>submissions</td>
<td>• Ch 9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take the quiz</td>
<td>Doug McAdam</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Module closes at 5pm on April 15th</td>
<td>Social psychology</td>
</tr>
<tr>
<td>Apr 18th - Apr 29th</td>
<td>Module 6: Planned change</td>
<td>• Expert panel (deadline: midnight April 24)</td>
<td>• Ch 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Read, rate, and submit an evaluation report on at least 5 expert panel</td>
<td>• Ch 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td>submissions</td>
<td>• Epilogue</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Take the quiz</td>
<td>Additional reading</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Module closes at 5pm on April 29th</td>
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</tr>
<tr>
<td>May 3rd</td>
<td>Final Essay Due</td>
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</tr>
</tbody>
</table>

**Final Notes:** This syllabus may be modified at the discretion of the instructor. Changes will be discussed via eCampus site.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type:  
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (D.O., M.D., J.D., Pharm.D., D.V.M.)

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

3. Course prefix, number and complete title of course:  
   SOCI 338: Latino Immigration

4. Catalog course description (not to exceed 50 words):  
   Theoretical and empirical examinations of the causes, processes, and impacts of Latin American immigration to the U.S.; Latino/a immigrant experience in the U.S.; effects of immigration on sending and receiving communities

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

6. Is this a variable credit course?  
   ☑ No

7. Is this a repeatable course?  
   ☑ No

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

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

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

   B.A. & B.S. in Sociology, General Academics

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

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

13. Prefix  Course #  Title (excluding punctuation)
   SOCI  338  Latino Immigration

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0 0 3 6 3 2</td>
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</table>

   Approval recommended by:  
   Jane Sell
   Department Head or Program Chair (Type Name & Sign) Date
   0-12-15

   Department Head or Program Chair (Type Name & Sign) Date
   (if cross-listed course)
   Steven M. Oberheim
   Chair, College Review Committee Date
   10-19-15
   Pamelia Matthews
   Dean of College Date
   10-20-15

   Submitted to Coordinating Board by:  
   Chair, GC or UCC Date
   03-25-15

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 07/14
Latino Immigration
SOCI 338

Instructor: Dr. Nancy Plankey---Videla
Office: 429B Academic Building
Phone: (979) 845---5483
Email: plankeyvidela@tamu.edu
Office Hours: Tuesdays 1:30 ---3:00 p.m. and by appointment and Google hangouts

PREREQUISITES: Junior or senior classification, or approval of instructor

COURSE DESCRIPTION & OBJECTIVES:
Theoretical and empirical examinations of the causes, processes, and impacts of Latin American immigration to the U.S.; Latino/a immigrant experience in the U.S.; effects of immigration on sending and receiving communities.

“We are a nation of immigrants” is a common phrase used to describe the U.S. But what does that mean? This course will examine migration primarily through the case of the U.S. by scrutinizing the way immigration policy developed historically to include and exclude specific racial and ethnic groups at different points in time. The course is designed to provide theoretical and empirical background to understand current debates on immigration, which have focused almost exclusively on Latin American migration. Thus, we will examine theories, patterns, causes, and effects of authorized and unauthorized migration to the U.S. with a focus on Latin America. Comparative studies of immigration in Europe, Africa, and Asia will be used to gain a clearer understanding of immigration.

By the end of this course you should be able to:

➢➢ Explain the history of immigration policy in the U.S.
➢➢ Describe patterns of migration to the U.S. from Latin America
➢➢ Marshall evidence to coherently debate the contemporary causes and consequences of authorized and unauthorized migration to the U.S.

COURSE FORMAT:
I believe learning is a shared experience. The course will combine lecture, discussion and small group dynamics. To this end, I expect you to participate in class by being prepared to discuss readings, asking and answering questions, breaking into small groups for discussion and partaking in different group activities.

We meet twice a week and each meeting will combine lecture and discussion of topics covered in the readings. We will also watch several films related to the course material. Discussion is key to understanding the course material. Attendance and participation will be graded.

REQUIREMENTS AND EXPECTATIONS:
I expect students to attend class, do the assigned reading, and participate in class discussions. Your final grade will be based on exams, two written assignment, and attendance/participation.

COURSE MATERIALS:
We will read a combination of articles and books in this course. The selected chapters and articles will be available online through http://ecampus.tamu.edu/. Books are available through the MSC Barnes & Noble bookstore, though you are welcome to buy them elsewhere used or in eBook form. The books are also on reserve at Evans Library and are available electronically through the library system. A schedule of readings can be found at the end of the syllabus. This syllabus contains all the due dates for assignments and readings and will be followed closely, although I reserve the right to change it under special circumstances.
Required Books

BOTH BOOKS ARE ELETRONICALLY AVAILABLE THROUGH THE TAMU LIBRARY


COURSE GRAADING:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Grade (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral History</td>
<td>25%</td>
</tr>
<tr>
<td>First Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Second Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>20%</td>
</tr>
<tr>
<td>Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance</td>
<td>5%</td>
</tr>
</tbody>
</table>

GRADING SCALE:

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

Oral History Assignment – 25% of grade

There will be one essay assignment that will help you put into practice what we learn in class through lectures, films, and activities. The essay assignment will be an oral history exercise. Handouts will be passed out in class and further explained. In brief, you will interview ONE migrant to explore themes examined in class. The assignment will consist in taping, with the person’s consent, the interview; then transcribing and analyzing the interview to examine the reasons and process of migration, the barriers and opportunity in country of reception, and the ties with country of origin.

A transcription of interview is due October 8 (worth 5% of grade)

A hard copy of the oral history analysis is due [date] (worth 20% of grade) at the beginning of class (5 pages, typed, double--spaced, 12--font Times New Roman or Calibri, 1 inch margins). Submit the paper to TurnItIn on eCampus.

Due dates:

- Transcription: [date]
- Oral History Analysis: [date]

Grading Rubric for Oral History Analysis:

- A = Excellent analysis demonstrating an outstanding grounding in all course material
- B = Above average analysis but missing some key points
- C = Limited analysis, seriously lacking major points
- D = Below average
- F = Failure to produce even a below average essay

Late papers will not be accepted, except in the case of DOCUMENTED, UNIVERSITY---EXCUSED ABSENCES (see student rules http://student-rules.tamu.edu/rule07). If you do not turn in an assignment, you must contact me by email WITHIN 24 HOURS of missing the deadline or you will receive a grade of zero. Late assignments will be docked 10 points per class. Paper assignments must be well written. I will grade for style, grammar, and content. I strongly suggest you visit the writing center (http://writingcenter.tamu.edu) to receive feedback on how to improve your writing.
Plagiarism will not be tolerated. You may not use someone else’s written words without citing them. If you are not sure if you should cite an author, cite it. If you plagiarize, you will receive a grade of zero. All assignments will need to be turn into TurnItIn on the eCampus website as well as in hardcopy on the day they are due.

Three Exams – 60% of grade
There will be three non-cumulative exams in this course. The first two are in-class exams consisting of short identification and multiple-choice. The third will take place at the time scheduled for the final exam, [date]. All exams will be based on lectures, readings, and discussions. Since the course is organized around two books and articles, you CANNOT earn a good grade in this class without doing the reading.

There will be no make-up exams unless previously arranged with the professor or in the case of a University approved and documented excuse (see student rules http://student--rules.tamu.edu/rule07). Make-up exams will be closed book essay exams.

| Exam 1 | [date] |
| Exam 2 | [date] |
| Exam 3 | [date] |

CLASS PARTICIPATION – 10% of grade
You are responsible for your own learning but your actions affect the entire class. Active participation in class discussion is vital to the shared learning experience. For this to work, everyone must come prepared to class, having done the readings and come prepared to discuss the week’s readings in depth. During each lecture students will be quizzed on course material, especially on the day’s readings.

Active participation is premised on respect. Being prepared for class, listening attentively, challenging ideas and not individuals—are all markers of respect in a community of learning. Thus I expect everyone to attend class and value each other’s ideas.

Two percent of the participation grade will be a reflection piece on one of two films on immigrant labor you will watch by [date]. The films will be available on mediamatrix. Write 3 page (typed, double-spaced, 12--font Times New Roman or Calibri, 1 inch margins) reflection on the following questions: What theory of migration best captures the points made by the documentary? What are the barriers and opportunities experienced by the individuals discussed? What immigration reform would you propose that responds to the needs of both employers and workers? Submit essay via TurnItIn by XXXXX.

ATTENDANCE – 5% of grade
Attendance is required. It is an important element of creating a community of learning. Let me warn you that it is almost impossible to pass the course if you miss many classes. I will be taking attendance every class through the seating chart; it is your responsibility to make sure I marked you present if you arrive late. I will begin to subtract grade points after two university unexcused absences. You will be permitted to miss two classes. After that your grade will be docked for each unexcused absence. For more information on what is considered a university excused absence, go to http://student--rules.tamu.edu/rule07.

Lectures and discussion on the readings will not be posted. It is your responsibility to obtain notes from a classmate if you are absent. Once you have obtained notes, I am glad to meet with you during office hours or an alternate time if you can make it to office hours to discuss any questions you have on lecture. Lastly, please come to class on time and do not leave early out of respect for your fellow students and myself. All cell phones should be turned off.
EXTRA CREDIT
Students have the option of attending talks around campus approved by the professor or watch a pre-approved documentary on mediamatrix. To earn one point of extra credit added to the final grade you must attend an event/watch documentary and write a two--page critical reflection essay summarizing the main points and making connections with larger sociological issues discussed in class. This means that if a student earns a final grade of 89, the extra credit will bump the student to an A.

A NOTE ON ACADEMIC DISHONESTY
As members of a community of learning, it is imperative that all students be aware of and abides by the rules of academic integrity. They can be downloaded at http://student---rules.tamu.edu/rule20.htm. Furthermore, as of September 1, 2004 the Aggie Honor Code will be effect (www.tamu.edu/aggiehonor). In short, they state that students and faculty will refuse to participate in or tolerate plagiarism, cheating or falsification of information. Knowledge is built upon the work of others—that work must be recognized appropriately. If you use an idea, paraphrased sentences or words of another person(s) you must cite them. When in doubt, cite the work. It is preferable to over--cite than to take credit for someone else’s work.

The handouts in the course are copyrighted. Handouts include all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in---class 4materials, power points, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I grant permission. Classes CANNOT BE AUDIO TAPED without my express permission.

Plagiarism and other forms of academic dishonesty will not be tolerated. Suspected cases will be sent to the Aggie Honor System Office where an investigation will proceed. The consequences of academic dishonesty range from grade sanctions to expulsion from the University. This is a very serious matter. See the website for the Honor Code: http://aggiehonor.tamu.edu

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

A NOTE ON DISABILITY
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Class Readings/Assignments

Week 1: Thinking and Studying Immigration
   http://www.migrationpolicy.org/article/frequently---requested---statistics---immigrants---and---immigration---united---states
Week 2: Social and Economic Theories of Migration


Week 3: The Socio-legal Construction of “Illegal Aliens”


Week 4: The Aftermath of 1965 Immigration Policy


Week 5---8


Weeks 9: U.S. Foreign Policy and Migration from Central America and Caribbean


Weeks 10: Debating Assimilation and Segmented Assimilation

  http://www.migrationinformation.org/Feature/display.cfm?ID=442

Week 11: Political Incorporation and Exclusion


Week 12---14: Illegality and Political Activism: Families, Students, and Workers


FINAL EXAM
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic – SOCI 338</th>
<th>Reading Assignment by Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>T: Introduction to Course</td>
<td>Zong and Batalova link</td>
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<tr>
<td></td>
<td>Th: Thinking and Studying Immigration</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>T &amp; Th: Social and Economic Theories of Migration</td>
<td>EC: Castles, Hass &amp; Miller, Chapters 1---2</td>
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<td></td>
<td></td>
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<tr>
<td>Week 3</td>
<td>T: Constructing Citizens: 1924 Immigration Act</td>
<td>EC: Ngai, 1999</td>
</tr>
<tr>
<td>Week 4</td>
<td>T and Th: The Unintended Consequences of 1965</td>
<td>EC: Massey &amp; Pren</td>
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<td></td>
<td>Immigration Policy; discuss Oral History Project</td>
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<tr>
<td>Week 5</td>
<td>T: EXAM 1</td>
<td>Hernández---León, Chapters 1</td>
</tr>
<tr>
<td></td>
<td>Th: Migration in the Americas and Understandings of Race</td>
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<tr>
<td>Week 6</td>
<td>T: Mexican Migration to the U.S.</td>
<td>Hernández---León, Chapters 2---3</td>
</tr>
<tr>
<td></td>
<td>Th: Film: <em>Harvest of Loneliness</em></td>
<td><strong>TRANSCRIPTION DUE</strong></td>
</tr>
<tr>
<td>Week 7</td>
<td>T: Continued Migration and New Destinations</td>
<td>Hernández---León, Chapters 4---5</td>
</tr>
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<td></td>
<td>Th: Remittances and Transnationalism</td>
<td></td>
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<tr>
<td>Week 8</td>
<td>T: The Monterrey---Houston Connection</td>
<td>Hernández---León, Chapter 6</td>
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<td>Th: EXAM 2</td>
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<td>Week 9</td>
<td>T: Film: <em>Harvest of Empire</em></td>
<td>EC: García</td>
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<td>Th: US Foreign Policy and Migration from Central America and Caribbean</td>
<td>EC: Menjívar and Abrego</td>
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<tr>
<td>Week 10</td>
<td>T &amp; Th: Debating Assimilation, Segmented Assimilation and Mobility</td>
<td>EC: Brown and Bean</td>
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<td>Week 11</td>
<td>T: From Immigrants to Ethnic: Political Incorporation</td>
<td>EC: Bloemraad</td>
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<tr>
<td></td>
<td>Th: Constructions of Illegality: Deportation and Detention</td>
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<tr>
<td>Week 12</td>
<td>T: Mixed Status Families Living in Limbo</td>
<td>Gleeson, Chapters 1---2</td>
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<td></td>
<td>Th: Undocumented Students and Political Activism</td>
<td><strong>ORAL HISTORY ANALYSIS DUE</strong></td>
</tr>
<tr>
<td>Week 13</td>
<td>T: Films: <em>Food Chain</em> and H2 Worker* on mediamatrix</td>
<td>Gleeson, Chapters 3---4</td>
</tr>
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<td></td>
<td>Th: Thanksgiving – no class</td>
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<tr>
<td>Week 14</td>
<td>T: Building Immigrant Power along the Food Chain</td>
<td><strong>FILM REFLECTION</strong></td>
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<td></td>
<td>Th: Making Worker Rights Work</td>
<td>Gleeson, Chapters 5---6</td>
</tr>
<tr>
<td></td>
<td>T: Reflections</td>
<td></td>
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<td></td>
<td>FINAL EXAM</td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Sociology
3. Course prefix, number and complete title of course: SOCI 408: Death and Dying
4. Catalog course description (not to exceed 50 words):
Exploration of interdisciplinary social issues surrounding death and dying: the interactions among professionals, families, and dying individuals; the development and functioning of death norms and institutions (e.g., hospitals, funeral homes, hospice, capital punishment); the critical analysis of social/cultural inequalities affecting when and how we die.

5. Prerequisite(s):
Junior or Senior classification or approval of instructor
6. Is this a variable credit course? □ Yes □ No If yes, from ______ to ______
7. Is this a repeatable course? □ Yes □ No If this course may be taken ______ times.
Will this course be repeatable within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. How will this course be graded? □ Grade □ S/U □ P/F (CLAD)
10. This course will be:
a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
B.A. & B.S. in SOCI, General Academics
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation) Admin. Unit Acad. Year FICE Code

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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</thead>
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<tr>
<td>SOCI</td>
<td>408</td>
<td>DEATH AND Dying</td>
<td>3.00</td>
<td>45.1101.01</td>
<td>2590</td>
<td>16 - 17</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Jane Sell, Department Head or Program Chair (Type Name & Sign) Date

Steven M. Oberhelman, Chair, College Review Committee Date

Pamela R. Matthews, Dean of College Date

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

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
Instructor: Tim Woods, Ph.D.
Email: twoods@tamu.edu
Telephone: 979-458-2746
Office: Academic Building, 305c

Course descriptions: Exploration of interdisciplinary social issues surrounding death and dying: the interactions among professionals, families, and dying individuals; the development and functioning of death norms and institutions (e.g., hospitals, funeral homes, hospice, capital punishment); the critical analysis of social/cultural inequalities affecting when and how we die.

Learning Outcomes: By the end of this course students should be able to:

♦ Describe normative social interactions among professionals, families, and dying individuals.
♦ Identify and compare/contrast theoretical models/perspectives of the dying process.
♦ Identify important social/cultural differences surrounding death and dying and describe how social/cultural differences affect the dying process in American society and the world.
♦ Identify historical and contemporary institutions involved in the dying process and explain their impact on the dying process.

Prerequisites: Junior or Senior classification or approval of instructor.

Course Materials:

Required:


Supplemental readings online via TAMU library.
Course Requirements:

Course grades will be based on two exams, two assignments, and class participation.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>50%</td>
</tr>
<tr>
<td>Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>In-class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Course letter grades will be based on the following percentages.

<table>
<thead>
<tr>
<th>Letter</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
</tr>
<tr>
<td>D</td>
<td>60-69%</td>
</tr>
<tr>
<td>F</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**Exams (50%)**: There will be two equally-weighted exams. Exams will include material from the lectures, assigned readings, and class discussion. You will be examined on material in the readings that are not covered in the lectures and on material covered in the lectures that are not in the readings.

**Assignments**: There will be two assignments.

1. **StoryCorps Interview (10%)**. A 3-5 minute (edited) audio-recorded interview of an ADULT family member about the death of someone close to that person. Information should include all the details discussed in the course concerning the social context and interactions with others during the dying process. See StoryCorps Interview instruction sheet posted on Ecampus and listen to examples of interviews about death as posted at StorCorps.org (Due March 25)

2. **A research proposal (30%)**. Students should identify a topic of personal interest related to the social scientific study of death and dying. They will then conduct a review of professional literature on this topic, including a description of the theories and methods used in the research and the empirical findings to date on the issue. Students should then propose a specific problem or contradiction or issue related to, but not answered by, their literature review. Students will identify one social scientific theory or model they would use to understand their proposed research question and explain how the theory can be used to elucidate the research question. Lastly, students will describe in detail the method and data-gathering technique they would use to carry out their research. The more detailed and developed the proposal, the better the grade. Note: You are not actually completing the research, but instead, only proposing a credible and consistent theory and method that could be used to research the sociological question you have developed. 10 pages maximum. (Due May 5).

**In-Class Participation (10%)**: Students are expected to come to every class having read the material and being prepared to actively engage in the class. Many course periods will include active engagement exercises. During the second week of class, students will sign up to be a discussion facilitator for one topic during the semester. For one class period on that topic (usually a Wednesday), you will be responsible for leading the discussion on that weeks’ readings.
Make-up Policy: If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade. 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/rule/7). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/sponsauth/index.
2) Death or major illness in a student’s immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student’s presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days: Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1).
   b) Injury or illness of less than three class days: Student will provide, within one week of the last date of the absence, a 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.

Drop Policy: If you wish to withdraw from this course, you are required to fill out and return the necessary forms at the Texas A&M Office of the Registrar. The Registrar’s Office has a published deadline for which the form must be signed and returned. Should you miss the deadline or fail to follow the Record’s Office procedures, you will receive a grade in the course.

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

Academic Integrity Statement and Policy: “An Aggie does not lie, cheat or steal, or tolerate those who do.”

The student code of conduct operates implicitly in everything you do in this course. If you cheat during an exam or plagiarize work (published or unpublished), you will receive an “F” in the course and the case will be submitted to the Aggie Honor System Office. Students are responsible for being familiar with the Aggie Honor Code Rules and Policies at http://aggiehonor.tamu.edu

Attendance Policy: You are expected to arrive to class early and be prepared to start class on time, every time. “The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and
unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)." Course material (notes, etc.) missed during an absence should be acquired from another student. Once you have acquired and reviewed the notes from the class that you missed, you are encouraged to visit with a teaching assistant or the instructor about any questions you may have concerning the notes or other material.

**Classroom Expectation:** You are expected to behave as a respectful member of a learning community. Any student engaged in disruptive or disrespectful behavior will be asked to leave the classroom for the remainder of the class period and, if warranted, will be reported to the Dean of Student Life and the Student Conduct Office.

### COURSE SCHEDULE AND READING ASSIGNMENTS

<table>
<thead>
<tr>
<th>Week</th>
<th>TOPIC/READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introduction to the Sociology of Death and Dying</td>
</tr>
<tr>
<td></td>
<td>Fontana and Keene, Chapter 1</td>
</tr>
<tr>
<td></td>
<td>Preface and Introduction in Kulber-Ross <em>Death, The Final Stage of Growth.</em></td>
</tr>
<tr>
<td>Week 2</td>
<td>Socialization</td>
</tr>
<tr>
<td></td>
<td>Fontana and Keene, Chapter 8</td>
</tr>
<tr>
<td></td>
<td>Chapter 6 in Kulber-Ross <em>Death, The Final Stage of Growth.</em></td>
</tr>
<tr>
<td>Week 3</td>
<td>Demography and History of Death,</td>
</tr>
<tr>
<td></td>
<td>Fontana and Keene, Chapter 2</td>
</tr>
</tbody>
</table>

Week 4 Culture and Death

Fontana and Keene, Chapter 2

Chapter 3 in Kulber-Ross *Death, The Final Stage of Growth.*

Mittman, Gregg. 2014. “Ebola in a Stew of Fear.” New England Journal of Medicine, September.17:


Week 5 How We Die, Physiology and Behavior of Dying.

Fontana and Keene, Chapters 4

Nuland, *How We Die.* (Chapters available Google Books:

http://books.google.com/books/about/How_we_die.html?id=ffj03ghdnqwC)

Week 6 Institutions and Medical Care

Fontana and Keene, Chapters 3


Week 7 Institutions and Social Interactions (continued)


Week 8 Hospice

Fontana and Keene, Chapter 3

Erikson, How We Die Now, Chapters (online TAMU library)

March 5, Midterm Exam

MARCH 16-20 SPRING BREAK, NO CLASSES

Week 9 Funerals and Body Disposition

Fontana and Keene, Chapter 5

Chapter 4 “Funerals” in Kulber-Ross Death, The Final Stage of Growth.


March 25th, StoryCorps Interview Due

Week 10 Survivors, Loss, and Grief

Fontana and Keene, Chapter 8 and 9

Kulber-Ross Death, The Final Stage of Growth Chapter 4.

Week 11 Suicide


QPR Training.

Week 12 War and Traumatic Death

Fontana and Keene, Chapter 7

Week 13  Inequality and Death

Therborn, The Killing Fields of Inequality.

Chapter 5 “Sickness, Death and a Good Ending” in Farha, Ghannam. 2013. Live and Die Like a Man: Gender Dynamis in Urban Egypt. Stanford University Press. (online TAMU library)

Week 14  Inequality and Death (continued): Capital Punishment

Sarat, Austin. 2014. Gruesome Spectacles: Botched Executions and America’s Death Penalty. Palo Alto: Standford Law Books. Chapter 1 only (online TAMU library)


May 5, Last Day of Class, Research Proposals Due in Final Form

Final Exam, Tuesday, May 10th 1:00-3:00 pm.
Form Instructions

1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: UGST 211 UScholar Personal Statement

4. Catalog course description (not to exceed 50 words): Oral and written reflection on values, goals, and opportunities. Preparation of personal statement appropriate for nationally competitive scholarship application.

5. Prerequisite(s): University Scholar Status

Cross-listed with: ____________________________

Stacked with: ____________________________

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

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

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

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

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

10. How will this course be graded? [ ] Grade  [ ] O/U  [ ] P/F (CLMD)

11. This course will be:

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

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

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

13. Prefix | Course # | Title (excluding punctuation) | Uscholar Personal Statement

   UGST 211 UScholar Personal Statement

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

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
UGST 211: UScholar Personal Statement
Location: Henderson 103
Term: Fall 2016
Time: TBD

Course Description & Prerequisites
The UScholar Personal Statement seminar is a one-credit-hour course offered exclusively to students participating in the University Scholars program. It is required for students in their first semester of the University Scholars Program (typically first semester of sophomore year).

This course consists of oral and written reflection on values, goals, and opportunities. You will examine your strengths and weaknesses in order to increase your self-awareness and to develop a sense of purpose for your undergraduate career. You will prepare a personal statement, similar to a statement that would be submitted for applications to nationally competitive scholarships or graduate schools, that articulates your values and goals.

Learning Outcomes
Students who complete this seminar will be able to...
- Conceive a “personal mission,” or sense of self and purpose;
- Consciously examine their personal values and their origins;
- Develop a method by which they can articulate and then evaluate their personal goals;
- Identify resources necessary to successfully navigate college and related opportunities;
- Craft a personal statement, as would be used in the application to graduate or professional school, internship programs, or competitive fellowships.

Instructor Information
Dr. Sumana Datta
Office: 213 Henderson Hall
Phone: 845-1957
Email: sumad@tamu.edu
Office hours: By appointment

Adelia Humme
Office: 202 Henderson Hall
Phone: 845-5910
Email: arhumme@exchange.tamu.edu
Office hours: Tuesday, 10:15-11:45 a.m., 2:00-3:30 p.m.; Thursday 9:30-11:45 a.m., 2:00-4:15 p.m.
Required Textbook or Resource Materials
There is no textbook for this course. Throughout the semester, you will be provided with videos and readings by email. Near the end of the semester, your weekly reading will be your classmates’ personal statements.

Attendance and Make-up Policies
Since the course meetings will primarily focus on group discussion, you are expected to diligently attend and participate in class. University-excused absences are allowed; please notify your instructor as soon as possible about your absence, in accordance with the policies outlined in Student Rule 7 (http://student-rules.tamu.edu/rule07). More than 2 unexcused absences during the semester will result in the loss of 1 participation point per absence (see grading policies below). If you miss class for an unexcused absence, you are still expected to submit on time any assignment due that day. If your absence is excused, you have a one-week extension to submit an assignment that was due on the day of your absence.

Confidentiality
The nature of this class is highly personal. You and your classmates will discuss topics of deep importance to your beliefs, including – but not limited to – moral, religious, and political values. Treating your classmates and instructor with respect, both in your words and in your willingness to listen, is essential to a supportive classroom environment. Additionally, we ask that what you learn about your classmates in this seminar not be shared outside of the classroom.

Grading Policies
This course is graded S/U. The following scale will be used to determine your course grade:
“S,” or satisfactory: 85% or better (85-100 points)
“U,” or unsatisfactory: 0-85% (0-85 points)

Points are weighted as follows:

50% - 5 Written Reflections, 10 points each. Throughout the semester, you will write 5 one- to two-page, typed responses to prompts. Written reflections should be submitted to your instructor via email and are due before the next class meeting. Late submissions will be accepted up to 48 hours after the deadline with a 2-point deduction, after which no credit will be given.

25% - 1 Personal Statement, 25 points. You will write a personal statement, reflecting on your identity, values, and goals. This statement should articulate how you intend to develop yourself throughout college to achieve your goals and/or pursue your values. Your statement should be typed and at least 1,000 words. A late submission will be accepted up to 48 hours after the deadline with a 3-point deduction, after which an additional 5 points will be docked per day late. If you do not submit a personal statement, you will not pass this course, regardless of your point total.

5% - 1 Revised Personal Statement, 5 points. After receiving feedback from your peers in class, you should revise your personal statement based on their suggestions and submit an
updated statement to your instructor via email. A late submission will be accepted up to 48 hours after the deadline, after which no credit will be given.

10% - 10 Partner Discussions, 1 point each. Each week, you will be assigned to meet with another University Scholar outside of class to discuss what you are learning in both of your seminars. All discussions must be complete by the deadline; no late credit will be given.

10% - Participation, 10 points. Your active participation in class discussion is vital to the success of this course. Please ask thought-provoking questions, offer substantial and constructive feedback on your peers' writing, and articulate your ideas clearly. You are allowed 2 unexcused absences without penalty, after which each unexcused absence deducts 1 point from your participation grade.

Academic Integrity
Since the content generated in this class will be intensely personal, plagiarizing someone else or cheating in any way is illogical and deprives you of the growth you should experience in this course. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writing, 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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Academic Misconduct."

The Aggie Honor Code
An Aggie does not lie, cheat, or steal, nor tolerate those who do.

For additional information please visit: http://aggiehonor.tamu.edu or http://student-rules.tamu.edu/

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, at Student Services at White Creek (on West Campus), or call 845-1637. For additional information visit http://disability.tamu.edu

Course Schedule
Given the incremental "building block" nature of this course, working ahead is not in your best interest, so this schedule is intentionally sparse.

<table>
<thead>
<tr>
<th>Week 1 ~ Kick-off Dinner</th>
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<tbody>
<tr>
<td>• All University Scholars should attend the kick-off dinner to meet their fellow Scholars and review the expectations for the semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 ~ Meet 'n' Greet</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 60-second introductions</td>
</tr>
</tbody>
</table>
- Establish Circle of Trust.
- Over the course of the semester, consider why we ask you these questions.
- HW: **Written Reflection #1** – Write about someone you haven’t met who inspires you. Due before week 3 class meeting.

**Week 3 ~ Inspirational Person**

- Share “inspiring person” essays. Why did you have to pick someone you didn’t know?
- HW: **Written Reflection #2** – Describe two pivotal events in your life – one national/global and one local or personal that people outside of your hometown wouldn’t necessarily know about. Due before week 4 class meeting.

**Week 4 ~ Pivotal Events**

- How did you change as a result of these events?
- HW: Watch behind-the-scenes video about fate vs. free will in *The Adjustment Bureau*. [https://www.youtube.com/watch?v=M0U3HCQM7jk](https://www.youtube.com/watch?v=M0U3HCQM7jk)
- HW: **Written Reflection #3** – To what extent do you feel that you have controlled the course of your life? Due before week 5 class meeting.

**Week 5 ~ Fate vs. Free Will**

- Discussion of how our circumstances dictate certain outcomes in our lives. How does your appearance (beauty) affect your success? Would you believe in your religion if you were not raised in it? Etc.
- HW: **Written Reflection #4** – What do you like the least about yourself? Due before week 6 class meeting.

**Week 6 ~ Being Comfortable with Discomfort**

- Share “like least” essays in a supportive environment, with the purpose of learning that being “not okay” is an acceptable and normal part of life.

**Week 7 ~ Impossible Scenarios**

- Hypothetical multiple-choice questions; life-raft scenario
- HW: **Written Reflection #5** – Write your last lecture, the wisdom or advice that you want to leave behind, from your current age and perspective. Dig deep. Due before week 8 class meeting.

**Week 8 ~ Last Lecture**

- Share highlights from “Last Lecture” essays.
- Why do we all have different pieces of advice? Why do YOU think the way you do?
- HW: **Personal Statement** – Write your 1,000-word personal statement.

**Week 9 ~ Bring a computer or paper and pencil; use this class time to continue writing**
your personal statement.

**Week 10 ~ ALL PERSONAL STATEMENTS DUE VIA EMAIL 24 HOURS BEFORE CLASS MEETING.**

- Read and discuss 3-4 statements. Share constructive feedback.

**Week 11 ~ Continue discussing personal statements.**

- Read and discuss 3-4 statements. Share constructive feedback.

**Week 12 ~ Continue discussing personal statements.**

- Read and discuss 3-4 statements. Share constructive feedback.

**Week 13 ~ REVISED PERSONAL STATEMENT DUE VIA EMAIL BEFORE CLASS MEETING. ALL PARTNER DISCUSSIONS MUST BE COMPLETED BEFORE CLASS MEETING.**

- Discuss how you have grown over the course of this seminar. Have your priorities changed? Do you feel better prepared to capitalize on your strengths? Are you more comfortable with your flaws?
- Learn why you were selected for University Scholars!
### Personal Statement Grading Rubric

*Worth 25% (25 points) of total course grade*

<table>
<thead>
<tr>
<th>Word Count</th>
<th>Depth of Content</th>
<th>Personal Voice</th>
<th>Quality of Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 points: Meets minimum word count of 1,000 words.</td>
<td>10 points: Statement reflects heavy investment in self-examination. Statement draws clear connections between student’s passions, principles, and/or priorities and student’s future plans for academics, career, and/or life.</td>
<td>5 points: Student expresses creativity and strong narrative voice throughout statement. Statement is free of clichéd phrases and broad generalizations.</td>
<td>5 points: Statement is free of grammatical, spelling, and punctuation errors. Varied and engaging sentence structure. Even flow and logical progression of ideas.</td>
</tr>
<tr>
<td>0 points: Statement does not meet minimum word count.</td>
<td>7 points: Statement reflects decent investment in self-examination. Statement draws connections between student’s passions, principles, and/or priorities and student’s future plans for academics, career, and/or life, but these connections are ambiguous.</td>
<td>3 points: Student expresses creativity, and a narrative voice is present throughout the statement. Statement contains some clichéd phrases and/or broad generalizations.</td>
<td>3 points: Statement contains some errors in grammar, punctuation, and/or spelling. Sentence structure is repetitive and/or unsophisticated. Statement would read more naturally or logically if content was rearranged.</td>
</tr>
<tr>
<td></td>
<td>4 points: Statement reflects shallow investment in self-examination. Statement describes student’s passions, principles, and/or priorities but does connect them to future plans. In other words, statement lacks direction.</td>
<td>1 point: Statement is generic and lacks narrative voice. Statement is riddled with clichéd phrases and/or broad generalizations.</td>
<td>1 point: Errors in grammar, punctuation, and/or spelling are excessive and cause confusion. Statement lacks organization of ideas and is difficult to follow.</td>
</tr>
<tr>
<td></td>
<td>1 point: Statement lacks serious consideration of student’s passions, principles, and/or priorities. Student appears to have disregarded personal reflection. No indication of how student’s current interests connect to future plans.</td>
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</table>

| Total possible: 5 | Total possible: 10 | Total possible: 5 | Total Possible: 5 |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

1. Course request type:  
   - Undergraduate  [ ]  
   - Graduate  [ ]  
   - First Professional (DVM, MD, JD, PhD, PharmD)

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

3. Course prefix, number and complete title of course:  
   UGST 311 UScholar Exploration Series

4. Catalog course description (not to exceed 50 words):  
   Selection from a variety of discussion topics designed to foster student-faculty interaction, intellectual and cultural enrichment, inter- and cross-disciplinary connections, and the development of interest and knowledge of issues outside of a student's degree area.

5. Prerequisite(s):  
   Junior or Senior Classification or approval of instructor; Admitted to University Scholar program

6. Is this a variable credit course?  
   - Yes  [ ]  
   - No  [ ]  
   If yes, from _0_ to __1__

7. Is this a repeatable course?  
   - Yes  [ ]  
   - No  [ ]  
   If yes, this course may be taken __6__ times.

8. Will this course be repeated within the same semester?  
   - Yes  [ ]  
   - No  [ ]

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

10. How will this course be graded?  
    - Grade  [ ]  
    - S/U  [ ]  
    - P/R' (CLMD)  [ ]

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

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

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

13. Prefix  |  Course #  | Title (excluding punctuation)  
   UGST  |  311  | USCHOLARS EXPLORATION SERIES

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acct. Year</th>
<th>FICE Code</th>
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</tr>
</tbody>
</table>

Approval recommended by:

[Signature]
[Name]
[Title]
[Date]

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
UGST 311: UScholar Exploration Group  
Location: Henderson Hall 103  

Term: Spring 2016  
Time: TBD

Course Description & Prerequisites
UScholar Exploration Group is a one-credit-hour seminar course for students in the University Scholars program. Students in at least their second semester with the program will enroll in one Exploration Group per semester. The topic of this Exploration Group is Intelligence. We will seek to understand different definitions of intelligence and expand our understanding of intelligence to include, among other traits, athletic ability, military information, and social skills. We will discuss psychology and brain functions with professors and researchers, examine our own attitudes towards unconventional “ways of knowing,” and critique the validity of IQ exams and similar assessments.

Learning Outcomes
Upon completion of this course, students should be able to:
- Demonstrate a working familiarity with several definitions of intelligence;
- Understand the origins, use, and validity of common IQ tests;
- Debate what constitutes intelligence and what criteria should be measured;
- Examine their own ideas about how they evaluate intelligence in others; and
- Connect our discussions of intelligence to their own academic fields and/or career goals.

Instructor Information
Dr. Sumana Datta  
Office: 213 Henderson Hall  
Phone: 845-1957  
Email: sumad@tamu.edu  
Office hours: By appointment

Adelia Humme  
Office: 202 Henderson Hall  
Phone: 845-5910  
Email: arhumme@exchange.tamu.edu  
Office hours: Tuesday, 10:15-11:45 a.m., 2:00-3:30 p.m.; Thursday 9:30-11:45 a.m., 2:00-4:15 p.m.

Required Textbook or Resource Materials
There is no textbook for this course. Throughout the semester, you will be provided with videos and readings by email. Links to the readings and videos can also be found in the schedule on this syllabus.

Attendance and Make-up Policies
Since the course meetings will primarily focus on group discussion, you are expected to diligently attend and participate in class. University-excused absences are allowed; please notify your instructor as soon as possible about your absence, in accordance with the policies outlined in Student Rule 7 (http://student-rules.tamu.edu/rule07). More than 2
unexcused absences during the semester will result in the loss of 1 participation point per absence (see grading policies below). If you miss class for an unexcused absence, you are still expected to submit on time any assignment due that day. If your absence is excused, you have a one-week extension to submit an assignment that was due on the day of your absence.

Grading Policies

This course is graded S/U. The following scale will be used to determine your course grade:

- **“S,”** or satisfactory: 85% or better (85-100 points)
- **“U,”** or unsatisfactory: 0-85% (0-85 points)

Points are weighted as follows:

**20% - Midterm Written Reflection, 20 points.** Select one of the topics discussed in this course and investigate it further, summarizing your findings in a written reflection. Cite credible sources as needed. 1.5-2 pages, typed, double spaced, Times New Roman. Written reflections should be submitted to your instructor via email and are due as indicated on the schedule. Late submissions will be accepted up to 48 hours after the deadline with a 5-point deduction, after which no credit will be given.

**20% - Final Written Reflection, 20 points.** Discuss how you will apply what you have learned in this class to your academic and/or career plans. How can these topics be useful in your studies or professional development? Have you thought about your academic field differently because of one of our class discussions? Cite credible sources as needed. 1.5-2 pages, typed, double spaced, Times New Roman. Written reflections should be submitted to your instructor via email and are due as indicated on the schedule. Late submissions will be accepted up to 48 hours after the deadline with a 5-point deduction, after which no credit will be given.

**50% - 10 Partner Discussions, 5 points each.** Each week, you will be assigned to meet with another University Scholar outside of class to discuss what you are learning in both of your seminars. All discussions must be complete by the deadline; no late credit will be given.

**10% - Participation, 10 points.** Your active participation in class discussion is vital to the success of this course. Please ask thought-provoking questions, offer substantial engagement with your peers’ ideas and opinions, and articulate your ideas clearly. You are allowed 2 unexcused absences without penalty, after which each unexcused absence deducts 1 point from your participation grade.

**Academic Integrity**

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writing, 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. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Academic Misconduct."
The Aggie Honor Code

*An Aggie does not lie, cheat, or steal, nor tolerate those who do.*

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

**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, at Student Services at White Creek (on West Campus), or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu)

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**Course Schedule**

<table>
<thead>
<tr>
<th>Week 1 – Kick-off Dinner</th>
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</thead>
<tbody>
<tr>
<td>- All University Scholars should attend the kick-off dinner to meet their fellow Scholars and welcome new Scholars to the program.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2 – Course Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Review syllabus</td>
</tr>
<tr>
<td>- Group brainstorm: What topics would you like to learn about in this course?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3 – Gardener’s Theory of Multiple Intelligences</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Complete self-assessment of multiple intelligences <a href="http://www-tcall.tamu.edu/research/nso/ls/ls_e.html">http://www-tcall.tamu.edu/research/nso/ls/ls_e.html</a></td>
</tr>
<tr>
<td>- Would you add an additional intelligence? Do you think Gardener’s intelligences have equal merit?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 4 – Plant intelligence</th>
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<tbody>
<tr>
<td>- Given the information in the video, what separates human intelligence from that of plants? What can we do that plants can’t do?</td>
</tr>
<tr>
<td>- Do you agree with Dr. Mancuso’s conclusion that we should design robots based on plants?</td>
</tr>
</tbody>
</table>

**HW:** Each student will be assigned one of the following articles to read and share with the class in our next meeting:


<table>
<thead>
<tr>
<th>Week 5 – Trust in expert opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>- How do we determine whether we trust an “expert”? The expert’s credentials, public consensus, our own opinions?</td>
</tr>
</tbody>
</table>
- Share and discuss the articles you read for homework. How should we approach education and changing people's minds if research indicates that facts alone don't work?

<table>
<thead>
<tr>
<th>HW: Each student will be assigned one of the following articles to read and share with the class in our next meeting:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• <a href="http://www.livescience.com/16748-americans-beliefs-paranormal-infographic.html">http://www.livescience.com/16748-americans-beliefs-paranormal-infographic.html</a></td>
</tr>
<tr>
<td>• <a href="http://www.livescience.com/24479-bodies-predict-the-future.html">http://www.livescience.com/24479-bodies-predict-the-future.html</a></td>
</tr>
<tr>
<td>• <a href="http://news.harvard.edu/gazette/story/2008/01/neuroimaging-fails-to-demonstrate-esp-is-real/">http://news.harvard.edu/gazette/story/2008/01/neuroimaging-fails-to-demonstrate-esp-is-real/</a></td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>Week 6 ~ Extrasensory Perception</th>
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</thead>
<tbody>
<tr>
<td>• Share and discuss the articles you read for homework.</td>
</tr>
<tr>
<td>• Why do you think scientific studies contradict each other on the existence of paranormal abilities and experiences? Is this a case of people wanting to believe, or is there more to the universe than we can scientifically measure?</td>
</tr>
<tr>
<td>• Would you vote for a government leader, like President Reagan, who believes in the paranormal? Why or why not?</td>
</tr>
<tr>
<td>• Discuss US Military's Stargate Project (hired psychics for intelligence during the Cold War). Is funding paranormal research a responsible use of government funds? University research funds?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7 ~ Sports psychology: athletes &amp; IQ tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dr. Arnold LeUnes from the Psychology department will lead a discussion of the history of IQ tests and the current use of IQ tests on NFL players. Dr. LeUnes will administer a sample Wonderlic intelligence test to the class.</td>
</tr>
</tbody>
</table>

| HW: Midterm Written Reflection – Due prior to the start of Week 9 class meeting. |

<table>
<thead>
<tr>
<th>Week 8 ~ Emotional intelligence</th>
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<tbody>
<tr>
<td>• Dr. Frederick Nafukho from the department of Educational Administration and Human Resource Development will lead a discussion of how emotional IQ, including stress management and interpersonal skills, affects lifelong success.</td>
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<thead>
<tr>
<th>Week 9 ~ Memory</th>
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<tr>
<td>• Dr. Steven Smith from the department of Psychology will lead a discussion on how the context in which we learn new information impacts whether we retain what we've learned, why we experience &quot;tip-of-the-tongue&quot; states, and how we can improve our memory skills.</td>
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<thead>
<tr>
<th>Week 10 ~ Stereotypes &amp; Standardized Testing</th>
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</thead>
<tbody>
<tr>
<td>• Dr. Lisa Geraci from the department of Psychology will lead a discussion on how stereotypes and self-perception affect performance on cognitive tests. How do we best assess students' learning? Is standardized testing unfairly biased towards students with more access to social capital?</td>
</tr>
</tbody>
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<thead>
<tr>
<th>Week 11 ~ Gifted &amp; talented</th>
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<tbody>
<tr>
<td>• Dr. Joyce Juntune from the department of Educational Psychology will lead a discussion of whether educators consider GT students to be &quot;more intelligent&quot; and how students are assessed to determine if they qualify for GT education. Do GT programs affect how students not selected to participate view their own intelligence and how teachers view and treat them?</td>
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<tr>
<th>Week 12 ~ Artificial intelligence</th>
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<tbody>
<tr>
<td>• Tentative: Tour Sketch Recognition Lab (Dr. Tracy Anne Hammond, department of Computer</td>
</tr>
</tbody>
</table>
Science and Engineering) to observe research on computer-human interaction and how it affects the ways both people and machines “think.”

**HW: Final Written Reflection – Due prior to the start of Week 14 class meeting.**

**Week 13 ~ Government intelligence**

- Tentative: Richard Mac Namee, senior lecturer in the Bush School, will lead a discussion of government intelligence, including his role assessing nuclear security and his work with MIS.

**Week 14 ~ Semester Wrap-up** All partner discussions must be completed prior to class meeting.

- Discuss Final Written Reflections.
- How do YOU define intelligence?
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:  □ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: UGST 405 Thesis Writing

4. Catalog course description (not to exceed 50 words): Accessing information, searching scholarly literature, and oral or poster presentation of scholarly work and formal research thesis

5. Prerequisite(s): Junior or Senior status, enrolled in Undergraduate Research Scholars

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

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

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

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

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

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

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

13. Prefix | Course # | Title (excluding punctuation)
          | UGST | 405 | THESIS WRITING

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

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sdomingo@tamu.edu.
October 20, 2015

Dr. Donna Lang  
Vice President for Academic Operations  
Texas A&M University Galveston

Dear Dr. Lang:

Undergraduate Studies is submitting a course change for our Thesis Writing Course. This course has been previously taught as UGST 491 and is currently taught as UGST 485. We are proposing the course receive permanent status as UGST 405: Thesis Writing.

Galveston students participating in the Undergraduate Research Scholars program enroll in this course. We are requesting permission to include UGST 405 in the Texas A&M University Galveston Course Inventory. The course will carry with it the Writing Course attribute.

Sincerely,

Kristin S. Harper  
Executive Director for Undergraduate Studies

Approved for TAMU Galveston Course Inventory

Donna Lang, Ph.D.

Date: 10-20, 2015
Instructor: Dr. Duncan MacKenzie  
Phone: 845-1957  
Email: d-mackenzie@exchange.tamu.edu  
Office: 212 Henderson  
Office Hours: Mondays from 2 to 4 PM or by appointment  
Course Website: Log in through eCampus.tamu.edu

Thesis Writing is a one credit seminar course offered **exclusively for students participating in the Undergraduate Research Scholars program.** It is not required for participation in the Research Scholars program, but is available to any Undergraduate Research Scholar who needs writing instruction or would like assistance with thesis preparation. The course also serves to satisfy one of your two writing-intensive (W) course requirements for graduation by writing your thesis under the direction of your advisor. **You must confirm that your major department’s advising office has submitted a “Department Request for W Course Sections” form to assure that you will receive W credit for this course.** Check with Tammis Sherman if you are not sure about course approval.

Your research advisor will play a central role in this course. You will be expected to meet with him or her at regular intervals to assure that you are making adequate progress on your thesis and presentation. Additional feedback can come from Dr. Sumana Datta and Ms. Tammis Sherman at LAUNCH. Your advisor must read and suggest revisions to your thesis drafts to satisfy the W requirement.

**Course Objectives**  
In this course you will  
- Learn how to access information and search the scholarly literature  
- Learn how to cite and document sources properly  
- Learn how to prepare a formal research thesis  
- Learn how to make scholarly presentations  
- Utilize this information to complete your thesis and prepare a public research presentation

**Required Texts**  
*Undergraduate Research Scholars Thesis Manual* and the *Thesis Template* can be found at  
http://hur.tamu.edu/Top-Static-Menu/Forms-Downloads

**Recommended Text**  
Style guide of your choice (e.g. Kate L. Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations; American Institute of Biological Sciences Style Manual; ACS Style Guide; Publication Manual of the APA; The MLA Handbook; Style Manual for Biological Journals; or The Chicago Manual of Style*)

**Software**  
RefWorks or EndNote bibliographic software (available for free to TAMU students) is strongly recommended for completing your thesis. If you will be using LaTeX to submit your thesis, a copy of the Scholars Thesis LaTeX template is available at the LAUNCH website.
Grading and Course Requirements
This course will be graded Satisfactory/Unsatisfactory. To achieve a satisfactory grade, a student must
- Attend all class meetings (with a maximum of one unexcused absence)
- Meet with your research advisor on a regular schedule
- Hand in assignments on time
- Present during Student Research Week or another public venue
- Complete and upload a thesis deemed satisfactory by Honors and Undergraduate Research and your research advisor by April 10th. To receive a satisfactory grade, the student’s faculty research advisor must approve the document for content and style. Advisor approval, with comments if necessary, is recorded in the Vireo thesis submission system. In addition, staff in the Undergraduate Research office review every submitted thesis against the attached formatting rubric. The thesis must meet all criteria on the rubric before it is considered acceptable for uploading to the Library’s public digital repository.

Attendance
Attendance is required except as allowed by the University rules on excused absences. If you have an excused absence it is your responsibility to complete the work that you have missed. (http://student-rules.tamu.edu/)

PLEASE NOTE THAT IF YOU FAIL TO ATTEND CLASS OR FINISH YOUR THESIS YOU WILL NOT RECEIVE SATISFACTORY CREDIT FOR THIS COURSE. THIS MAY PREVENT YOU FROM GRADUATING IF THIS IS ONE OF YOUR REQUIRED COURSES.

Need Writing Help?
- Visit the University Writing Center: http://uwc.tamu.edu, (979) 458-1455, 214 Evans Library.
- Undergraduate Research Scholars are provided access to POWER (Promoting Outstanding Writing for Excellence in Research) in the College of Education and Human Development.
- LAUNCH has resources to help you understand and complete the Scholars Thesis process: http://hur.tamu.edu/Top-Static-Menu/Forms-Downloads
- You can schedule a conference with your research advisor or Dr. MacKenzie.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation please contact the Department of Disabilities Services, at Student Services at White Creek, or call 845-1637.

Aggie Honor Code
"An Aggie does not lie, cheat or steal, or tolerate those who do." Upon accepting admission to Texas A&M University a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. Additional information about the Aggie Honor Code can be found at: http://aggiehonor.tamu.edu/

The consequences for plagiarism of any kind will be dismissal from the Undergraduate Research Scholars or Program and an unsatisfactory grade in the course.
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Assignments Due</th>
<th>Scholars Deadlines</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1/20</td>
<td>Introduction to Thesis Writing: Scholars Thesis Content and Style</td>
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<td></td>
</tr>
<tr>
<td>2</td>
<td>1/27</td>
<td>Small Group Research Presentations</td>
<td></td>
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</tr>
<tr>
<td>3</td>
<td>2/3</td>
<td>Clear and Concise Writing The University Writing Center</td>
<td>Writing Revisions</td>
<td>Sunday 1/24: Chapter 2 draft due</td>
</tr>
<tr>
<td>4</td>
<td>2/10</td>
<td>Using Bibliographic Resources Dr. Stephen Bales, TAMU Libraries</td>
<td>Abstract Examples</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>2/17</td>
<td>Writing Abstracts</td>
<td>Abstract Evaluations</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>2/24</td>
<td>RefWorks and Endnote Dr. Stephen Bales and Dr. John Fullerton, TAMU Libraries</td>
<td>Draft SRW Abstract</td>
<td>Abstracts for SRW</td>
</tr>
<tr>
<td>7</td>
<td>3/2</td>
<td>URDC Academic Publishing</td>
<td>Poster Evaluations</td>
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<tr>
<td>8</td>
<td>3/9</td>
<td>Making Presentations</td>
<td></td>
<td>Sunday 2/28: Chapter 3 draft due</td>
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<td></td>
<td></td>
<td>Week of 3/14-18 Spring Break</td>
<td></td>
<td></td>
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<tr>
<td>9</td>
<td>3/23</td>
<td>Digital Citizenship and Copyright Dr. Bruce Whitney, TAMU Libraries</td>
<td>Attend SRW</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>3/28-31</td>
<td>Student Research Week (no class meeting)</td>
<td>SRW Presentation Evaluations</td>
<td>Sunday 4/3: Abstract and presentation form due</td>
</tr>
<tr>
<td>11</td>
<td>4/6</td>
<td>Discussion of Student Research Week Experiences, Scholars Thesis Submission and Approval Process</td>
<td>Data Figure or Table</td>
<td>Sunday 4/10: Final Advisor-approved Thesis Upload</td>
</tr>
<tr>
<td>12</td>
<td>4/13</td>
<td>Small Group Research Presentations</td>
<td>Class Assessment</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4/20</td>
<td>Wrap-up and Assessment</td>
<td>Data Graphic Vote</td>
<td></td>
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<tr>
<td>14</td>
<td>4/27</td>
<td>Galveston Research Symposium (no class meeting)</td>
<td>Scholars Program URSSSA Evaluation</td>
<td></td>
</tr>
</tbody>
</table>

All assignments will be due by the Tuesday the day before class at 5:00.

Galveston Students:
If you are enrolled in the course, participation in these activities is required. Lectures and presentations will be made available for you either in downloadable format or through the use of Blackboard Collaborate. Further details will be provided at the beginning of the semester on the schedule for accessing resources.
Undergraduate Research Scholars Final Submission Rubric

* Required

1. Student Name *

2. Is there anything wrong with the Title Page?
   Select No to move on to Table of Contents
   Mark only one oval.
   ☐ Yes  Skip to question 3.
   ☐ No   Skip to question 5.

Title Page

THESIS TITLE (14 PT. BOLD DOUBLE SPACED)
(two double spaced empty 12 pt lines)
An Undergraduate Research Scholars Thesis
by
STUDENT NAME
(two double spaced empty 12 pt lines)
Submitted to Honors and Undergraduate Research
Texas A&M University
in partial fulfillment of the requirements for the designation as an
(two double spaced empty 12 pt lines)
UNDERGRADUATE RESEARCH SCHOLAR
(two double spaced empty 12 pt lines)
Approved by
Research Advisor: Dr. Research Advisor
(two double spaced empty 12 pt lines)
May 2015
(two double spaced empty 12 pt lines)
Major: Major
3. What's wrong with the student's Title Page?
   Check all that apply.
   
   ☐ Thesis Title Formatting
   ☐ Name and/or Statements
   ☐ Research Advisor
   ☐ Date or Major
   ☐ Paragraph Spacing (Single/Double)
   ☐ Line Spacing (Empty Lines)
   ☐ Other: __________________________

4. Would you like to be more specific?
   __________________________
   __________________________
   __________________________
   __________________________

Step 2 - Table of Contents

5. Is there anything wrong with the Table of Contents?
   Select No to move on to the Abstract Page.
   Mark only one oval.
   
   ☐ Yes    Skip to question 6.
   ☐ No     Skip to question 8.

Table of Contents

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ACKNOWLEDGEMENTS...............................................3

NOMENCLATURE.......................................................4

CHAPTER

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    Motivation......................................................5
    Objectives......................................................6

(last subheading in each chapter is double spaced)
II METHODS.................................................................8
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    Subheading 2.......................................................10
III RESULTS..............................................................11
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    Subheading 2.......................................................13
IV CONCLUSION(S)..........................................................14
    Subheading 1.........................................................15
    Subheading 2.......................................................16
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6. What's wrong with the Table of Contents?
   Check all that apply.
   ☐ Table of Contents Title Formatting
   ☐ Page Numbering
   ☐ Tabs (dots)
   ☐ Chapter Numbering
   ☐ Chapter Headings
   ☐ Subheadings
   ☐ Paragraph Spacing (Single/Double)
   ☐ Line Spacing (Empty Lines)
   ☐ Other:

7. Would you like to be more specific?


Step 3 - Abstract

8. Is there anything wrong with the Abstract Page?
   Select No to move on to the Optional Pages.
   Mark only one oval.
   ☐ Yes  Skip to question 9.
   ☐ No   Skip to question 11.
Abstract Page

ABSTRACT (14 PT. BOLD DOUBLE SPACED)

Thesis Title in Sentence Case. (May 2015)

Student Name
Student Department
Texas A&M University

Research Advisor: Dr. Mathew Kuttolamadom
Research Advisor Department
Texas A&M University

(one double spaced empty 12 pt. line)

Start 12 pt. double spaced body text here.

9. What's wrong with the Abstract Page?
   Check all that apply.

   [ ] Abstract Title Formatting
   [ ] Thesis Title and Date Formatting
   [ ] Student Information
   [ ] Research Advisor Information
   [ ] Body Text Formatting
   [ ] Paragraph Spacing (Single/Double)
   [ ] Line Spacing (Empty Lines)
   [ ] Page Numbering (Must be Page 1)
   [ ] Other: _____________________________

10. Would you like to be more specific?

   ______________________________________
   ______________________________________
   ______________________________________
   ______________________________________

Step 4 - Optional Pages
11. Is there anything wrong with the Dedication, Acknowledgements or Nomenclature?
Select No to move on to Chapter I.
Mark only one oval.

☐ Yes  Skip to question 12.
☐ No  Skip to question 14.

Optional Pages

DEDICATION
(14 PT. BOLD DOUBLE SPACED)
(one double spaced empty 12 pt. line)
Start 12 pt. double spaced body text here.

2

ACKNOWLEDGEMENTS
(14 PT. BOLD DOUBLE SPACED)
(one double spaced empty 12 pt. line)
Start 12 pt. double spaced body text here.

3

NOMENCLATURE
(14 PT. BOLD DOUBLE SPACED)
(one double spaced empty 12 pt. line)
Start 12 pt. double spaced body text here.

4

12. What's wrong with the optional pages?
Check all that apply:

☐ Title Formatting
☐ Body Text Spacing
☐ Paragraph Spacing (Single/Double)
☐ Line Spacing (Empty Lines)
☐ Page Numbering
☐ Other: ___________________________
13. Would you like to be more specific?


Step 5 - Chapter I

14. Is there anything wrong with Chapter I?
   Select No to move on to Chapter II.
   Mark only one oval.
   
   ☐ Yes  Skip to question 15.
   ☐ No  Skip to question 17.

Chapter I: Introduction

CHAPTER I

INTRODUCTION
(14 PT. BOLD DOUBLE SPACED)
(one double spaced empty 12 pt. line)

Start 12 pt. double spaced body text here.
(one double spaced empty 12 pt line between paragraphs)

First Order Subheadings Bold Sentence Case, Double Spaced
Second Order Subheadings Italicized Sentence Case, Double Spaced
Third Order Subheadings Regular Sentence Case, Double Spaced

15. What's wrong with Chapter I?
   Check all that apply.
   
   ☐ Chapter Title Formatting
   ☐ Paragraph Spacing (Single/Double)
   ☐ Line Spacing (Empty Lines)
   ☐ Body Text Formatting
   ☐ Subheading Formatting
   ☐ Other:
16. Would you like to be more specific?

Step 6 - Chapter II

17. Is there anything wrong with Chapter II?
   Select No to move on to References.
   Mark only one oval.

   [ ] Yes  Skip to question 18.
   [ ] No  Skip to question 20.

Chapter II: Methods

CHAPTER II

METHODS
(14 PT. BOLD DOUBLE SPACED)

(one double spaced empty 12 pt. line)

Start 12 pt. double spaced body text here.

(one double spaced empty 12 pt line between paragraphs)

First Order Subheadings Bold Sentence Case, Double Spaced

Second Order Subheadings Italicized Sentence Case, Double Spaced

Third Order Subheadings Regular Sentence Case, Double Spaced

18. What's wrong with Chapter II?
   Check all that apply.

   [ ] Chapter Title Formatting
   [ ] Paragraph Spacing (Single/Double)
   [ ] Line Spacing (Empty Lines)
   [ ] Body Text Formatting
   [ ] Subheading Formatting
   [ ] Other:
19. Would you like to be more specific?

________________________
________________________
________________________

Step 7 - Chapter III

20. Is there anything wrong with Chapter III?
Select No to move on to References.
Mark only one oval.

☐ Yes   Skip to question 21.

☐ No    Skip to question 23.

Chapter III: Results

CHAPTER III

RESULTS
(14 PT. BOLD DOUBLE SPACED)

(one double spaced empty 12 pt. line)

Start 12 pt. double spaced body text here.

(one double spaced empty 12 pt line between paragraphs)

First Order Subheadings Bold Sentence Case, Double Spaced

Second Order Subheadings Italicized Sentence Case, Double Spaced

Third Order Subheadings Regular Sentence Case, Double Spaced

21. What's wrong with Chapter III?
Check all that apply.

☐ Chapter Title Formatting
☐ Paragraph Spacing (Single/Double)
☐ Line Spacing (Empty Lines)
☐ Body Text Formatting
☐ Subheading Formatting
☐ Little to no results
☐ Other: __________________________
22. Would you like to be more specific?


Step 7 - Chapter IV

23. Is there anything wrong with Chapter IV?
Select No to move on to References.
*Mark only one oval.*

☐ Yes  Skip to question 24.

☐ No   Skip to question 26.

Chapter IV: Conclusion

CHAPTER IV

CONCLUSION
(14 PT. BOLD DOUBLE SPACED)

(one double spaced empty 12 pt. line)

Start 12 pt. double spaced body text here.

(one double spaced empty 12 pt line between paragraphs)

First Order Subheadings Bold Sentence Case, Double Spaced
Second Order Subheadings Italicized Sentence Case, Double Spaced
Third Order Subheadings Regular Sentence Case, Double Spaced

24. What's wrong with Chapter IV?
Check all that apply.

☐ Chapter Title Formatting
☐ Paragraph Spacing (Single/Double)
☐ Line Spacing (Empty Lines)
☐ Body Text Formatting
☐ Subheading Formatting
☐ Little to no results
☐ Other:


Step 8 - Figures, Tables and Equations

26. Is there anything wrong with any Figures, Tables or Equations?
   Select No to move on to References.
   Mark only one oval.
   ○ Yes  Skip to question 27.
   ○ No   Skip to question 29.

Figures, Tables and Equations

Equations should be 12 pt and placed where first referenced in the text.
Tables, Figures and Captions must be at least 6 pt.
Each Table and Figure must have a separate number and unique title or caption, and be referenced in the text.
The first mention of each Table of Figure must be within one page of the location of the referenced Table or Figure.
Each Figure or Table must be separated by one empty 12 pt. double spaced line before and after.
Figures and Tables must be left-justified.
Table titles must appear above the Table. Tables do not require captions.
Figures Titles or Captions must appear below the Figure and be separated by one empty 12 pt. double spaced line.

27. What's wrong with the Figures, Tables or Equations?
   Check all that apply:
   □ Numbering
   □ Title or Caption
   □ Placement
   □ Line Spacing (Empty Lines)
   □ Paragraph Spacing (Single/Double)
   □ Text Formatting
   □ Other:
28. Would you like to be more specific?


Step 9 - References Page

29. Is there anything wrong with the References?
Select No to move on to Appendix.
Mark only one oval.

☐ Yes  Skip to question 30.
☐ No   Skip to question 32.

References Page

14pt. font size for heading; 12pt. font size for text

Scholars must select a single citation style to follow throughout their thesis.

Use double spacing between references and single spacing within a reference.

All references must be cited in the text and all in-text citations must be included in the reference section.

All text citations must be from sources the Undergraduate Research Scholar has actually used.

If footnotes are used, they must be consecutively numbered and appear at the bottom of the same page where their number appears in the text.

30. What's wrong with the References Page?
Check all that apply.

☐ Heading
☐ Paragraph Spacing (Single/Double)
☐ Line Spacing (Empty Lines)
☐ Other: ________________________________

31. Would you like to be more specific?


Step 10 - Appendix Page

32. Is there anything wrong with the Appendix Page?
   Select no to move on to Approval.
   Mark only one oval.
   ☐ Yes  Skip to question 33.
   ☐ No  Skip to question 35.

Appendix Page

Appendices are optional and only used for supplementary material.

Place the appendices after the REFERENCE section in the same document. Appendices should not be a separate document.

All APPENDIX pages need to be numbered. Page numbers are continued from the last page of references.

All APPENDIX material must be within prescribed margins.

Appendix headings (Appendix designations and titles) should be bold. Titles more than one line in length must be double spaced as chapter titles.

Appendix designations (APPENDIX A, for example) are centered as major headings. Appendix titles are centered, all capital letters, and at least one double space below the designation.

Appendix Figures and Tables are numbered consecutively following the text. Material may be reduced but must conform to minimum size 6 pt. font size and legibility requirements.

Material may have mixed fonts and point sizes and may be single-spaced.

33. What's wrong with the Appendix Page?
   Check all that apply.
   ☐ Headings
   ☐ Line Spacing (Empty Lines)
   ☐ Paragraph Spacing (Single/Double)
   ☐ Text Formatting
   ☐ Figures, Tables or Equations
   ☐ Other: ____________________________

34. Would you like to be more specific?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Step 11 - Approval

35. Would you nominate this student for Best Thesis?
   For either STEM or Humanities.
   Mark only one oval.
   - Yes
   - No

36. Is this submission approved?
   Mark only one oval.
   - Yes Stop filling out this form.
   - No Stop filling out this form.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: ☒ Undergraduate ☐ Graduate ☐ First Professional (MED, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Undergraduate Studies
3. Course prefix, number and complete title of course: UGST 497 Capstone
4. Catalog course description (not to exceed 50 words): Demonstrating mastery of discipline as applied to an original problem through an independent, mentored project. Public presentation of work

5. Prerequisite(s): Junior or Senior Status: Admitted to the Undergraduate Service Scholars program
Cross-listed with: Stacked with:

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

6. Is this a variable credit course? ☒ Yes ☐ No
If yes, from _0_ to _6_

7. Is this a repeatable course? ☒ Yes ☐ No
If yes, this course may be taken _2_ times.
Will this course be repeated within the same semester? ☐ Yes ☒ No

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

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

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

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

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

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

13. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>UGST</th>
<th>497</th>
<th>CAPSTONE</th>
</tr>
</thead>
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<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

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

Submitted to Coordinating Board by:

Chair, College Review Committee Date

Dean of College Date

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 — 07/14
Instructor: Dr. Sumana Datta  
Phone: 845-1957  
Email: sumad@tamu.edu  
Office: 213 Henderson  
Office Hours: by appointment  
Course Website: eCampus.tamu.edu

The Undergraduate Service Scholars (USS) Capstone is a zero to six credit seminar course offered exclusively to students accepted to and participating in the USS Program. It is designed to be taken in two consecutive long semesters.

The Undergraduate Service Scholar Capstone is one year experience and requires 1) an application that includes a proposal of a project developed in collaboration with a community agency director, 2) participation in a service-learning community and 3) a public presentation of the work. In this program, students would propose a project for a community service organization or other group focused on community service. The project will be undertaken by the student under the oversight of the community agency or faculty advisor and relevant to the student’s major and/or career goals.

Qualifications: Students with a cumulative GPR of 3.0 or better and have established a working relationship with a community agency. Proposals must be approved by both the community agency or faculty director and LAUNCH. The community agency or faculty director must be willing to serve as an advisor to the student.

Course Objectives
In this course you will
- Learn how your major connects to problems in the field.
- Learn how evaluate information and determine whether you are taking a successful approach.
- Learn how to identify unspoken assumptions.
- Learn how to deal with ambiguity and uncertainty in projecting solutions or approaches.
- Utilize this information to develop an approach a complex problem in the longer term.

Required Texts
Readings to be assigned dependent on projects chosen.

Grading and Course Requirements

This course will be graded Satisfactory/Unsatisfactory. To achieve a satisfactory grade, a student must

- (75 points) Develop a mentor-approved proposal and timeline for your project.
  - (5 pts) The mission of your agency
  - (10 pts) The problem or issue your project is hoping to address
  - (5 pts) How others have attempted to solve this issue
  - (10 pts) An overall approach that will result in a possible solution
  - (10 pts) Possible problems you may run into.
- Timeline: What parts of the approach you plan to undertake each month
  - (10 pts) September
  - (10 pts) October
  - (10 pts) November
  - (5 pt) December
- (10 points) Hand in the observation exercise on time.
- (15 points) Attend the Volunteer Opportunities Fair and describe at least one community service agency you found there whose goals or missions could be related to your project (for example, one you might see collaborating with in the future).
- (60 points total, 20 points each) Hand in three reflection assignments on time.
- (150 points) Meet with your faculty or community leader mentor or designee at least once every two weeks. You should be working on your project 10-15 hours every week of the semester unless you have an excused absence. This will be addressed by an end-of-semester assessment by your mentor.

A total of 300 points possible. 240 points are required to earn an S for an Honors-level USS Capstone.

Late work
Proposal, exercise, and reflections will be penalized 5 points for every day they are late.

Attendance
Attendance is required except as allowed by the University rules on excused absences. If you have an excused absence it is your responsibility to complete the work that you have missed. (http://student-rules.tamu.edu/)

Need Writing Help?
- Visit the University Writing Center: http://uwc.tamu.edu, (979) 458-1455, 214 Evans Library.
- You can schedule a conference with your capstone mentor or Dr. Datta.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, the 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, currently located in the Disability Service building at the Student Services at White Creek complex on west campus or call 845-1637. For additional information, visit http://disability.tamu.edu.

Aggie Honor Code
"An Aggie does not lie, cheat or steal, or tolerate those who do." Upon accepting admission to Texas A&M University a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. 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. Additional information about the Aggie Honor Code can be found at: http://aggiehonor.tamu.edu/

The consequences for plagiarism of any kind will be dismissal from the USS Capstone program and an unsatisfactory grade in the course.
# USS Capstone First Semester Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>First Semester*</th>
<th>Due Date**</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Turn in your Capstone Proposal and Timeline—work with your mentor to get his/her approval.</td>
<td>Friday Sept 4</td>
</tr>
<tr>
<td>2</td>
<td>Begin your project as planned, consult with your mentor periodically as you progress.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Attend Volunteer Opportunities Fair (Weds Sept 16th, 2406 MSC 10:30 am-2:30 pm) and complete assignment</td>
<td>Friday Sept 18</td>
</tr>
<tr>
<td>4</td>
<td>Work with your mentor to develop a plan for your scholarly product.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Observation exercise</td>
<td>Monday Sept 21</td>
</tr>
<tr>
<td>5</td>
<td>Reflection 1</td>
<td>Monday Sept 28</td>
</tr>
<tr>
<td>6</td>
<td>Meet with mentor. Evaluate what is happening and whether your project is going as expected. Make adjustments in your plan as necessary including investigating why the unexpected is happening and how you need to alter your approach.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Reflection 2</td>
<td>Monday Oct 12</td>
</tr>
<tr>
<td>8</td>
<td>Meet with mentor. Begin assembling drafts, outlines, sketches, or whatever is appropriate for progress towards creating your scholarly report.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Decide with your mentor what type of oral presentation of your work would be appropriate and make plans to accomplish this in your second semester.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Meet with mentor. Evaluate what is happening and whether your project is going as expected. Make adjustments in your plan as necessary including investigating why the unexpected is happening and how you need to alter your approach.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Reflection 3</td>
<td>Monday Nov 9</td>
</tr>
<tr>
<td>12</td>
<td>Meet with mentor. Evaluate what is happening and whether your project is going as expected. Make adjustments in your plan as necessary including investigating why the unexpected is happening and how you need to alter your approach.</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Your mentor will submit an evaluation of your work on your project</td>
<td>Monday Dec 7</td>
</tr>
</tbody>
</table>

*You should also be working on your project (including volunteer hours at your community service) 10-15 hours/week.

**All assignments are due at 5 pm on the due date.
Texas A&M University
Departmental Request for a New Course
Undergraduate ✕ Graduate ✕ Professional

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Veterinary Integrative Biosciences
3. Course prefix, number and complete title of course: VIBS, 447, Neurophysiology of Music
4. Catalog course description (not to exceed 50 words):
   Exploration of the heritability and genetics of musical talent, the physiology and physics of hearing, and the neurophysiology of processing sound using primarily German and Austrian compositions

5. Prerequisite(s):

   Junior or senior classification
   Cross-listed with: 
   Stacked with:

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

6. Is this a variable credit course? ☑ No
   If yes, from _____ to _____
7. Is this a repeatable course? ☑ No
   If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? ☑ No
8. Will this course be submitted to the Core Curriculum Council? ☑ Yes  ☐ No
9. How will this course be graded? ☑ S/U  ☑ P/F (CLMD)

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

   B.S. in Biomedical Sciences

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

13. Prefix  Course #  Title (excluding punctuation)
    VIBS  447  Neurophysiology Basis of Music

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>-17</td>
<td>003632</td>
</tr>
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</table>

Approval recommended by:
Dr. Evalyn Castiglioni

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

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Chair, GC or UCC
Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services - 07/14
Course title and number: VIBS 447: Neurophysiology of Music
Term (e.g., Fall 200X): Summer 2, 200X
Meeting times and location: TBD

Course Description and Prerequisites

Course Description
This course delves into the anatomy, biology, and physiology of musical capability and talent. Lectures and discussion cover a range of topics including the anatomy of the ear, the neurophysiology underlying the capacity to hear music, and the genetics of musical talent. This course is part of a study abroad program and therefore musical compositions and composers specific to Germany and Austria will be used as models during the course.

Course Prerequisites
Junior or senior classification

Learning Outcomes

Students will be able to explain what specific areas of the brain are involved in musical capability.

Students will be able to describe the current understanding of genetics underlying musical talent and heritability.

Students will be able to describe the biomechanical and neurophysiological pathways involved when hearing a musical composition.

Students will be able to explain the evolution of sound spaces, such as cathedrals and opera halls, using the physics of sound waves and physiology of hearing.

Instructor Information

Name: Micah J. Waltz
Telephone number: 979-862-8152
Email address: mwaltz@cvm.tamu.edu
Office hours: TBD
Office location: 47E Veterinary Teaching Hospital

Textbook and/or Resource Material

Assigned primary literature and selected music.
Grading Policies

Grading is on a pass/fail basis. To pass the course students must attend all lectures barring university approved absences. Students must participate in class discussions and write a final reflection on a topic of their choice (approved by the instructor) as part of the course.

Grading breakdown:
Journaling Weekly entries 25%
Final Reflection 750 Words 25%
- Due by 11:59 PM online the last day of class
Participation See participation rubric 50%

Attendance and Make-up Policies

Because this is a study abroad course, lectures may consist of or include museums, tours, etc. No makeup work is accepted except for university-excused absences. The full list is available at http://student-rules.tamu.edu/rule07.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Genetics of musical talent</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>1</td>
<td>Molecular biology of music</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>2</td>
<td>Heritability of musical talent</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>2</td>
<td>Musical savant syndrome</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>3</td>
<td>Neurophysiology of musical processing</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>3</td>
<td>Neuroplasticity</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>4</td>
<td>Physiology/anatomy of sound production: mouth, voice, and hands</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>4</td>
<td>Physiology of sound perception/reception</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>5</td>
<td>Physics of soundwaves</td>
<td>Assigned primary literature</td>
</tr>
<tr>
<td>5</td>
<td>Acoustics</td>
<td>Assigned primary literature</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

Reflective Writing
Reflective writing is a process where you write about your thoughts within the context of course material and other information. During the reflective process, you examine your understanding of and
assumptions about the course material, identify concepts you agree or disagree with, and support your claims and conclusions with primary literature. The kind of reflective writing you will be doing is not merely descriptive or informative like a diary or journal should be, nor is it written just to yourself. This is a metacognitive process that requires you to be able to analyze, evaluate, and share your thought processes with an educated reader. It is critical reflective writing.

Lectures will include tours of facilities in Germany and Austria. Listening to composers will provide context for the scientific information in the course.

**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, at White Creek or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

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

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

Dear Micah (if I may),

What a wonderful course -- I have absolutely no objection at all to VIBS teaching Neurophysiology of Music.

A few questions --

1. Co-enrollment with History of Medicine is required – would PERF students have to co-enroll? Past experience tells me students might not be able to register for History of Medicine, unless it filled a core requirement, but might want to take the music component on its own.
2. The course is pass/fail and only 3 weeks duration, so our students would have to have room for this to grade and be willing to take a 3 week course. It could serve as the basis for a capstone, practicum, or final project in composition or sound design.
3. It is not clear how many credits students would earn if taken without the co-enrollment – perhaps we could work that out.

Let us pursue with Steve Oberhelman!

Donnalee,

On Sep 22, 2015, at 6:44 PM, Waltz, Micah J. wrote:

Dear Dr. Waltz,

Dr. Oberhelman suggested I contact you. I’m in the process of developing a course on the Neurophysiology of Music. It will focus on the anatomy and neural processing involved in the perception and performance of music. Would your program object to us teaching such a course? We won’t focus on music per se, but as context for how the brain receives sensory information and generates actions. Initially, we plan to teach as part of a semester abroad in Germany. In the future, we may make it available on main campus. Dr. Oberhelman thought, if you were willing, we could cross-list it so the Performance students could take it for credit. I would be happy to discuss that possibility with you. I’ve attached the syllabus—let me know your thoughts.

Micah J. Waltz | Lecturer
Veterinary Integrative Biosciences | Texas A&M
4408 TAMU | College Station, TX 77843-4408
979-862-8152

Ad eipsa et extra

<syllabus for neurophysiology of music.doc>
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): Zachry Department of Civil Engineering
3. Course prefix, number and complete title of course: CVEN 333 - Project Management for Engineers

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): Course will be replaced by ENGR 333 - Project Management for Engineering
   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 (CLMR)

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-contral/export-contral-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):

11. a. As currently in course inventory:
    Prefix  Course #  Title (excluding punctuation)

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

    0  0  3  6  3  2

    b. Change to:
    Prefix  Course #  Title (excluding punctuation)

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

    0  0  3  6  3  2

Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@currinfo.tamu.edu
Curricular Services – 08/14
Supporting Statement for withdrawal of cross-listed courses: CVEN 333, ISEN 333, and MEEN 333 – Project Management for Engineers

The Dwight Look College of Engineering is creating a new minor, “Engineering Project Management”. CVEN 333, ISEN 333, and MEEN 333 will be replaced by a new course, ENGR 333 – Project Management for Engineers”.
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 (ODS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Industrial and Systems Engineering
3. Course prefix, number and complete title of course: ISEN 333 - Project Management for Engineers

Attach a brief supporting statement for changes made to items 4a thru 4e and 10 below.

4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): Course will be replaced by ENGR 333 - Project Management for Engineers
   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 (CLHD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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

11. a. As currently in course inventory:

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   b. Change to:

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<td>3</td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

RECEIVED CURRICULAR SERVICES
Supporting Statement for withdrawal of cross-listed courses: CVEN 333, ISEN 333, and MEEN 333 – Project Management for Engineers

The Dwight Look College of Engineering is creating a new minor, “Engineering Project Management”. CVEN 333, ISEN 333, and MEEN 333 will be replaced by a new course, ENGR 333 – Project Management for Engineers”. 
Departmental Request for a Change in Course
Undergraduate ▶ Graduate ▶ Professional
Submit original form and attachments.

Form Instructions

1. Course request type: ✓ Undergraduate □ Graduate □ First Professional (MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: MEEN 333 - Project Management for Engineers

4. Change requested
   a. Prerequisite(s): From: ________________________________ To: ________________________________
   b. Withdrawal (reason): Course will be replaced by ENGR 333 - Project Management for Engineers
   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.
   c. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes ✓ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CL/MD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words).

10. As currently in course inventory:
    
    Prefix Course # Title (excluding punctuation) Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
    
    b. Change to:
    
    Prefix Course # Title (excluding punctuation) Lect. Lab Other SCH CIP and Fund Code Admin. Unit Academic Year FICE Code Level
    
    Approval recommended by:

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

    Chair, College Review Committee Date

    Dean of College Date

    Submitted to Coordinating Board by:

    Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Supporting Statement for withdrawal of cross-listed courses: CVEN 333, ISEN 333, and MEEN 333 – Project Management for Engineers

The Dwight Look College of Engineering is creating a new minor, “Engineering Project Management”. CVEN 333, ISEN 333, and MEEN 333 will be replaced by a new course, ENGR 333 – Project Management for Engineers”.

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 Psychology
3. Course prefix, number and complete title of course: PSYC 405

4. Change requested:
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): this course has not been taught in years, and we have no instructor to cover it
   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:
   PSYC 405/RELS 405 Psychology of Religion Credits 3. 3 Lecture Hours. Review of world’s religions and the psychological study of the religious experience; religion within the context of personality; religious development through social interactions; religion in psychological research and therapy. Prerequisites: PSYC 306 and PSYC 330 or approval of instructor. Cross-Listing: RELS 405/PSYC 405.

9. Complete proposed course title and proposed catalog course description:
   PSYC 405/RELS 405 Psychology of Religion Credits 3. 3 Lecture Hours. Review of world’s religions and the psychological study of the religious experience; religion within the context of personality; religious development through social interactions; religion in psychological research and therapy. Prerequisites: PSYC 306 and PSYC 330 or approval of instructor. Cross-Listing: RELS 405/PSYC 405.

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

11. a. As currently in course inventory:

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Approval recommended by:

Douglas Woods
Department Head or Program Chair (Type Name & Sign) Date: 9/30/15

Donna Lee Blevins
Department Head or Program Chair (Type Name & Sign) (if cross-listed course) Date: 10-19-15

Chair, College Review Committee Date: 6-20-15

Dean of College Date: 6-20-15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8261 or sandra.williams@tamu.edu

Curricular Services – 08/14
Supporting Statement for Withdrawal of PSYC405

- The course has not been offered in years and we do not have faculty who can teach this course.
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 (e.g., DVM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Africana Studies Program
3. Course prefix, number and complete title of course: AFST 204 Introduction to African-American Literature

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<td>b. Withdrawal (reason):</td>
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<tr>
<td>c. Cross-list with:</td>
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</table>

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

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

5. Is this an existing core curriculum course? ☑ Yes  ☐ No

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

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

8. Complete current course title and current catalog course description:

| Complete proposed course title and proposed catalog course description (not to exceed 50 words): |

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

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<th>9/8/15</th>
<th>Nancy Jones 10-19-15</th>
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<td>Department Head or Program Chair (Type Name &amp; Sign)</td>
<td>Date</td>
<td>Chair, College Review Committee</td>
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<td>Department Head or Program Chair (Type Name &amp; Sign)</td>
<td>Date</td>
<td>Dean of College</td>
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<th>Submitted to Coordinating Board by:</th>
<th>Chair, GC or UCC</th>
<th>Date</th>
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<tbody>
<tr>
<td>Associate Director, Curricular Services</td>
<td>Date</td>
<td>Effective Date</td>
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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 04/14

RECEIVED
CURRICULAR SERVICES
OCT 23 2015
September 7, 2015

MEMORANDUM

TO: Steven Oberhelman, Associate Dean of Undergraduate Programs
FROM: Violet Johnson, Director, Africana Studies Program
SUBJECT: Prerequisite change for Course AFST 204

AFST 204, Introduction to African-American Literature, is cross-listed with ENGL 204. ENGL removed the prerequisite of ENGL 104 from ENGL 204, therefore AFST would like to remove the prerequisite of ENGL 104 from AFST 204 in order to coordinate with ENGL 204.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments *

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (e.g., DPM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): Africana Studies Program
3. Course prefix, number and complete title of course: AFST 205 Introduction to Africana Literature

4. Change requested
   a. Prerequisite(s): From: ENGL 104 To: none
   b. Withdrawal (reason):
   c. Cross-list with:

   (Cross-listed courses require the signature of both department heads)

   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes ☐ No
6. If this course will be stacked, please indicate the course number of the stacked course:

7. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vet.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. a. As currently in course inventory:

    Prefix | Course # | Title (excluding punctuation)
    ------ | -------- | -----------------------------
    AFST  | 205      | INTRO TO AFRICAN LIT

    | Lecl. | Lab | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    |-------|-----|-----|-------------------|-------------|-----------|
    | 03    | 00  | 03  | 23140200011735    | 003632      | 2         |

   b. Change to:

    Prefix | Course # | Title (excluding punctuation)
    ------ | -------- | -----------------------------

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</thead>
</table>

   Approval recommended by: ___________________________ Date: 9/8/15
   Department Head or Program Chair (Type Name & Sign)

   Chair College Review Committee Date: 10-21-15
   Dean of College

   Submitted to Coordinating Board by: ___________________________ Date: 10-21-15
   Chair, GC or UCC

   Questions regarding this form should be directed to Sandra Williams at 845-4301 or sandra.williams@tamu.edu.

   Curricular Services – 04/14

   RECEIVED OCT 23 2015 CURRICULAR SERVICES
September 7, 2015

MEMORANDUM

TO: Steven Oberhelman, Associate Dean of Undergraduate Programs

FROM: Violet Johnson, Director, Africana Studies Program

SUBJECT: Prerequisite change for Course AFST 205

AFST 205, Introduction to African-American Literature, is cross-listed with ENGL 205. ENGL removed the prerequisite of ENGL 104 from ENGL 205, therefore AFST would like to remove the prerequisite of ENGL 104 from AFST 205 in order to coordinate with ENGL 205.
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 Biological and Agricultural Engineering
3. Course prefix, number and complete title of course: AGSM 301: Systems Analysis in Agriculture

Attach a brief supporting statement for changes made to Items 4a thru 4d and 10 below.

4. Change requested
   a. Prerequisite(s): From: Junior or Senior Classification 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 Controls Basics for Distance Education (http://pr.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) |
    |--------|----------|------------------------------|
    | AGSM 301 | Systems Analysis Agr |
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00 | 0.00 | 0.00 | 3.00 | 1403010006 | 0433 | 0 | 0 | 3 | 6 | 3 | 2 | 3 |
    
    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | - | - | - | - | - | - | 0 | 0 | 3 | 6 | 3 | 2 | 3 |

Approval recommended by:

Stephen W. Searcy
Department Head or Program Chair (Type Name & Sign) Date: 9/11/15

Robert Knight
Chair, College Review Committee Date: 1/30/15

Kim Dooley
Dean of College Date: 10/12/15

Submitted to Coordinating Board by:

Chair, GC or UCC Date: Effective Date: 5/2015

Associate Director, Curricular Services Date: 6/14/15

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 6/14
Students enrolled in the Agricultural Systems Management degree program must receive a “C” or better in the following Common Body of Knowledge classes:

- MATH 141
- MATH 142
- AGSM 301
- ACCT 209
- ECON 202
- CHEM 101/111
- PHYS 201

Students planning to complete an AGSM minor are also required to take MATH 141 and MATH 142 (or equivalent courses) and complete those with a “C” or better before enrolling in AGSM 301. Very few students enroll in AGSM 301 unless they are in the AGSM major, minor, or plan to complete either. Because of the course demands in AGSM 301, students need to have a strong foundation in MATH 141 and MATH 142.
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 Biological and Agricultural Engineering
3. Course prefix, number and complete title of course: AGSM 315: Food Process Engineering Technology

4. Change requested
   a. Prerequisite(s): From: FSTC 201; PHYS 201; junior or senior classification or approval of Instructor
      To: PHYS 201; UG or U4 classification or approval of Instructor
   b. Withdrawal (reason):
   c. Cross-list with: FSTC 315

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; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
6. Is this an existing core curriculum course? [ ] Yes [ ] No
7. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLAD)
8. If this course will be stacked, please indicate the course number of the stacked course: [ ]
9. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

10. Complete current course title and current catalog course description:

11. a. As currently in course inventory:
    Prefix Course # Title (excluding punctuation)
    AGSM 315 Food Process Engr Tech
    Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
    2.00 2.00 3.00 1403010006 0433 0 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 Level
    Approval recommended by:
    Stephen W. Seeley
    Department Head or Program Chair (Type Name & Sign)
    Date
    Boon Chew
    Department Head or Program Chair (Type Name & Sign)
    (if cross-listed course)
    Date
    Robert Knight
    Chair, College Review Committee
    Date
    Kim Dooley
    Dean of College
    Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Per Dr. Elena Castell, one of the AGSM/FSTC 315 instructors, FSTC 201 is not required for students to enroll in AGSM 315. This course is not required in the AGSM curriculum and because of this unnecessary prerequisite, each student enrolling (every semester) requires a manual prerequisite override by the departmental academic advisor. The course background students need to have in order to be successful in this course comes from either PHYS 201 or PHYS 218. This course is offered and taught, as a cross listed course with FSTC, by faculty members in the Biological and Agricultural Engineering Department. If you have any questions or concerns, you may contact me at ecastell@tamu.edu.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering
3. Course prefix, number and complete title of course: AGSM 360 Occupational Safety Management

4. Change requested
   a. Prerequisite(s): From: ________________ To: Junior or Senior Classification
   b. Withdrawal (reason): ________________
   c. Cross-list with: ________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☑ P/F (CLMB)
7. If this course will be stacked, please indicate the course number of the stacked course:

8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://cpr.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>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSM</td>
<td>360</td>
<td>OCCUPATIONAL SAFETY MGMT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGSM</td>
<td>360</td>
<td>OCCUPATIONAL SAFETY MGMT</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>2.00</td>
<td>2.00</td>
<td>0.00</td>
</tr>
</tbody>
</table>

   Approval recommended by:

   Stephen W. Seary
   Department Head or Program Chair (Type Name & Sign) Date
   Robert Knight
   Chair, College Review Committee Date
   Kim Dooley
   Dean of College Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
AGSM 360
Occupational Safety Management
Spring 2017

Instructor:
Name Dr. W. Brock Faulkner
Office: 303A Scoates Hall
Phone: 845-3931
E-Mail: faulkner@tamu.edu
Office hours: By appointment

Grader:
Name
E-Mail:

Lecture: MWF 10:20 a.m. - 11:10 a.m.
AEPM 203 (P&M Building)

Lab: TBD

Required Texts:


Course Description: Safety considerations in the work environment, including safety mandates, safety mission, personal and business liability, fire, chemical, dust, machine noise, personal protective devices; design and implementation of safety programs

Prerequisites: U3 or U4 classification

Other Requirements: In-class exercises will be conducted using “TopHat Monocle”. Students will need to go to https://tophat.com and register for an account. If you do not have a mobile device that is supported by TopHat, please contact your instructor immediately. Instructions for TopHat are attached.

Course Objectives: 1. Introduce students to common industrial hazards and means to mitigate these hazards and develop a culture of safety within an organization
2. Familiarize students with elements of an occupational safety program.
3. Familiarize students with pertinent regulations and resources available to address safety in the workplace.

Learning Outcomes: 1. Students will demonstrate an ability to find and use relevant OSHA Standards in the CFR through their homework assignments.
2. Students will deliver a safety-oriented training to their peers.
3. Students will conduct a mock accident investigation and perform a hazard analysis as part of their laboratory exercises.
Attendance Policy: Attendance is NOT optional. Role will be taken daily. Any student with an unexcused absence will be ineligible for credit given for in-class assignments on the days of their absence. If you have a non-medical absence, please inform me before the class period prior to the date you will be absent. Leaving a message on my voice mail prior to class is adequate. Students are responsible for obtaining class notes, handouts and other materials when they are absent. Excused absences will be handled according to Student Rule 7.

In order to qualify for NASP certifications based on course material, students must attend a minimum of 30 hours of in-person instruction.

Homework: Homework will be assigned throughout the course. Homework will be due ON OR BEFORE THE DUE DATE as assigned. Late homework will not be accepted except as provided by Student Rule 7 (http://student-rules.tamu.edu/rule07).

Homework will be assigned through http://ecampus.tamu.edu and can be found under Assessments.

Assistance with the eCampus system is available through Instructional Technology Services (http://its.tamu.edu)

Tech. Presentation: Students will be expected to work in teams to present a technical presentation related to occupational safety. The subject of the presentation will be assigned by the instructor. Teams will expected to present up-to-date training to the class related to the assigned occupational hazard(s), relevant standards and regulations, hazard mitigation, and safety administration, as they would do in an industrial environment.

Grading:

Course grades will be based on the following structure:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>Homework</td>
<td>15%</td>
</tr>
<tr>
<td>Technical Presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>15%</td>
</tr>
<tr>
<td>Exam 4</td>
<td>15%</td>
</tr>
</tbody>
</table>

Letter grades will be assigned after course averages have been calculated. The regular University grading scale will be used. (see Student Rule 10 - http://student-rules.tamu.edu/rule10)

Certifications:

Dr. Faulkner is a National Association of Safety Professionals (NASP) Certified Safety Manager Trainer. Students who attend class in person and pass the course will be eligible for a “30 hour Course for General Industry” diploma from NASP.
# PLAN OF STUDY

This is a general outline of the topics/timetable planned for the course which is subject to change. Class announcements by the instructor will supersede the following plan of study.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture / Lab</th>
<th>Topic</th>
<th>Book Chpt.</th>
<th>29 CFR Section</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Introduction to Occupational Safety Management</td>
<td>1, 2</td>
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<tr>
<td></td>
<td>2</td>
<td>Accident Losses, Liabilities, and Safety… (Part I)</td>
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<td></td>
<td>Lab 1</td>
<td>No laboratories the first week of class</td>
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<td>3</td>
<td>Accident Losses, Liabilities, and Safety… (Part II)</td>
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<td>Workers’ Compensation</td>
<td>3</td>
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<tr>
<td></td>
<td>Lab 2</td>
<td>Transportation Risks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>OSHAAct</td>
<td>4</td>
<td>29 CFR 1910</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>Engineers and Safety</td>
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</tr>
<tr>
<td></td>
<td>Lab 3</td>
<td>Acceleration, Falls, Falling Objects, etc.</td>
<td>16</td>
<td>Subparts D, F, and I</td>
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<tr>
<td>4</td>
<td>7</td>
<td>Management and Its Responsibilities</td>
<td>7, 8</td>
<td></td>
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<tr>
<td></td>
<td>8</td>
<td>Exam 1</td>
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<td></td>
<td>Lab 4</td>
<td>Work-Related Musculoskeletal Disorders</td>
<td>18</td>
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<td>5</td>
<td>9</td>
<td>Personnel</td>
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<td>Promoting Safe Practices</td>
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<td>Lab 5</td>
<td>Heat and Temperature</td>
<td>19</td>
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<td>6</td>
<td>11</td>
<td>Appraising Plant Safety</td>
<td>11</td>
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<td></td>
<td>12</td>
<td>Hazards and Their Control</td>
<td>12</td>
<td></td>
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<td></td>
<td>Lab 6</td>
<td>Electrical Hazards</td>
<td>21</td>
<td>Subpart S; 1910.147</td>
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<td>7</td>
<td>13</td>
<td>Hazard/Safety Analysis</td>
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<tr>
<td></td>
<td>14</td>
<td>Planning for Emergencies</td>
<td>13</td>
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<td></td>
<td>Lab 7</td>
<td>Safety Audits</td>
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<tr>
<td>8</td>
<td>15</td>
<td>Accident Investigation (Part I)</td>
<td>14</td>
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<tr>
<td></td>
<td>16</td>
<td>Exam 2</td>
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<td></td>
<td>Lab 8</td>
<td>Accident Investigation (Part II)</td>
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<tr>
<td>9</td>
<td>17</td>
<td>Mechanical Injuries</td>
<td>17</td>
<td>Subpart O 1910.178; Subpart P 1910.1030</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Forklifts and Power Tools</td>
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<td></td>
<td>Lab 9</td>
<td>FMEA and Fault Tree Analysis</td>
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<tr>
<td>10</td>
<td>19</td>
<td>Pressure Hazards</td>
<td>20</td>
<td>1910.101</td>
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<td>20</td>
<td>Chemical Safety</td>
<td>24</td>
<td>Subparts H and Z</td>
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<tr>
<td></td>
<td>Lab 10</td>
<td>Hazards of Toxic Materials</td>
<td>24</td>
<td>Subparts H and Z</td>
</tr>
<tr>
<td>11</td>
<td>21</td>
<td>HAZWOPER</td>
<td>1910.120</td>
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<td>Lab 11</td>
<td>Personal Protective Equipment</td>
<td>Subpart I; 1910.95</td>
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<tr>
<td>12</td>
<td>23</td>
<td>Confined Space Entry</td>
<td>26</td>
<td>1910.146</td>
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<tr>
<td></td>
<td>24</td>
<td>Bloodborne Pathogens</td>
<td>1910.1030</td>
<td></td>
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<tr>
<td></td>
<td>Lab 12</td>
<td>Fire and Suppression</td>
<td>22</td>
<td>Subparts E and L</td>
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<tr>
<td>13</td>
<td>25</td>
<td>Vibration and Noise</td>
<td>28</td>
<td>1910.95</td>
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<td></td>
<td>26</td>
<td>Computer Safety</td>
<td>29</td>
<td></td>
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<tr>
<td></td>
<td>Lab 13</td>
<td>Explosions and Explosives</td>
<td>23</td>
<td>1910.109</td>
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<tr>
<td>14</td>
<td>27</td>
<td>Record Keeping</td>
<td>1904</td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>Designing and Administering Safety Programs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lab 14</td>
<td>Tour of Fire Training School</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>29</td>
<td>Exam 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
University Regulations and Recommended Class Policy:

You are reminded of the following university regulations:

- It is the responsibility of the student to be sure that course prerequisites are met. (TAMU Reg 3)
- Class attendance is an individual student responsibility. (TAMU Reg 15)
- Classroom behavior will be maintained to ensure the rights of all students to learn. (TAMU Reg. 40)

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statements

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://aggiehonor.tamu.edu.

It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate scholastic dishonesty. (TAMU Reg 39)

Plagiarism

The handouts used in this course are copyrighted. By “handout”, I mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, materials posted on elearning.tamu.edu and handouts. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission.

As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you directly copy the work of another person and turn it in as your own, even if you have the permission of that person. Plagiarism is one of the worst forms of academic dishonesty, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated.
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 (pass)
2. Request submitted by (Department or Program Name): Department of Visualization
3. Course prefix, number and complete title of course: ARTS 303 Graphic Design I

4. Change requested
   a. Prerequisite(s): From: ARTS 103, VIST 105, ENDS 105 or approval of instructor and undergraduate program coordinator
   b. Withdrawal (reason): ________________________________
   c. Cross-list with: ________________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   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:
   Introduction to the principles of graphic design; composition and their application for printed and digital media.
   Prerequisites: ARTS 103, VIST 105, ENDS 105 or approval of instructor and undergraduate program coordinator.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Introduction to the principles of graphic design; composition and their application for printed and digital media.
   Prerequisites: ARTS 104, VIST 105, ENDS 105 or approval of instructor and undergraduate program coordinator.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<td>303</td>
<td>Graphic Design I</td>
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<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
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</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

   Approval recommended by:

   [Signature] Tim McLoughlin 4/15/15
   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

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

   Curricular Services – 08/14
Sandra, 

Will this work for ARTS 303?

Thanks!

Leslie Feigenbaum | Associate Dean for Academic Affairs  
College of Architecture | Texas A&M University  
Tel. 979.845.1222 | Fax. 979.845.4491 | leslief@tamu.edu

Leslie,

The Department of Visualization requests that the pre-requisites for ARTS 303 – Graphic Design I be changed. The pre-requisite of ARTS 103 – Design I should be dropped. The pre-requisite of ARTS 104 – Introduction to Graphics Design should be added. The course content and learning objectives of ARTS 104 are more in line with the learning objectives of ARTS 303 than are those of ARTS 103.

Thank you,
Tim

--

Tim McLaughlin
Associate Professor & Department Head  
Department of Visualization  
Texas A&M University, College Station, Texas  
ph: (979) 845-3465  
timm@viz.tamu.edu  
http://viz.arch.tamu.edu/
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type:  ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDE, DMD, JI, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of International Studies (ASIA)
3. Course prefix, number and complete title of course: ASIA 350 Asia During World War II

4. Change requested:
a. Prerequisite(s): From: ___________________________ To: ___________________________
   c. Cross-list with: HIST 350
   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?
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (C/M/D)
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://vr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Asia During World War II: the origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    World War II in Asia and the Pacific: origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States on Japanese-Americans; outcomes of the war; remembrance of the war.

11. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course</th>
<th>Title (excluding pronunciation)</th>
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</table>

<table>
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<th>Title (excluding pronunciation)</th>
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</thead>
<tbody>
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<td>ASIA 350</td>
<td>WWII Asia Pac WWII in Asia &amp; Pacific</td>
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<tr>
<td>Lec</td>
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<td>Other</td>
</tr>
<tr>
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<td>0.00</td>
<td>3.00</td>
</tr>
</tbody>
</table>

Approval recommended by: David J. Vaught, History, 9/30/15
Department Head or Program Chair (Name & Sign) Date 10/11/15
Chair, College Review Committee Date 10/21/15
Dean of College Date

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

Associate Director, Curricular Services Date

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

RECEIVE
OCT 23, 2015 CURRICULUM
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History
       Robert Shandley, Head, Department of International Studies

Re: RATIONALE for Change in Course Title/Description for ASIA/HIST 350

Date: September 30, 2015

We propose changing the current course title for HIST/ASIA 350 from "Asia during World War II" to "World War II in Asia and the Pacific." Likewise we propose changing the current description from "The origins and development of Japanese Imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war," to "the origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war." The proposed title and description changes reflect shifts in scholarship which explicitly address the role of the Pacific and Pacific islanders in World War II.
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 Biochemistry and Biophysics
3. Course prefix, number and complete title of course: BICH 107 - Horizons in Biological Chemistry
4. Change requested: Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below:
   a. Prerequisite(s): From: Freshman or sophomore classification or approval of instructor To: BICH or GENE major or approval of instructor
   b. Withdrawal (reason): 
   c. Cross-list with: GENE 101
   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: Horizons in Biological Chemistry - An introduction to biochemistry and its relationship to the biological, biophysical and chemical sciences.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Perspectives in Biochemistry and Genetics - Introduction to Biochemistry and Genetics and their relationship to the biological, biophysical and chemical sciences.

10. [ ] As currently in course inventory:
    PREFIX | COURSE # | TITLE (INCLUDING PUNCTUATION)
    BICH    | 107      | Horizons in Biol Chem
    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level
    2.00 | 0.00 | 0.00 | 2.00 | 2602020002 | 0420 | 0 | 0 | 3 | 6 | 3 | 2 | 1

11. Change to:
    PREFIX | COURSE # | TITLE (INCLUDING PUNCTUATION)
    BICH    | 101      | Perspectives in BICH and GENE
    Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level
    1.00 | 0.00 | 0.00 | 1.00 | 2602100002 | 0420 | 16 | - | 17 | 0 | 0 | 3 | 6 | 3 | 2 | 1

Approval recommended by:
David Peterson 9/24/15

Department Head or Program Chair (Type Name & Sign) 9/24/15
Department Head or Program Chair (Type Name & Sign) 9/24/15

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
Course title and number: BICH/GENE 101 Perspectives in Biochemistry and Genetics
Term: Fall 20XX
Meeting time and location: Monday, 4:10-5:00 Biochemistry Building Room 107

Course Description and Prerequisites
Introduction to Biochemistry and Genetics and their relationship to the biological, biophysical and chemical sciences. Prerequisite: BICH or GENE major

Learning Outcomes
Upon completion of this course, students will be expected to:
1. Demonstrate a basic understanding of concepts that will be studied in more detail in advanced courses in Biochemistry and Genetics.
2. Explain to others how Biochemistry and Genetics are important to society.
3. Demonstrate a basic understanding of academic research, and appreciate the value of the opportunity to perform undergraduate research in a basic science laboratory.
4. Demonstrate effective use of library and other campus resources available to students.

Instructor Information
Name: David Peterson
Telephone number: 979-845-0953
Email address: dopeterson@tamu.edu
Office hours: Wednesday, 3:00-4:00 or by appointment
Office location: Biochemistry Building NMR Wing, Room N213A

Textbook and/or Resource Material
For the most part, there is no textbook for this course. You will be directed to various resource materials that are available through the Texas A&M University library.

You will need access to The Double Helix: A Personal Account of the Discovery of the Structure of DNA by James D. Watson. Two copies are on reserve at the Medical Science Library. Inexpensive used copies are available at amazon.com or other on-line booksellers.

Attendance
Attendance is very important in this class, and a sign-in sheet will be circulated at every class meeting. Each unexcused absence will lower your final grade by 2 points (one percent). No exceptions will be made. It is your responsibility to make sure you sign in. Excused absences are defined in TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07).
Grading Policies

Grades will be determined based on the following assignments. Details, including due dates and specific instructions for submission, will be available at the course website (ecampus.tamu.edu).

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tr>
<td>Quizzes/assignments based on readings (8)</td>
<td>80 pts</td>
</tr>
<tr>
<td>Attend Genetics and Biochemistry Enrichment Experience (GaBEE) *</td>
<td>20 pts</td>
</tr>
<tr>
<td>Write a Mission Statement (due Sep xx)</td>
<td>10 pts</td>
</tr>
<tr>
<td>Write an Inherited Disease Summary (due Oct xx)</td>
<td>30 pts</td>
</tr>
<tr>
<td>Group Project</td>
<td></td>
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<tr>
<td>(20 for draft/practice (due Oct xx) + 40 for final presentation (due Nov xx))</td>
<td>60 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200 pts</strong></td>
</tr>
</tbody>
</table>

All work must be submitted on time unless you have an excused reason as defined in TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07). Late work will not be accepted or graded without an approved excuse for late submission. Make-up quizzes will be offered to students who miss a quiz due to an excused absence.

* You must attend at least 4 of the 5 GaBEE meetings (5:30 PM on Sep xx, Sep xx, Oct xx, Oct xx, and Nov xx). An alternative assignment will be available for students who have a documented class conflict. (NOTE: An excused absence is not the same as attendance. For example, attending only 3 GaBEE meetings with one excused and one unexcused absence will not be viewed as completing the GaBEE assignment. If you have two or more excused absences, you should request to complete the alternative GaBEE assignment.)

Course grades will be assigned based on the number of points earned during the semester:
A = 180 pts or more; B = 160-179 pts; C = 140-159 pts; D = 120-139 pts; F = 119 pts or less

Class Schedule

<table>
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<th>Date</th>
<th>Event</th>
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<tr>
<td>1 Aug</td>
<td>Introduction; University Services</td>
</tr>
<tr>
<td>2 Sep</td>
<td>Discussion 1: The Double Helix (chapters 1-16) (Quiz/Assignment 1)</td>
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<tr>
<td>3 Sep</td>
<td>Discussion 2: The Double Helix (chapters 17-29 and epilogue) (Quiz/Assignment 2)</td>
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<td>4 Sep</td>
<td>Discussion 3: Genetically Modified Organisms (Quiz/Assignment 3)</td>
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<td>5 Sep</td>
<td>Discussion 4: Gene Therapy and Personalized Medicine (Quiz/Assignment 4)</td>
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<td>6 Oct</td>
<td>Discussion 5: Cancer (Quiz/Assignment 5)</td>
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<tr>
<td>7 Oct</td>
<td>Discussion 6: The Biochemistry of Aging (Quiz/Assignment 6)</td>
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<tr>
<td>8 Oct</td>
<td>Discussion 7: Dimentia/Alzheimer’s Disease (Quiz/Assignment 7)</td>
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<tr>
<td>9 Nov</td>
<td>Faculty Guest Lecture - Dr. Ryland Young (Bacteriophage)</td>
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<tr>
<td>10 Nov</td>
<td>Group Presentation Practice (Groups 1-4)</td>
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<tr>
<td>11 Nov</td>
<td>Group Presentation Practice (Groups 5-8)</td>
</tr>
<tr>
<td>12 Nov</td>
<td>Discussion 8: The Microbiome (Quiz/Assignment 8)</td>
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<tr>
<td>13 Nov</td>
<td>Group presentations (Groups 1-4)</td>
</tr>
<tr>
<td>14 Nov</td>
<td>Group presentations (Groups 5-8)</td>
</tr>
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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

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

For additional information please visit: http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biochemistry and Biophysics
3. Course prefix, number and complete title of course: BICH 414 - Biochemical Techniques I

Attach a brief supporting statement for changes made to items 4a thru 4i, and 10 below.

4. Change requested
a. Prerequisite(s): From: BICH 440: CHEM 316 and CHEM 318 or registration therein
b. Withdrawal (reason):
c. Cross-list with:

Cross-listed courses require the signature of both department heads.
d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for 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?
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☐ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

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

8.
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

David Peterson

Department Head or Program Chair (Type Name & Sign)  Date 9/22/15

Chair, College Review Committee  Date

Dean of College  Date 10/2/2015

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Changes in Prerequisites: BICH 414
Proposed for 2016-2017 Catalog

1. Removal of CHEM 316 and CHEM 318 as prerequisites (or co-registration) for BICH 414

CHEM 316 and CHEM 318 are no longer required in the BICH B.S. and GENE B.S. degree plans, and they are not necessary for enrollment in BICH 414.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   - Undergraduate □ Graduate □ First Professional (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 101- Introduction to Biomedical Engineering
4. Change requested
   a. Prerequisite(s): From: Freshman or sophomore classification. To: Admitted to major degree sequence.
   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 (CLERD)
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:
   Prefix Course # Title (excluding punctuation) Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   BMEN 101 INTRO TO BIOMEDICAL ENGR 1.00 0.00 1.00 1405010006 0450 0 0 3 6 3 2 1
   b. Change to:
   Prefix Course # Title (excluding punctuation) Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level

Approval recommended by:

Department Head or Program Chair (Name & Sign) Date Chair, College Review Committee Date
(If cross-listed course)

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

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

OCT 15 2015
EASA

OCT 23 2015
CURRICULAR SERVICES
October 15, 2015

MEMORANDUM

TO: Office of the Registrar

THROUGH: Dr. Prasad Enjeti
Associate Dean, College of Engineering

FROM: Dr. Anthony Guiseppi-Elie
Department Head, Biomedical Engineering

RE: BMEN Course Change Requests for 2016-2017 Catalog

We are requesting that BMEN 453 and BMEN 454 be changed from two hours of lecture (2-0) to two hours of lab (0-2). These courses are senior design capstones that require students work in small groups to design and prototype a device in partnership with an industry collaborator. Instituting lab hour requirements for this will allow students ample time to meet in their groups without course conflicts. Syllabi for these classes are attached.

We are also requesting that the description for BMEN 431 and BMEN 631 be updated. The course is being expanded to include the scope from molecular phenomena to all scales of biology and bioengineering, which will be beneficial for a broader range of students.

In addition, prerequisite change requests are attached for the following courses:

- **BMEN 101**: Due to capacity issues, students must be enrolled in the BMEN major in order to take this class.
- **BMEN 207**: PHYS 208 and CHEM 101/111 content is not incorporated into this course and is therefore not needed as a prerequisite. All students are still required to complete the course for the major.
- **BMEN 211**: PHYS 208 is required for this class. Now that BMEN 207 no longer requires PHYS 208, this addition was needed.
- **BMEN 253**: This course includes a design project requiring content learned from BMEN 207. Content from VTPP 434 is not used in this course, but all students are still required to complete the course for the major.
- **BMEN 305**: Content from VTPP 434/435 is not used in this class, but all students are still required to complete the courses for the major. Content taught in BMEN 321 is used in BMEN 305; most students register for these concurrently.
- **BMEN 321**: Content from VTPP 435 is not used in this class, but all students are still required to complete the course for the major.
- **BMEN 322**: MATH 308 is required for BMEN 321, also listed as a prerequisite, making the inclusion of 308 redundant. Content from VTPP 434/435 is not used in this class, but all students are still required to complete the courses for the major.
- **BMEN 341**: Former course prerequisites were not necessary for the course, but all students are still required to complete the courses for the major.
- **BMEN 343**: Content from VTTP 435 is not used in this class; CHEM 227 content is necessary for this course, but all students are still required to complete the courses for the major.

- **BMEN 344**: Previously listed as recommended, these courses are now required and are already built into the degree sequence.

- **BMEN 401**: MATH 308 is required for BMEN 321, also listed as a prerequisite, making the inclusion of 308 redundant. Content from VTTP 434/435 is not used in this class, but all students are still required to complete the courses for the major.

- **BMEN 404**: BMEN 430 is no longer offered. BMEN 253 covers the content necessary for this course.

- **BMEN 406**: BMEN 430 is no longer offered. BMEN 253 covers the content necessary for this course.

- **BMEN 420**: BMEN 211 covers the content necessary for this course and requires the former pre-requisite of MATH 308, making its inclusion redundant.

- **BMEN 431**: BMEN 240 is no longer offered and has been replaced with BMEN 361. MATH 308 and PHYS 208 will already be completed by the time this course is reached in the degree sequence, making listing them redundant.

- **BMEN 432**: BMEN 240 is no longer offered and has been replaced with BMEN 361. The degree plan no longer requires MATH 304, the removal of which was approved for the 201431 catalog.

- **BMEN 450**: Former course prerequisites were not necessary, but are still required for all students in the major prior to graduation.

- **BMEN 451**: BMEN 282 is no longer offered. BMEN 341 covers the content necessary for this course.

- **BMEN 452**: Content from VTTP 434/435 is not used in this class, but all students are still required to complete the courses for the major.

- **BMEN 453**: This course is third in a sequence of four design courses and must be taken in order. BMEN 322 is no longer required of all students.

- **BMEN 454**: This course is last in a sequence of four design courses and must be taken in order. All other prerequisites are incorporated into the remaining requirement of BMEN 453.

- **BMEN 457**: Solid biomechanics content is required for this course.

- **BMEN 461**: BMEN 240 is no longer offered and has been replaced with BMEN 361.

- **BMEN 463**: BMEN 240 is no longer offered and has been replaced with BMEN 361.

- **BMEN 465**: This class is last in a sequence of mechanics-based classes and must be taken in order.

- **BMEN 480**: “Upper level” no longer exists in BMEN. BMEN 343 covers the content necessary for this course.

- **BMEN 482**: BMEN 342 is no longer offered. BMEN 343 covers the content necessary for this course.

Thank you for your consideration.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

- Submit original form and attachments -

Form Instructions:
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 207- Computing for Biomedical Engineering

Change requested

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<thead>
<tr>
<th>From</th>
<th>To</th>
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<tbody>
<tr>
<td>CHEM 101/111, MATH 152, ENGR 112.</td>
<td>Admitted to major degree sequence; PHYS 208, MATH 152, ENGR 112.</td>
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</table>

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

5. Is this an existing core curriculum course?

6. If grade type is changing for existing course, indicate the new grade type:
   [ ] Grade [ ] S/U [ ] P/F (CLMD)

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

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

[Signature]

Department Head or Program Chair (Type Name & Sign)

Date: 19/13/15

Chair, College Review Committee

Date:

Department Head or Program Chair (Type Name & Sign)

Date: (if cross-listed course)

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by: (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 211- Biomedical Applications of Circuits, Signals and Systems

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

4. Change requested
   a. Prerequisite(s): From: Admitted to major degree sequence in biomedical engineering, BMEN 207, MATH 308 or concurrent enrollment, or approval of instructor.
   b. Withdrawal (reason): To: Admitted to major degree sequence; PHYS 208 and MATH 308 or concurrent enrollment.
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: Yes / No
8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

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Approval recommended by:

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

Chair, College Review Committee Date

Department Head or Program Chair (Type Name & Sign) 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 sandrawilliams@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, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 253 Medical Device Design I

4. Change requested
   a. Prerequisite(s): From: Admitted to major degree sequence in biomedical engineering, VTPP 434; or approval of instructor. To: BMEN 207.
   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:

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Approval recommended by:

[Signature]

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

[Signature]

Associate Director, Curricular Services Date

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

Curricular Services – 08/14

RECEIVED OCT 15 2015

EASA

RECEIVED OCT 22 2015
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 Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 305 - Bioinstrumentation
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 (CLMP)
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://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

[Kersten Massist]/28/15
Department Head or Program Chair (Type Name & Sign)
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Assoc. Director, Curricular Services

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

RECEIVED
OCT 15 2015

EASA

RECEIVED
OCT 23 2015


**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 Biomedical Engineering

3. **Course prefix, number and complete title of course:** BMEN 321 - Biomedical Electronics

4. **Change requested**
   
   **Prerequisite(s):**
   - From: [ ]
   
   **Course:**
   - BMEN 211; junior or senior classification.
   - To: BMEN 211; junior or senior classification.
   
   **Withdrawal (reason):**
   - [ ]

5. **Cross-list with:**

---

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

---

6. **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 items 11a and b for a change in title.

7. **Change in course number, contact hours (lab & lecture), and semester credit hours.** Complete items 11a and b. Attach a course syllabus.

8. **If grade type is changing for existing course, indicate the new grade type:**
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

9. **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://pr.tamu.edu/resources/export- controls/export-controls-basics-for-distance-education).**

---

**9. Complete current course title and current catalog course description:**

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

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**11. As currently in course inventory:**

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**Approval recommended by:**

---

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

---

**Chair, College Review Committee Date**

---

**Dean of College Date**

---

**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

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 Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 322- Biosignal Analysis

4. Change requested
   a. Prerequisite(s): From: BMEN 321, VTPP 434 and VTPP 435; junior or senior classification. To: BMEN 321.
   b. Withdrawal (reason): 
   c. Cross-list with: 

   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course?  
   - Yes  
   - No
6. If grade type is changing for existing course, indicate the new grade type:  
   - Grade  
   - S/U  
   - P/F (CLD)
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:

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

11. a. As currently in course inventory:

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services 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, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 341- Biofluid Mechanics

Attach a brief supporting statement for changes made to items 4a thru 4e, 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.

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 (not to exceed 50 words):

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

10. As currently in course inventory:

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Approval recommended by:

Kristen Maitland 9/28/15
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
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 (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 343-Introduction to Biomaterials

4. Change requested
   a. Prerequisite(s): From: ___________________________  
      b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b. Attach a course syllabus.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b.

5. Is this an existing core curriculum course? ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  ☐ S/U  ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-control-basics-for-distance-education).
8. Complete current course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

10. As currently in course inventory:
    a. Prefix: BMEN  
        Course #: 343  
        Title (excluding punctuation): INTRO TO BIOMATERIALS

        Lec.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code
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    b. Change to:
        Prefix: 
        Course #: 
        Title (excluding punctuation): 

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

        0 0 0 0 3 6 3 2

Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

Chair, GC or UCC  Date

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
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, DYN)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 344 - Biological Responses to Medical Devices

Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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://pr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
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Approval recommended by:

[Signature] 10/13/15

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

[Signature] Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-6221 or swilliams@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, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 401 - Principles and Analysis of Biological Control Systems

   Attach a brief supporting statement for changes made to items 4a thru 4e, and 10 below.

   b. Prerequisite(s): From: BMEN 321; MATH 308; VTPP 434 and VTPP 435.
   To: BMEN 321.
   c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
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</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
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 (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 404- FDA Good Laboratory and Clinical Practicess
   Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested:
   a. Prerequisite(s): From: Admitted to major degree sequence and BMEN 430; junior or senior classification.
   To: BMEN 253; 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 (CLSM)
7. If this course will be stacked, please indicate the course number of the stacked course:

   BMEN 1004

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

Kristin Martinez 10/13/15
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

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

Form Instructions
1. Course request type:  ✔ Undergraduate  □ Graduate  □ First Professional (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 406 - Medical Device Path to Market

Change requested
4. Attach a brief supporting statement for changes made to items 4a through 4d and 10 below.
a. Prerequisite(s): From: Admission into degree sequence of the major and junior or senior classification, or approval of instructor. To: BMEN 253; junior or senior classification, 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  □ Pass/Fail (P/F)

7. If this course will be stacked, please indicate the course number of the stacked course: BMEN 606

8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://ecr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

Chair, GC or UGC  Date

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 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 (OHS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course:
   BMEN 420—Medical Imaging

4. Change requested
   a. Prerequisite(s): From:
   
   b. Withdrawal (reason):

   c. Cross-list with:

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   - [ ] Yes
   - [x] No

6. If grade type is changing for existing course, indicate the new grade type:
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

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

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://asp.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)
   BMEN 420  MEDICAL IMAGING

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   3.00  0.00  3.00  1405010006  0450  0  3  6  3  2  4

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)

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

Approval recommended by:

[Signature]  9/28/18

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:

[Signature]  Date

Associate Director, Curricular Services

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

Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):
   Department of Biomedical Engineering
3. Course prefix, number and complete title of course:
   BMEN 431 - Thermodynamics of Biomolecular Systems
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:
   BMEN 631

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:
   THERMODYNAMICS OF BIOMOLECULAR SYSTEMS - Introduces equilibrium and non-equilibrium statistical mechanics and applies them to understand various biomolecular systems; including ensemble theory, reaction kinetics, non-linear dynamics, and stochastic processes; with applied examples such as enzyme-ligand binding kinetics, conformational dynamic of proteins and nucleic acids, population dynamics, and noise in biological signals.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    BIOENGINEERING THERMODYNAMICS - Biothermodynamics; quantitative framework for describing materials behavior and processes as they relate to the properties and interactions of microscopic constituents; application to bioengineering and biomedicine problems.

11. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | BMEN   | 431      | THERMODYN BIOMOLECULAR SYS    |
    |        |          |                               |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 0.00 | 3.00 | 1405010006 | 0450 | 0 0 3 6 3 2 | 4      |
    |        |          |       |     |                  |        |        |       |
    
    a. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | BMEN   | 431      | BIOENGR THERMODYNAMICS        |
    |        |          |                               |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 0.00 | 3.00 | 1405010006 | 0450 | 16 - 17 | 0 0 3 6 3 2 | Level 4 |
    
    Approval recommended by:
    
    Kristen Maitland
    Department Head or Program Chair (Type Name & Sign) Date
    Chair, College Review Committee Date
    Dean of College Date
    (If cross-listed course)
    
    Submitted to Coordinating Board by:
    
    Chair, GC or UCC Date
    
    Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
    Curricular Services - 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
- Submit original form and attachments -

Form Instructions
1. Course request type: 
   [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DVM, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 431- Thermodynamics of Biomolecular Systems
4. Change requested
   a. Prerequisite(s): From: BMEN 240, PHYS 208 and MATH 308. To: BMEN 361.
   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: BMEN 631
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   THERMODYNAMICS OF BIOMOLECULAR SYSTEMS - Introduces equilibrium and non-equilibrium statistical mechanics and applies them to understand various biomolecular systems; including ensemble theory, reaction kinetics, nonlinear dynamics, and stochastic processes; with applied examples such as enzyme-ligand binding kinetics, conformational dynamic of proteins and nucleic acids, population dynamics, and noise in biological signals.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    THERMODYNAMICS OF BIOMOLECULAR SYSTEMS - Biothermodynamics; quantitative framework for describing materials behavior and processes as they relate to the properties and interactions of microscopic constituents; application to bioengineering and biomedicine problems.

11. a. As currently in course inventory:
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-----------------------------|
    | BMEN   | 431      | THERMODYN BIOMOLECULAR SYS  |
    | Lect.  | Lab      | Other | SCH   | CIP and Fund Code | Admin. Unit | FICE Code |
    | 3.00   | 0.00     |       | 3.00  | 1405010006        | 0450        | 0 0 3 6 3 2 4 |

For each course listed above indicate:

b. Change to:

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Approval recommended by: 

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Chair, College Review Committee

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<th>Date</th>
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Submit to Coordinating Board by:

<table>
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<tr>
<th>Associate Director, Curricular Services</th>
<th>Date</th>
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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, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 432: Molecular and Cellular Biomechanics

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

4. Change requested
   a. Prerequisite(s): From: BMEN 240, MATH 304; junior or senior classification. To: BMEN 361
   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 ☐ SU ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course: BMEN 132

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:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | BMEN   | 432      | MOLECULAR & CELL BIOMECH    |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 3.00   | 0.00     | 3.00  | 1405010006 | 0450 | 0 | 3 | 6 | 3 | 2 | Level |

    b. Change to:
       
       | Prefix | Course # | Title (excluding punctuation) |
       |--------|----------|------------------------------|
       |        |          |                              |
       | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
       |        |          |       |     |                  |             | 0 | 0 | 3 | 6 | 3 | 2 | Level |

    Approval recommended by: Kristen Mailand
    Date: 7/28/15

    Chair, College Review Committee
    Date

    Dean of College
    Date

    Chair, GC or JUSE
    Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate ★ Graduate ★ Professional  
• Submit original form and attachments •

Form Instructions
1. Course request type:  
   ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name):  
   Department of Biomedical Engineering
3. Course prefix, number and complete title of course:  
   BMEN 450 - Case Studies
   
4. Change requested  
   a. Prerequisite(s): From: BMEN 361, BMEN 305 and BMEN 344; junior or senior classification; or approval of instructor.  
   To: Admitted to major degree sequence; 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:  
   BMEN 1075
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:  

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 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, DPM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 451 - Cell Mechanobiology

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

4. Change requested
   a. Prerequisite(s): From: BMEN 282/CHEN 282 and admitted to major degree sequence in biomedical engineering. To: BMEN 341.
   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: BMEN 451
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://prp.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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<th>Acad. Year</th>
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</table>

Approval recommended by:

Kristen Maitland  10/3/15
Department Head or Program Chair (Type Name & Sign)  Date

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@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, DVM)]
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 452 - Mass and Energy Transfer in Biosystems

Attach a brief supporting statement for changes made to Items 4a thru 4d, and 10 below.

4. Change requested:
   a. Prerequisite(s): From: BMEN 341; MATH 308; VTPP 434 and VTPP 435.  To: BMEN 341; MATH 308
   b. Withdrawal (reason):
   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?  □ Yes  □ No

6. If grade type is changing for existing course, indicate the new grade type:  □ Grade  □ S/U  □ P/F (CLAP)

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

9. Complete current course title and current catalog course description:

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

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</tbody>
</table>

   Approval recommended by:

   Kristen Mailand  10/13/15
   Department Head or Program Chair (Type Name & Sign)  Date

   Chair, College Review Committee  Date

   Dean of College  Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC  Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Course request type: □ Undergraduate □ Graduate □ First Professional (ODS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 453 - Analysis and Design Project I

4. Change requested
   a. Prerequisite(s): From: BMEN 321, BMEN 322; BMEN 344; BMEN 253 and BMEN 353; senior classification or approval of instructor. To: BMEN 321 and BMEN 353.
   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://rpr.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): 

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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

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Course title and number  BMEN 453. Analysis and Design Project  
Term  Fall 2016  
Meeting times and location  TR 9:35-12:25 ETB 1034  

Course Description and Prerequisites  
Group or team biomedical engineering analysis and design project involving statement, alternative approaches for solution, specific system analysis and design.  
Prerequisites: BMEN 321 and 353.  

Learning Outcomes or Course Objectives  
• To work as a team to follow a systematic process of designing a medical device or solution to medical problem  
• Work with a project sponsor to identify needs, determine design requirements and constraints, and define related specifications  
• Perform background research and patent search to determine patentability and freedom to operate  
• Prepare a presentation for the overall project needs, requirements, and initial design plan  
• Learn and apply project management principles  
• Conduct effective brainstorming for concept generation  
• Analyze multiple possible solutions and make decisions based on a systematic process  
• Develop a plan for prototyping and testing of concepts, including a budget  
• Organize, plan, conduct, and report on a Preliminary Design Review with sponsor and independent engineering reviewers  

Learning Outcomes (ABET)  
Outcome C (understanding of industry design process in development of a system) is met via course lectures that emphasize project management and via guest speakers from industry. Industry evaluators are asked to evaluate the students' products each semester and their comments are solicited.  
Outcome D (Ability to work well on large biomedical projects requiring a team environment) is met via graded weekly reports and peer assessment.  
Outcome G (Ability to communicate technical matters) is met in the BMEN 453 course via graded written technical reports (Project Statement, Prior Art Search, Concept Generation and Selection Plan, Testing and Analysis Plan, and Design Review Report) and oral presentations (Progress Reports, Design Reviews)  

Instructor Information  
Name  Prof. John Hanks  
Telephone number  979-458-2321  
Email address  john.hanks@tamu.edu  
Office hours  MW 1400-1500 or by appointment  
Office location  5015 ETED  

Textbook and/or Resource Material  
Reference Texts:  
Biodesign, edited by Zenios, Makower, Yock; Cambridge Univ Press, 2010.  
*Other material distributed through e-learning.
Grading Policies

Grading will be based on:
1. *Code of Cooperation/ Team Charter 5%
2. *Formal Project Statement 15%
3. *Prior Art Report 15%
4. *Concepts Generated & Design Selection Report 15%
5. *Testing & Analysis Plan 15%
6. Oral Project Presentation (15 min) 15%
7. *Formal Design Review Report (including sponsor evaluation) 20%

*Group assignments will be adjusted using Peer Assessment Strategy

All assignments must be turned in on time. Late work will not be accepted except in the case of a university approved excuse.

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

Attendance and on-time arrival for all scheduled class meetings is mandatory. A 1% deduction will be made from the final grade for all unexcused absences and a 0.5% deduction will be made for each late arrival. Reasonable efforts to inform the instructor of any anticipated absence are expected.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading / Major Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Design Process Overview Intellectual Property Team Dynamics / Peer Assessment Professional Communications</td>
<td>Project Descriptions (Handout) Record Keeping Handouts</td>
</tr>
<tr>
<td>2</td>
<td>Project Management Overview Design Inputs &amp; Outputs Needs; Requirements; Specifications</td>
<td>Project Preferences Due (9/3) Lessard Ch. 2-6</td>
</tr>
<tr>
<td>3</td>
<td>Studying Prior Art Concept Generation &amp; Selection</td>
<td>Team Charter &amp; Code of Cooperation Due (9/10) M$ Project Tutorial</td>
</tr>
<tr>
<td>4</td>
<td>Risk Analysis Failure Modes and Effects Analysis Human Factors and Safety Factors Prototyping</td>
<td>Project Statement (9/18) Intellectual Property Handout</td>
</tr>
<tr>
<td>5</td>
<td>Materials Selection and Budgeting Giving Effective Presentations Design Reviews</td>
<td>Patent Search Reports (9/26) Lessard Ch. 15</td>
</tr>
<tr>
<td>6</td>
<td>Preliminary Design Reviews</td>
<td>Concepts Generated &amp; Design Selection Reports Due (10/8)</td>
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<td>7</td>
<td>Testing &amp; Analysis Planning Preliminary Prototyping</td>
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<td>Technical Reporting</td>
<td>Lessard Ch. 14 Testing and Analysis Plans (10/24) Presentations (11/5, 11/7, 11/12, 11/14)</td>
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<td>Project Presentations</td>
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<td>13-14</td>
<td>Perform Design Reviews (schedule with instructor, sponsor, reviewers)</td>
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<tr>
<td>15</td>
<td>Wrap-up and Assessment</td>
<td>Design Review Reports Due (12/3)</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 8118, 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."

Cheating or plagiarism:
Cheating or plagiarism will result in failure of the course. Plagiarism consists of passing off as one's own ideas, words, writings, etc. the work which belongs 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. All resources used as sources of information must be properly cited. Ignorance of the rules will not excuse cheating or plagiarism, so be sure you understand the rules.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate   ☐ Graduate   ☐ First Professional (DVM, M.D., D.D.S., M.P.H., D.P.M.)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 454- Analysis and Design Project II

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested
   a. Prerequisite(s): From: BMEN 321, BMEN 322, BMEN 344 and BMEN 453; senior classification; or approval of instructor. To: BMEN 453.
   b. Withdrawal (reason):
   c. Cross-list with: Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☑ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: ☐ Yes ☑ No
8. I verify that I have reviewed the FAQ for Export Controls for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

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

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

Curricular Services – 08/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Course title and number  BMEN 454. Analysis and Design Project II
Term                     Spring 2014
Meeting times and location TR 9:35-12:25 ETB 1034

Prerequisites: BMEN 453.

Course Description and Prerequisites

Learning Outcomes or Course Objectives

To work as a team to follow a systematic process of designing a medical device or solution to medical problem
Construct a prototype of a sponsor-approved design
Test the prototype to assess whether the design meets specifications
Perform iterative design, as needed, to realize a design that meets specifications
Organize, plan, conduct, and report on a Critical Design Review with sponsor and independent engineering reviewers

Learning Outcomes (ABET)

Outcome C (understanding of industry design process in development of a system) is met via course lectures that emphasize project management and via guest speakers from industry. Industry evaluators are asked to evaluate the students' products each semester and their comments are solicited.

Outcome D (Ability to work well on large biomedical projects requiring a team environment) is met via graded weekly reports and peer assessment.

Outcome G (Ability to communicate technical matters) is met in the BMEN 454 course via graded written technical reports (Formal Progress Report and Final Report & Design Review Report) and oral presentations (Project Status Report, Critical Design Review)

Instructor Information

Name  Prof. John Hanks
Telephone number  979-458-2321
Email address  john.hanks@tamu.edu
Office hours  MW 1330-1430 or by appointment
Office location  5015 ETB

Reference Texts:
Biodesign, edited by Zenios, Makower, Yock; Cambridge Univ Press, 2010.
*Other material distributed through e-learning.
Grading Policies

Grading will be based on:

1. Oral Project Presentation (20 min) 20%
2. *Weekly Progress Report and Team Time Log consistent with an effective effort level of 6 hours/week/person. 20%
3. *Design Review Report 20%
4. *Final Binder & Design Review Report (including sponsor evaluation) 40%

*Group assignments will be adjusted using Peer Assessment Strategy

100%

All assignments must be turned in on time. Late work will not be accepted except in the case of a university approved excuse.

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

Attendance and on-time arrival for all scheduled class meetings is mandatory. A 2% deduction will be made from the final grade for all unexcused absences and a 1% deduction will be made for each late arrival. Reasonable efforts to inform the instructor of any anticipated absence are expected.

Course Topics, Calendar of Activities, Major Assignment Dates

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<tbody>
<tr>
<td>1</td>
<td>1 (1/14) Plan Revisions / Detail Design Phase Approval</td>
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<td>2 (1/21) Prototyping/Analysis</td>
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<td>3 (1/28) Prototyping/Analysis</td>
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<td>4 (2/4) Prototyping/Analysis</td>
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<td>5(2/11) Prototyping/Analysis</td>
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<td>6 (2/18) Prototyping/Analysis</td>
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<td>7</td>
<td>7 (2/25) Perform Design Reviews</td>
<td>Weekly Progress Report Due</td>
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<td>8</td>
<td>8 (3/4) Perform Design Reviews</td>
<td>Design Review Reports Due (3/8)</td>
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<td>9 (3/18) Project Presentations</td>
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<td>12 (4/8) Prototyping/Analysis</td>
<td>Weekly Progress Report Due</td>
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<td>13(4/15) Perform Design Reviews</td>
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<td>14 (4/22) Perform Design Reviews</td>
<td>Weekly Progress Report Due</td>
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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, DPA)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 457- Orthopedic Biomechanics

4. Change requested:
   a. Prerequisite(s): From:
   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.
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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 (CLAIM)
7. If this course will be stacked, please indicate the course number of the stacked course: BMEN 657
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

Kristen Maitland 10/3/15
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate * Graduate * Professional
* Submit original form and attachments *

Form Instructions

1. Course request type:  
   ✔ Undergraduate  □ Graduate  □ First Professional (DMD, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course:  
   BMEN 461- Cardiac Mechanics

4. Change requested
   a. Prerequisite(s):  
      From:  
      To:  
      Cross-listed courses require the signature of both department heads.
      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.
   b. Withdrawal (reason):
   c. Cross-list with:
   d. 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 (CLASD)

7. If this course will be stacked, please indicate the course number of the stacked course:  
   BMEN 461
   I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-exports-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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

11. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)  Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   BMEN  461  CARDIAC MECHANICS  3.00  0.00  3.00  1405010006  0450  0  0  3  6  3  2  4

   a. Change to:

   Prefix  Course #  Title (excluding punctuation)  Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level

   Approval recommended by:
   Kristen Maitland  10/13/15
   Department Head or Program Chair (Type Name & Sign)

   Chair, College Review Committee  Date
   Dean of College  Date
   Department Head or Program Chair (Type Name & Sign)  Date
   If cross-listed course

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

Questions regarding this form should be directed to Sandra Williams at 845-8009 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, DPM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 463- Soft Tissue Mechanics and Finite Element Methods

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

4. Change requested
   a. Prerequisite(s): From: To: BMEN 240 or equivalent; 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 (CLAD)
7. If this course will be stacked, indicate the course number of the stacked course: ☑
8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vp.cca.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) Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   BMEN 463 SOFT TISSUE MECHANICS
   3.00 0.00 3.00 1405010006 0450 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: Kristen Maitland 10/12/15
   Chair, College Review Committee
   Date

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

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 OCT 23, 2015
CURRICULAR SERVICES
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 (DVR, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: BMEN 465- Biomechanics Experiential Learning Lab

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course? ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:  ☐ Grade  ☐ S/U  ☐ P/F (CL/M)

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

[Signature]

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-829 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.

1. Course request type: [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: BMEN 480 - Biomedical Engineering of Tissues

4. Change requested:
   a. Prerequisite(s): From: [ ] Admitted to major degree sequence (upper level) in biomedical engineering. To: BMEN 343.
   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 (CMD)

7. If this course will be stacked, please indicate the course number of the stacked course: [✓] BMEN 1860

8. I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://pr.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)
   -------|---------|-------------------------------
   BMEN   | 480     | BMED ENGR OF TISSUES

   Lect.  | Lab     | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
   -------|---------|-------|-----|-------------------|-------------|-----------|-------|
   3.00   | 0.00    | 3.00  | 3.00 | 1405010006        | 0450        | 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:
   Kristen Maitland
   Department Head or Program Chair (Type Name & Sign)  10/13/15

   Chair, College Review Committee
   Date

   Dean of College
   Date

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-826 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 (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Biomedical Engineering
3. Course prefix, number and complete title of course: BMEN 482- Polymeric Biomaterials

4. Change requested:
   a. Prerequisite(s): From: BMEN 342 or approval of instructor, junior or senior classification. To: BMEN 343.
   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://prt.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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   Approval recommended by:

   Kristen Fortunato  10/13/15
   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)

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services Date

Effective Date: 10/23/2015

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments.

Form Instructions
1. Course request type: ☑ Undergraduate □ Graduate □ First Professional (D.O., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
3. Course prefix, number and complete title of course: CHEM 289, Special Topics in...

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

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

c. 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 (CLMO)

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:
   CHEM 289 Special Topics in...
   Credits 1 to 4. 1 to 4 Lecture Hours.
   Selected topics in an identified area of chemistry. May be repeated for credit. Prerequisite: Approval of instructor

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   CHEM 289 Special Topics in...
   Credits 0 to 4. 0 to 4 Lecture Hours.
   Selected topics in an identified area of chemistry. May be repeated for credit. Prerequisite: Approval of instructor

10. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | CHEM   | 289     | Special Topics in...         |
    |        |         |                               |
    | Lect.  | Lab     | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 4.00   | 0.00    | 0.00  | 4.00 | 4005010002        | 0600        | 0 3 6 3 2 |
    | Level  |         |       |     |                 |             | 2          |

    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | CHEM   | 289     | Special Topics in...         |
    |        |         |                               |
    | Lect.  | Lab     | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 4.00   | 0.00    | 0.00  | 4.00 | 4005010002        | 0600        | 0 3 6 3 2 |
    | Level  |         |       |     |                 |             | 2          |

   Approval Recommended by ___________________________
   Department Head or Program Chair (Type Name & Sign) Date ___________________________
   Chair, College Review Committee Date ___________________________
   Dean of College Date ___________________________

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

Associate Director, Curricular Services Date ___________________________

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

DECEIVED OCT 02 2015 CURRICULAR SERVICES
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): Zachry Department of Civil Engineering
3. Course prefix, number and complete title of course: CVEN 400 Design Problems in Civil Engineering

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

4. Change requested: CVEN 303 and 345; CVEN 322 or 422; senior classification; or approval of instructor.
   a. Prerequisite(s): From: To: classification; 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://spr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

10. As currently in course inventory:

    Prefix Course # Title (excluding punctuation)
    CVEN 400 DESIGN PROBLEMS IN CVEN

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
    2.00 3.00 0.00 3.00 1408010006 0630 0 0 3 6 3 2 4

    Change to:

    Prefix Course # Title (excluding punctuation)

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

    Approval recommended by:
    Robin Autzen
    Department Head or Program Chair (Type Name & Sign) Date

    Chair, College Review Committee Date

    Dean of College Date

    Chair, GC or UCC Date

    Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@coleng.tamu.edu
Curricular Services – 08/14
Supporting Statement – Item 4a (Change in Prerequisites)

CVEN 422 is no longer offered and has been removed from the course prerequisites.

CVEN 399 has been added to the course prerequisites. This is a newly created course to implement a high-impact learning practice at the mid-curriculum stage. Requiring it as a prerequisite to CVEN 400 – a capstone design course – ensures proper sequencing of courses in the BS-CVEN curriculum.
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): Zachry Department of Civil Engineering
3. Course prefix, number and complete title of course: CVEN 424 Civil Engineering Practical Practice

Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.

4. Change requested
   a. Prerequisite(s): From: CVEN 322; senior classification in civil engineering or ocean engineering. To: CVEN 322 and 399; senior classification in civil engineering.
   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. Ifgrade type is changing for existing course, indicate the new grade type: ☑ Grade □ S/U □ P/F (CLAD)

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://spr.tamu.edu/resources/export-controls/export-controles-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

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

Chair, College Review Committee  
Date

Dean of College  
Date

Submitted to Coordinating Board by:

Chair, GC or UCC  
Date  
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting Statement – Item 4a (Change in Prerequisites)

CVEN 399 has been added to the course prerequisites. This is a newly created course to implement a high-impact learning practice at the mid-curriculum stage. Requiring it as a prerequisite to CVEN 424 – a senior-level course – ensures proper sequencing of courses in the BS-CVEN curriculum.

The prerequisite “senior classification in civil engineering or ocean engineering” has been changed to delete “or ocean engineering” as the course is not required in the BS-OCEN curriculum and has not had any OCEN students for at least the last 5 semesters offered.
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): Zachry Department of Civil Engineering
3. Course prefix, number and complete title of course: CVEN 456 Highway Design
4. Change requested
   a. Prerequisite(s): From: CVEN 307 To: CVEN 307 and 399; senior classification; 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 (CLAS)
7. If this course will be stacked, please indicate the course number of the stacked course: □
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

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b. Change to:

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Approval recommended by:

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

Chair, College Review Committee  Date

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

Dean of College  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Supporting Statement – Item 4a (Change in Prerequisites)

CVEN 399 has been added to the course prerequisites. This is a newly created course to implement a high-impact learning practice at the mid-curriculum stage. Requiring it as a prerequisite to CVEN 456 – a capstone design course – ensures proper sequencing of courses in the BS-CVEN curriculum.

Senior classification has been added to the course prerequisites. This course is used as a capstone design course in one curriculum track. Thus, it should be taken by students very near their graduating term.
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): Zachry Department of Civil Engineering
3. Course prefix, number and complete title of course: CVEN 483 Analysis and Design of Structures

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

4. Change requested
   CVEN 365 or registration therein; CVEN 444 and CVEN 446.  To:
   a. Prerequisite(s): From: CVEN 365 or registration therein; CVEN 369, 444, and 446; senior classification; 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 11b for a change in title.

5. Is this an existing core curriculum course?
   ☐ Yes  ☑ No

6. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☐ S/U  ☐ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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

Dean of College  Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu. Curricular Services – 08/14
Supporting Statement – Item 4a (Change in Prerequisites)

CVEN 399 has been added to the course prerequisites. This is a newly created course to implement a high-impact learning practice at the mid-curriculum stage. Requiring it as a prerequisite to CVEN 483 – a capstone design course – ensures proper sequencing of courses in the BS-CVEN curriculum.

Senior classification has been added to the course prerequisites. This course is used as a capstone design course in one curriculum track. Thus, it should be taken by students very near their graduating term.
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): Educational Administration and Human Resource Development/ Human Resource Development
3. Course prefix, number and complete title of course: EHRD 372 Training and Development in Human Resource Development
4. Change requested:
   a. Prerequisite(s): From: __________________________________________________________________________
      To: _________________________________________________________________________________________
   b. Withdrawal (reason): ________________________________________________________________________
   c. Cross-list with: _____________________________________________________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☑ Yes  ☐ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade  ☐ S/U  ☑ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course: _______________________________________________________________________
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:

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

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

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Approval recommended by:

Dr. Fred Nafukho
Department Head or Program Chair (Type Name & Sign) Date 9/30/2015

Chair, College Review Committee Date 9/30/2015

Dean of College Date 9/30/2015

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 – 8/14

RECEIVED OCT 02, 2015 CURRICULAR SERVICES
This change is needed to address an oversight in the previous curricular cycle.

For this course listed above, two proposed prerequisites are requested. The prerequisite courses are: EHRD 203: Foundations of Human Resources Development, and EHRD 210: Legal and Ethical Issues in Human Resource Development.

**Rationale:** The addition of these prerequisites will assure that students acquire foundational knowledge and skills to promote mastery of course objectives in the more advanced coursework required for degree completion. Requirement for junior or senior classification will not change.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✗ Graduate ✗ Professional

Submit original form and attachments

1. Course request type: ☑ Undergraduate  ☐ Graduate  ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Human Resources Development
3. Course prefix, number and complete title of course: EHRD 374, Organizational Development

4. Change requested:
   a. Prerequisite(s): From: Junior or senior classification and approval of instructor. To: Grade of C or better in EHRD 203 and 210; junior or senior classification; 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: ________________________________________________________________________________________________

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

8. Complete current course title and current catalog course description:

   ________________________________________________________________________________________________

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

   ________________________________________________________________________________________________

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

   ________________________________________________________________________________________________

   a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   EHRD  374  Organizational Development

   Leet.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  FICE Code  Level
   3.00  3.00  5210050016  0876  0  0  3  6  3  2  3

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)

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

   Approval recommended by:

   Dr. Fred Nafukho  9/30/15

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

   Chair, College Review Committee  9/30/15

   Date

   Dean of College

   Date

   Submitted to Coordinating Board by:

   Chair, GC or UCC  9/30/15  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

RECEIVED CURRICULAR SERVICES  OCT 02 2015
This change is needed to address an oversight in the previous curricular cycle.

For this course listed above, two proposed prerequisites are requested. The prerequisite courses are: EHRD 203: Foundations of Human Resources Development, and EHRD 210: Legal and Ethical Issues in Human Resource Development.

**Rationale:** The addition of these prerequisites will assure that students acquire foundational knowledge and skills to promote mastery of course objectives in the more advanced coursework required for degree completion. Requirement for junior or senior classification will not change.
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): Human Resources Development
3. Course prefix, number and complete title of course: EHRD 413 Conflict Management and Dialogue
4. Change requested
   a. Prerequisite(s): From: Junior or senior classification and approval of instructor  
      To: Grade of C or better in EHRD 203 and 210; junior or senior classification; 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:
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vr.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) |
    |--------|----------|-------------------------------|
    | EHRD   | 413      | Conflict Management and Dialogue |
    | Lect.  | Lab      | Other | SCH  | CIP and Fund Code | Admin. Unit | FICE Code |
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   b. Change to:
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    |        |          |                               |
    | Lect.  | Lab      | Other | SCH  | CIP and Fund Code | Admin. Unit | FICE Code |
    |        |          |       |      |                  |             |           |

    Approval recommended by:
    Dr. Fred Nafziko  
    Department Head or Program Chair (Type Name & Sign)  
    Date 9/20/2015

    Chair, College Review Committee  
    Date 9/20/15

    Dean of College  
    Date  

    Submitted to Coordinating Board by:
    Chair, GC or UCC  
    Date  
    Effective Date
This change is needed to address an oversight in the previous curricular cycle.

For this course listed above, two proposed prerequisites are requested. The prerequisite courses are: EHRD 203: Foundations of Human Resources Development, and EHRD 210: Legal and Ethical Issues in Human Resource Development.

**Rationale:** The addition of these prerequisites will assure that students acquire foundational knowledge and skills to promote mastery of course objectives in the more advanced coursework required for degree completion. Requirement for junior or senior classification will not change.
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 English

3. Course prefix, number and complete title of course: ENGL 352 Literature, World War II to Present

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course? □ Yes  ✓ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CLMD)

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

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8. Complete current course title and current catalog course description:

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

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


11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services

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

Date: October 6, 2015

To: Chair
   University Curriculum Committee

Through: Steve Oberhelman
         College of Liberal Arts
         Associate Dean of Undergraduate Program

From: Maura Ives
      Department of English
      Interim Head

Subject: Prerequisite Change for ENGL 352

The Undergraduate Studies Committee of the Department of English recommends eliminating the prerequisite of three credits of literature at the 200-level or above and adding the prerequisite of junior or senior classification. The prerequisite change more accurately reflects the level of the course offering.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type:  [✓] Undergraduate  [ ] Graduate  [ ] First Professional (DVM, MD, JD, PharmD, DVT)
2. Request submitted by (Department or Program Name):  Department of English
3. Course prefix, number and complete title of course:  ENGL 497 Independent Honors Studies

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.
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6. If grade type is changing for existing course, indicate the new grade type:  [ ] Grade  [ ] S/U  [ ] P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

   I verify that I have reviewed the FAQ for Export Controls 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:
   Directed independent studies in the English language and English or American literature.
   Credits 1 to 3.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Directed independent studies in the English language and English or American literature.
    Credits 0 to 3.

11. a. As currently in course inventory:

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<td>16 - 17</td>
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<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

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

Chair, College Review Committee  Date

Dean of College  Date

Submitted to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 08/14
English 497: Independent Honors Studies
Texas A&M University
Spring 2016
Lectures: TBA
Instructor: Apostolos Vasilakis
Email: Vasilakis@tamu.edu
Tel: 845-2587
Office: LAAH 356
Office Hours: TBA

Course Description:
Directed independent studies in the English language and English or American literature.

Prerequisites:
Junior or senior classification either as Honors student or with overall GPR of 3.5 and letter of approval from head of student's major department. May be repeated for credit.

Learning Outcomes:
Conduct independent research under the supervision of a faculty member.

Analyze texts critically.

Construct a written critical analysis based on both close-reading and the use of secondary sources.

Requirements:
Prior to the beginning of the semester the student must meet with the instructor to design the schedule for regular meetings during the semester, and to determine the process (including deadlines) of researching and completing the research paper.

Students will submit a research paper proposal, a research paper bibliography, a paper draft and the final paper. Papers that are a result of plagiarism will receive an “F” grade (for a definition of plagiarism see: aggiehonor.tamu.edu/Descriptions/Plagiarism.aspx)

Grading:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Paper Proposal</td>
<td>10%</td>
</tr>
<tr>
<td>Bibliography</td>
<td>10%</td>
</tr>
<tr>
<td>Draft of Research Paper</td>
<td>20%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>60%</td>
</tr>
</tbody>
</table>
Grading Policy:
A 90-100
B 80-89
C 70-79
D 60-69
F 0-59

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

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Reading Material: To be determined by the instructor

Schedule:
Prior to the beginning of the semester the student must meet with the instructor to design the schedule for regular meetings during the semester, and to determine the process (including deadlines) of researching and completing the research paper.

Second Week: Research paper proposal due. 3-5 pages long, typed. Bibliography of paper instructions.

Fourth Week: Bibliography of primary and secondary sources (number of pages to be determined by the instructor). Draft of paper instructions.

Seventh Week: Draft of research paper.

Fourteenth Week: Final research paper due.
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 (DIN, MD, JD, Pharm) □ MD
2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution
3. Course prefix, number and complete title of course: ESET 151 - Engineering Leadership

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 5/S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control EXPORT-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

10. As currently in course inventory:
    a. Prefix: ESET  □ Course #: 151  □ Title (excluding punctuation): Engineering Leadership
        Lect. 2.00  Lab 3.00  Other 3.00  SCH 15.0303.00  CIP and Fund Code 0 0 3 6 3 2 1

11. Change to:
    a. Prefix: ESET  □ Course #: 319  □ Title (excluding punctuation): Engineering Leadership
        Lect. 2.00  Lab 3.00  Other 3.00  SCH 15.0303.00  CIP and Fund Code 16 17 0 0 3 6 3 2

Approved Recommended by:
Dr. [Signature] 10/14/15

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

Questions regarding this form should be directed to Sandra Williams at 845-8200 or sandra.williams@tamu.edu.
Curricular Services – 08/14

RECEIVED
OCT 1 5 2015
EASA

CURRICULAR SERVICES
OCT 2 3 2016
Engineering Leadership
Using Emotional Intelligence to explore ~ experience ~ expand
ESET 319 – Fall 2016

Professor: Dr. Ben Zoghi, PhD, P.E.
Office: Fermier 012
Phone: 979-676-3533
E-mail: zouhi@tamu.edu
Web: http://zouhi.tamu.edu
Class/Lab: Fermier Hall, Room 110, Tuesdays/Thursdays 12:45 – 1:35 (Lab TBA)
Office Hours Tuesdays/Thursdays 10:00 AM – 11:00 PM (Recommend making appointment)

Course Description and Goals:

The purpose of the course is to help you understand the effective practices of leadership, and through this understanding, to help you enhance your own leadership practices and capabilities. The course aims at answering questions such as: Who are leaders? How do the most effective leaders think and act? What competencies do leaders need to lead in a complex, global, and interdependent world? What makes us want to follow leaders? What are the personal costs of being a leader?

We will explore the area of Emotional Intelligence (EQ), identify personal EQ competencies and areas for improvement, and build on these competencies and skills. Manage our emotions, anticipate and work with the emotions of others. We will work individually and in teams, use activities, discussion and reflection to attain our objectives.

We encourage you to be open to change and to cultivate your desire to improve. You can only change yourself—nobody else can change you and you can’t change anyone else! We want you to apply a rigorous process of acting -> observing -> reflecting -> planning -> acting... as you work you will build on your strengths and learn to compensate for your weaknesses. You will work together, support one another, and learn a process that should continue throughout your life. Course assignments will be designed to prompt students to actively participate in their learning through critical inquiry; by listening and contributing to class discussion; in reading broadly from research sources and writing original works.

Our work together will be done both during class sessions and between class sessions. Class time will include lectures, discussion, exercises, sharing, feedback, and group work. We will introduce ideas and perspectives and then begin to develop skills. You will participate in some group activities: a “team-building” exercise, a service project, and an in-class presentation.

Prerequisites(s): Junior or Senior Classification
2013
Note: This course is a 3 credit hour, two 50 minutes lecture and 3 hours lab per week. We will be meeting on TR for 75 min rather than 50 minutes, extra times will be hands-on experiential exercises. This will provide us with an opportunity to finish all the labs by the week of the tenth.

Laboratory:

1) Saturday Leadership Development Retreat
2) Between class sessions will be your personal “laboratory”—your opportunity to experiment with new behaviors, observe what happens, reflect on the actions and plan to improve. To help you do this, you’ll write brief application papers, and compile a portfolio of emotional intelligence skills throughout the semester, which you’ll share with the class at the end of the semester. This process of self-observation and improvement should become a part of your everyday behavior. The activities should be interesting and fun, but will require conscious effort on your part.
3) We will be learning system engineering problem solving skills by studying a top down rather than a bottom up approach to study engineering. Project is to study the functional blocks of a garage door opener, mechanical-electrical-software-materials, and how each module relates to each other.
4) Community services project – Most probably Habitat for Humanity
5) Semester Project: Choose YOUR own project; it must be a COOL project! A final working demo is required, no report is needed.
Attendance and make-up policies:

Regular lecture attendance is required. Students will receive points toward their final grade for attendance and active participation. However, when the student has an unexcused absence for a regularly scheduled lecture or laboratory session, he/she will accept all responsibility for any missed material, announcements, and issued assignments and will receive no credit for missed quizzes or collected assignments. In case of university excused absence, student will get an opportunity to make-up exams and assignments. Website link to student rule 7 is http://studentrules.tamu.edu/rule07

Grading:

Note: All reflection reports must be 3 pages minimum, typed, stapled, cover page, and with your name on it!

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflection Assignments:</strong></td>
<td></td>
</tr>
<tr>
<td>#1 MBTI &amp; business card and picture (10)</td>
<td></td>
</tr>
<tr>
<td>#2 Personal Leadership LDP-V1.0 (S&amp;W) (10)</td>
<td></td>
</tr>
<tr>
<td>#3 Personal Motivation (15)</td>
<td></td>
</tr>
<tr>
<td>#4 Trigger Points (15)</td>
<td></td>
</tr>
<tr>
<td>#5 Empathy (23)</td>
<td></td>
</tr>
<tr>
<td>#6 Giving and Receiving Feedback (10)</td>
<td></td>
</tr>
<tr>
<td>#7 Personal Mission Statement (15)</td>
<td></td>
</tr>
<tr>
<td>#8 Personal Leadership Paper - PLDP-V2.0 (consists of progress report every two to three weeks as announced in the class) (50)</td>
<td></td>
</tr>
<tr>
<td><strong>Daily Journaling – Highly Recommended</strong></td>
<td></td>
</tr>
<tr>
<td>Laboratory: (three events, 50 points each)</td>
<td></td>
</tr>
<tr>
<td>* Saturday Retreat, Weekly lab activities, and service project</td>
<td>150</td>
</tr>
<tr>
<td>Class attendance</td>
<td>30</td>
</tr>
<tr>
<td>Exam (100)</td>
<td>100</td>
</tr>
<tr>
<td>YOUR Semester Project</td>
<td>70</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>500</td>
</tr>
</tbody>
</table>

| 450-500, 90 - 100% = A;                             |
| 400-449, 80 - 89% = B;                              |
| 350-399, 70 - 79% = C;                              |
| 300-349, 60 - 69% = D;                              |
| 0-299, 0 - 59% = F                                 |
Academic Integrity Statement and Policy:
The Aggie Honor Code can be found on the web at: http://aggiehonor.tamu.edu. In short it states: “An Aggie does not lie, cheat or steal, or tolerate those who do.”

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<table>
<thead>
<tr>
<th>DATE</th>
<th>Tuesdays</th>
<th>Thursdays</th>
<th>Assignments</th>
<th>Labs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Welcome, Class syllabus &amp; policy</td>
<td>What is emotional intelligence?</td>
<td>ESCI-U Assessment</td>
<td>No Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>How to improve it? EQ Model. Clusters and Competencies</td>
<td>You will receive an e-mail to take this online assessment,</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>ESCI-U Feedback report</td>
<td>Harvard Paper #1</td>
<td>ESCI-U Assessment</td>
<td>No Lab</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership That Gets Results</td>
<td>You will receive an e-mail to take this online assessment.</td>
<td></td>
</tr>
<tr>
<td>Week 3:</td>
<td>Self-Management: time Management</td>
<td>Procrastination</td>
<td>#1 MBTI Web Assessment &amp; Email your picture to me (zoshra.tamu.edu). ESCI-U Assessment Report</td>
<td>Lab Meets</td>
</tr>
<tr>
<td></td>
<td></td>
<td><a href="http://www.studyqs.net/schedule">www.studyqs.net/schedule</a> Trigger points</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship Management: (Mandatory)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3rd Saturday-Leadership Retreat 9-5, Fermier Hall Room 110</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 4:</td>
<td>Goal Setting</td>
<td>Personal Motivation</td>
<td>#2 ECI Strengths and Weaknesses) and business card</td>
<td>Lab Meets</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.vistaprint.com">www.vistaprint.com</a></td>
<td></td>
</tr>
<tr>
<td>Week 5:</td>
<td>Trigger Points</td>
<td>Financial Intelligence</td>
<td>#4 Personal Motivation</td>
<td>Lab Meets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mark Mielke, CFP®</td>
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<td><a href="https://moneywise.tamu.edu">https://moneywise.tamu.edu</a></td>
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<tr>
<td>Week 6:</td>
<td>One-on-One Coaching</td>
<td>One-on-One Coaching</td>
<td>#3 Trigger points</td>
<td>Lab Meets</td>
</tr>
<tr>
<td>Week 7:</td>
<td>Self-Awareness: Emotion Self-Awareness</td>
<td>Giving &amp; Receiving Feedback</td>
<td></td>
<td>Lab Meets</td>
</tr>
<tr>
<td>Week 8:</td>
<td>Dream: Values &amp; Beliefs</td>
<td>Personal Mission Statement</td>
<td>#5 Giving and Receiving Feedback</td>
<td>Lab Meets</td>
</tr>
<tr>
<td>Week 9:</td>
<td>Social Management: Effective</td>
<td>Effective Communication</td>
<td>#6 Personal Mission Statement</td>
<td>Lab Meets</td>
</tr>
<tr>
<td></td>
<td>Communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 10:</td>
<td>Habits of Effective Listeners</td>
<td>Empathic Listener</td>
<td>#7 Empathy</td>
<td>Lab Meets</td>
</tr>
<tr>
<td>Week 11:</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td>#8 PLDP V2.0</td>
<td>Lab Meets</td>
</tr>
<tr>
<td>Week 12:</td>
<td>Student Presentations</td>
<td>Student Presentations</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>PLDP V2.0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13:</td>
<td>Presentation</td>
<td>Thursday is Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 14:</td>
<td>Review</td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Learning Outcomes:

A learning outcome is defined as a statement of what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course. Learning outcomes define what students need to do to show mastery of course materials.

After completing this course, the student will be able to:

- Identify how outstanding leaders harness the power of positive emotions
- Know the EI Model and its competencies
- Apply EI concepts to themselves and their workplaces
- Identify strategies for enhancing their leadership and emotional intelligence
- Recognize emotions as they occur in themselves and others and use those emotions for positive action
- Identify the impact of motivations on perceptions on their daily activities
- Articulate their personal values and understand the impact of values on their behavior
- Demonstrate the ability to listen empathetically
- Increase the frequency of getting and giving feedback effectively
- Improve their effectiveness at influencing other people
- Experience collaboration and conflict and demonstrate the ability to manage conflict effectively
- Assess their leadership styles and preferences
- Describe the stages of team development and document those stages in a team project
- Create and implement a plan for personal development

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Program Outcome (1-16)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To function effectively on teams- By doing multiple experiential exercises as teams</td>
<td></td>
</tr>
<tr>
<td>Ability to identify, analyze and solve technical problems and communicate their findings in verbal and writing individually and as a team. - Problem solving part of their semester project, presentation and their draft concept report.</td>
<td>6,7</td>
</tr>
<tr>
<td>Understanding professional, ethical and social responsibilities. - Service project.</td>
<td>9</td>
</tr>
<tr>
<td>Respect for diversity and knowledge of working in a global market effectively. - Journals, reports, and class discussions.</td>
<td>1,4,5,6,7,12</td>
</tr>
<tr>
<td>Ability to engage and understand the need for self-directed learning</td>
<td>8</td>
</tr>
</tbody>
</table>
### 1.3 The Social Contract

The social contract is an agreement where individuals seek to create the most effective learning environment for all participants. Individuals are asked to agree to these behaviors guidelines as a way insuring that everyone fully understand what is expected and what is accepted. The social contract states:

<table>
<thead>
<tr>
<th>Be Present:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be present mentally, physically and emotionally throughout the class. Be on time. Honor the commitment of others by giving fully of yourself.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pay Attention:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listen to what others say and focus on understanding the ideas. Try to minimize distractions that take your focus away from the activity.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Speak Your Truth:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Share your thoughts and opinions openly and honestly. Your opinion is as valid as anyone else’s. Don’t hold back your opinions and ideas, what you withhold may be critical piece of information or knowledge that the group needs at the moment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Be Open To Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Try not to prejudge what is happening. If you have preconceived notions about what you will learn or experience, you may limit your ability to perceive other insights and ideas.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Create a Safe Environment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Be aware and sensitive to the impact of what you say and do. Create a level of safety for others to allow them to feel comfortable. Point out any issues or concerns that may affect this safe environment.</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate □ Graduate □ Professional
Submit original form and attachments

1. Course request type: □ Undergraduate □ Graduate □ First Professional (BBA, BSJ, JD, PharmD, PA-GY)  
2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution
3. Course prefix, number and complete title of course: ESET 211, Power Systems and Circuit Applications

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 (APMD)

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

8. Complete proposed course title and proposed catalog course description:

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>ESET</td>
<td>211</td>
<td>Power Systems and Circuit Appl</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>EICE Code</th>
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<td>3.00</td>
<td>3.00</td>
<td>4.00</td>
<td>1503030019</td>
<td>0982</td>
<td>0 0 3 6 3 2 2</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESET</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Year-Year</th>
<th>EICE Code</th>
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</thead>
<tbody>
<tr>
<td>2.00</td>
<td>3.00</td>
<td>3.00</td>
<td>1503030019</td>
<td>0982</td>
<td>16 - 17 0 0 3 6 3 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

Dr. Jay Porter
Department Head or Program Chair (Type Name & Sign)
Date

Chair, College Review Committee
Date

Dean of College
Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services
Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or swilliams@tamu.edu
Curricular Services 08/14
ESET 211: Power Systems and Circuit Applications
Syllabus
3 Credit course
Fall 2016

Instructor: Walter W. Buchanan, Ph.D., J.D., P.E.
Email: buchananw@tamu.edu
Office Hours: Ferrier Hall, 304D – Time: TBD
Lecture: Thompson 122 TR 9:35 am – 10:50 am
Laboratory: Thompson 204, 501 - W 5:50 pm - 8:20 pm
502 - R 4:30 pm - 7:10 pm
503 - M 4:30 pm - 7:10 pm

1 Course Description

Electric and magnetic principles of components used in AC circuits; transient analysis; phasor and circuit analysis; measurement of current, voltage and waveforms with meters and oscilloscopes, AC power analysis, filters, transformers, polyphase systems, and Fourier series

2 Measurable Learning Outcomes

Students will be able to:

I) describe electric and magnetic principles of components used in AC circuits,

II) apply circuit analysis techniques to determine circuit response to constant inputs,

III) compute response of circuits to transient inputs,

IV) solve AC circuits using phasor analysis,

V) employ laboratory equipment to analyze circuit behavior,

VI) describe AC power analysis, filters, transformers, polyphase systems, Fourier series

3 Prerequisites

MATH 152 and ENTC 210, grade of C or better.
4 Required Material


III) ENTC Engineering Notebook, purchased from the IEEE-Tech Parts Store.

IV) Components for each lab. See section "Lab parts."

5 Grading

Attendance, homework, laboratory reports, and exams will be used to evaluate performance with the following weights:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>10 %</td>
</tr>
<tr>
<td>Lab (including lab safety)</td>
<td>15 %</td>
</tr>
<tr>
<td>Homework</td>
<td>15 %</td>
</tr>
<tr>
<td>Exams (3, including final)</td>
<td>60 %</td>
</tr>
<tr>
<td>Total</td>
<td>100 %</td>
</tr>
</tbody>
</table>

Letter grades will be assigned from the numerical total:

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

For additional information on grading policies please visit: http://student-rules.tamu.edu

6 Exams

There will be two mid-term exams and a final exam. Each student may bring a calculator and a small formula sheet (as big as a playing card) to each exam.

7 Homework

Homework will be assigned after most class sessions, and will typically be due at the start of the Thursday class session. Homework must be individually performed; copied homework answers
will be considered cheating and will receive a grade of '0'. It is recommended, however, that students form groups to discuss how to approach each homework problem.

8 Attendance and Make-up Policy

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Attendance will be checked at the start of each session. Leaving class for an extended amount of time or mentally disengaging from the class (e.g., sleeping) will result in an absence. University rules related to excused and unexcused absences are located on-line at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07).

Except for University-approved absences, absence from lab, quiz, or exam will result in a grade of '0' for that lab, quiz, or exam. University-approved absence on the date of an exam, for injury or illness less than three days, requires "Confirmation of visit to a health care professional affirming date and time of visit", per the student rules 7.1.6.2 Injury or illness less than three days, method (b). With a university approved absence, a make-up will be arranged.

9 Late assignments

Late assignments will not be accepted without a University-approved excuse.

10 Laboratory

Before coming to lab, each student is expected to read the current lab assignment and to prepare a pre-lab of a one paragraph description of the concept covered by the lab. In other words, the pre-lab should explain what the lab is going to teach. The pre-lab must be individually performed. Hand-written pre-labs will not be accepted. Lab experiments may require knowledge of topics not yet covered in the classroom discussions.

Labs will be performed in groups of two students (with one group of three students if necessary). Groups may be re-arranged at any time in the semester so that students get experience working with multiple classmates.

To receive full credit for the lab, each team must show the completed calculations in the lab manual to the lab monitor before leaving the lab. Calculations written anywhere other than the lab manual will not be approved.

Lab reports (one per group) will be due at the beginning of the following lab. These will consist of:

1. A cover sheet (lab title, lab number, group member names, date).

2. The completed original lab sheets with calculations. Anything but the original lab sheets will not be accepted.

3. A one-page description of the concepts covered in the lab. What was the lab's subject? What rules describe how that topic behaves? What was each section trying to teach you? What equations did you need to use? etc. This section must be in your own words, not a
copy of the lab preface, and this should not be a step-by-step recitation of the mechanical actions taken in the lab. This section serves the same purpose as the “Methods” and “Results” sections in a typical lab report.

4. A one-page demonstration of your depth of knowledge on the lab topic, in the form of a description of how one could cover aspects of the topic that the current lab fails to address. Figure out what related topics the lab failed to teach, or which concepts were poorly covered, and explain how one could cover those concepts. For example, if the labs-as-performed only uses one of the important equations for capacitors, provide example circuits and explain the calculations that would allow one to demonstrate the other important equations. Do not complain about the formatting of the lab manual and do not say that the lab is perfect as-is. This section serves the same purpose as the ‘Discussion” and “Future Works’ of a typical lab report. Computing resources are readily available for you to prepare these reports; hand-written reports will not be accepted. Safety in the lab is paramount. There are no chemicals, compressed gasses, or hazardous wastes allowed in the lab. Be careful when dealing with circuits and power supplies to avoid connecting an active circuit through the body. Keep workspaces clean and tidy. Report minor injuries to the lab monitor. Call 911 in the event of an emergency. Lab safety violations will result in lab grade penalties.

11 Lab parts

Each student is required to bring to each lab session the equipment necessary for that lab: read board, bread board wires, four banana-to-alligator cables, one BNC-to-alligators cable, and the components listed at the beginning of each lab. Failure to bring the necessary equipment will result in a grade penalty. Most of the required parts are necessary for other ENTC classes, and all of them can be purchased from online retailers and/or the IEEE-Tech Parts Store in Thompson Hall.

12 Americans with Disabilities Act

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.

13 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://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

### 14 Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Lab</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - 13</td>
<td>Intro., and AC Review</td>
<td>AC.7: Oscilloscope and Phase Measurements</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>RCL, Power Factor, Phasors</td>
<td>AC Series-Parallel, Parallel RCL Circuits</td>
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<tr>
<td>3</td>
<td>16</td>
<td>AC Voltage and Current Division</td>
<td>AC.5: Frequency Response of the Series R-L</td>
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<tr>
<td>4</td>
<td>17 &amp; 20</td>
<td>Ladder Networks and AC Power</td>
<td>AC.10: Series-Parallel Sinusoidal Circuits</td>
</tr>
<tr>
<td>5</td>
<td>18 &amp; 19</td>
<td>AC Circuit Analysis</td>
<td>MultiSIM &amp; UltiBoard</td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>Exam I</td>
<td></td>
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<tr>
<td>7</td>
<td>21</td>
<td>Resonance</td>
<td>AC.12: Thevenin’s Theorem</td>
</tr>
<tr>
<td>8</td>
<td>21</td>
<td>Resonance</td>
<td>AC.13: Series Resonant Circuits</td>
</tr>
<tr>
<td>9</td>
<td>22</td>
<td>Filters</td>
<td>AC.15: Passive Filters</td>
</tr>
<tr>
<td>10</td>
<td>23</td>
<td>Transformers and Power</td>
<td>LabVolt 5-2: Vectors and Phasors in Series AC Circuit</td>
</tr>
<tr>
<td>11</td>
<td>24</td>
<td>Polyphase Systems and Generators</td>
<td>LabVolt 5-1: Power in AC Circuits</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Exam II</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>26</td>
<td>Fourier Series and Motors</td>
<td>MATLAB</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Preparation for Final Examination</td>
<td></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 (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution
3. Course prefix, number and complete title of course: ESET 352, Electronics Test 1

4. Change requested:
   a. Prerequisite(s): From: ESET 350
      To: ESET 320 and ESET 350 with a grade of C or better.
   b. Withdrawal (reason): 
   c. Cross-list with:

   Crosslisted 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/No ☐ P/F (K/MD)

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

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
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</table>

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

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Year-Year</th>
<th>EICE Code</th>
</tr>
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<tbody>
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</tr>
</tbody>
</table>

Approval recommended by:

Dr. Jay Porter | 11/15

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Supporting statement for change in pre-requisite structure for ESET 352:

ESET 352 is a very data intensive course. Topics covered in the course focus on semiconductor device testing using state-of-the-art semiconductor testers donated from industry. Since the semiconductor device industry manufactures millions of chips per device, much of the testing and product valuation requires a firm understanding of statistics. ESET 329 is our statistics course and is appropriate from an educational purpose as a pre-requisite for ESET 352.
Instructor:
Dr. Rainer Fink, Associate Professor, Engineering Technology and Industrial Distribution Department, Texas A&M University, fink@tamu.edu

Responsible Faculty Member:
Dr. Rainer Fink, Associate Professor, Engineering Technology and Industrial Distribution.

Class Meeting Times:
TR 12:45 – 2:00 pm – THOM 122
Lab Meeting Time:
F 1:50 pm – 4:30 pm – THOM 010
R 9:35 am – 12:15 pm – THOM 010

Course Description:
ESET 352 is a course on the testing of analog and mixed-signal devices and systems. The integration of analog and digital circuits in one chip requires a high tech solution to testing. Course material covers the basic concepts of testing devices and systems: test specifications, parametric testing, measurement accuracy, test hardware, sampling theory, digital signal processing based testing, and calibrations. Students perform both circuit analysis (2/3) and circuit design (1/3) with several analog and mixed-signal systems.

Prerequisites(s):
ESET 350 and ESET 329 (C or better), Junior or Senior Classification

Textbook(s) and Other Required Material:

Course Learning Outcomes:
At the end of this course, students will be able to:
1. Generate the test plan required to validate functional parameters of mixed-signal circuits.
2. Analyze circuit designs to evaluate test options and limitations.
3. Use state-of-the-art semiconductor testing equipment.
4. Present clearly and concisely the content of test plans and test results both in verbal as well as written form.
Topics Covered:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Lectures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overview of Testing</td>
<td>1</td>
</tr>
<tr>
<td>The Test Specification Process</td>
<td>4</td>
</tr>
<tr>
<td>Test Plan Generation</td>
<td>2</td>
</tr>
<tr>
<td>Measurement Accuracy</td>
<td>3</td>
</tr>
<tr>
<td>Test Hardware</td>
<td>3</td>
</tr>
<tr>
<td>Sampling Theory</td>
<td>4</td>
</tr>
<tr>
<td>DSP Based Testing</td>
<td>3</td>
</tr>
<tr>
<td>Block to Block Interaction Testing</td>
<td>3</td>
</tr>
<tr>
<td>Statistics in Test</td>
<td>2</td>
</tr>
<tr>
<td>Calibrations</td>
<td>2</td>
</tr>
<tr>
<td>Final Exam</td>
<td>1</td>
</tr>
<tr>
<td>Total Hours</td>
<td>28</td>
</tr>
</tbody>
</table>

Class/Laboratory Schedule:
This course meets for lecture twice a week for one and one quarter hours. The students also attend a three hour laboratory session once a week. Finally, all students are given open access to the lab and are expected to spend additional time in supervised and unsupervised open lab.

<table>
<thead>
<tr>
<th>TOPIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab 1 requires – 2 weeks</td>
<td></td>
</tr>
<tr>
<td>Test Hardware</td>
<td></td>
</tr>
<tr>
<td>Software Interface</td>
<td></td>
</tr>
<tr>
<td>– Using Programming Workbooks</td>
<td></td>
</tr>
<tr>
<td>– Program Validation</td>
<td></td>
</tr>
<tr>
<td>DCVI Instruments</td>
<td></td>
</tr>
<tr>
<td>– Programming</td>
<td></td>
</tr>
<tr>
<td>– Debugging</td>
<td></td>
</tr>
<tr>
<td>Lab 2 requires – 2 weeks</td>
<td></td>
</tr>
<tr>
<td>DCVI- Time measurements</td>
<td></td>
</tr>
<tr>
<td>– DCTime Orientation</td>
<td></td>
</tr>
<tr>
<td>– DCTime Programming: Tester Assisted</td>
<td></td>
</tr>
<tr>
<td>– DCTime Programming: Event Capture (manual mode)</td>
<td></td>
</tr>
<tr>
<td>Lab 3 requires – 2 weeks</td>
<td></td>
</tr>
<tr>
<td>High Speed Digital Instruments</td>
<td></td>
</tr>
<tr>
<td>– Hardware Overview</td>
<td></td>
</tr>
<tr>
<td>– HSD200 Programming Data, Timing, Edges and Formats: Time Sets (Basic) Sheet</td>
<td></td>
</tr>
<tr>
<td>– HSD200 Programming Levels (Pin Levels Sheet)</td>
<td></td>
</tr>
<tr>
<td>– HSD200 Programming in VBT</td>
<td></td>
</tr>
</tbody>
</table>
- ASCII Pattern File
- Compiling ASCII Pattern Files
- Using the Pattern Tool

Lab 4 requires - 2 weeks

Test Techniques
  - Parameter Sets (PSets)
  - Executive Interpose Functions
  - Comparing Signals and PSets
  - Using DCVI PSets and POP

Lab 5 requires - 3 weeks

High Power DCVI Instruments
  - Unique Programming Concerns
  - Hot Switching

Lab 6 requires DCVI-90 Instrument used as a DIFFMETER - 3 weeks

Method of Evaluation:

<table>
<thead>
<tr>
<th>Test Plan Project</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>100</td>
</tr>
<tr>
<td>Test Plan Documentation</td>
<td>300</td>
</tr>
<tr>
<td>Final Exam</td>
<td>300</td>
</tr>
<tr>
<td>Laboratory</td>
<td>300</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
</tr>
</tbody>
</table>

Grading Scale:

A: 900 and above
B: 800 to 899
C: 700 to 799
D: 600 to 699
F: less than 600

Quizzes: Random quizzes will be given to determine areas which need improvement. There will be no make-up quizzes except for excused absences. Quiz grades will be averaged into the lab grade.

Laboratory: The lab exercises have been developed to give the student practice in the experimental setup, measurement, and analysis of electronic circuits and systems. The students are expected to read the current lab assignment and to prepare before coming to class.

Lab requirements will be set during lab and can/will change based upon the lab being completed. You will be working with state-of-the-art test equipment that may fail at any time. Every effort will be made so that you can be successful in completing your assignments.

The lab is not optional. Missed labs and/or missing lab reports without a documented university excused absence will result in an ‘F’ in the class. Also, a failing grade in the lab will result in an ‘F’ in the class.
Tardiness: Both homework and lab assignments will be turned in at the beginning of class on the due date. Late assignments will not be accepted without either a valid university approved excuse or prior consent from the professor. (The lab teaching assistant does not have the authority to excuse a late assignment or an absence.)

Attendance: Attendance in lecture is required, and only documented university approved absences will be allowed. Please refer to Rule 7 in the student rules and regulations at: http://student-rules.tamu.edu

American with Disabilities (ADA) Policy Statement

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

Academic Integrity Syllabus Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do." For questions about honor code violations or the review/appeal process see: http://aggiehonor.tamu.edu

Student Rules
Student rules and regulations can be found at: http://student-rules.tamu.edu

Prepared By: Rainer Fink, August 31, 2015
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):  
   - ETID/ Electronic Systems Engineering Technology

3. Course prefix, number and complete title of course:  
   - ESET 419 Engr Tech Capstone I

4. Change requested  
   - ESET 333, ESET 369  
   - ESET 319, ESET 333, ESET 369 with a grade of C or better.

   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 (CLM)

7. If this course will be stacked, please indicate the course number of the stacked course:  
   - Yes  
   - No

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec.</td>
<td>Lab</td>
<td>Other</td>
</tr>
</tbody>
</table>

   b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lec.</td>
<td>Lab</td>
<td>Other</td>
</tr>
</tbody>
</table>

   Approval recommended by:  
   - Dr. Jase Long  
   - Date: 10/14/15

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

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

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

   Questions regarding this form should be directed to Sandra Williams at 845-0201 or sandra.williams@tamu.edu.  
Curricular Services - 08/14
ESET Program has upgraded the content and expectations of its leadership course and will now offer it as a 300-level course. Based on these changes, it is appropriate that the course now be included as a prerequisite for the two-semester Capstone Design sequence which begins with ESET 419. This change will allow ESET students to gain more experience in working in teams and developing better communications skills prior to entering Capstone.
ESET 419: Engineering Technology Capstone I
Spring 2016
MW 4:10 – 5:25
F110

COURSE DESCRIPTION:
ESET 419 Engineering Technology Capstone I. Project management tools for a System Design Process document address scope, schedule, risk, cost, milestones and deliverables; planning and initial design of prototype to be implemented in ESET 420; teams must have sponsor and technical advisor. Credit 3 (3 Lecture, 0 Laboratory)

PREREQUISITE:
Prerequisites: C or better in ESET 319, 333 and 369 and senior classification.

The capstone design experience (ESET 419 followed by ESET 420) is intended to be completed by students during the last two major semesters of their undergraduate education program. As such, students should be within one major semester of graduation prior to enrolling in ESET 419. Students not meeting this requirement will be dropped from the course. Students should understand and appreciate that there are several prerequisites that must be satisfied prior to being registered in ESET 420. Not meeting all of these prerequisites could result in retaking ESET 419. It is the student’s responsibility to work with the program director and academic advisor to ensure he/she meets this prerequisite requirement.

PURPOSE OF COURSE
ESET 419 encompasses four primary areas. First, students should gain an introduction to the fundamentals of engineering/technical project management principles. Second, this course offers the student opportunity to develop the components necessary to satisfy the initial requirements of ESET 420, Engineering Technology Capstone II. These components include evaluating and selecting the project, the sponsor, the faculty advisor, the project team, and generating potential project Quad Charts, System Design Process documentation and an initial prototype design including Version 1 of the schematic. Third, students enrolled in ESET 419 will have the opportunity to interact with engineers working in the public and private sectors through a series of guest lecturers and seminars. Finally, ESET 419 has been chosen by the ESET faculty members to satisfy the requirements of a Communications (C) Course required of all students graduating on or after catalog 130. Successful completion of this course provides the student with the tools and knowledge necessary to plan, execute, manage, control and document a valuable and beneficial capstone design experience while gaining significant insight into why these factors are important to the student’s professional development.

LEARNING OUTCOMES / COURSE OBJECTIVES:
Student working individually and in small teams will achieve the following learning outcomes:
1. Form teams and conduct product development activities as a startup company.
2. Construct and maintain team web page.
3. Using project management concepts and toolsets, create a comprehensive plan with associated documentation for the Capstone project.
4. Create the preliminary design for an embedded intelligence prototype to be delivered to the sponsor/customer at the conclusion of Capstone II (ESET 420).
5. Develop and deliver Preliminary Design Review.
6. Manage all stakeholder expectations and interactions.
8. Construct detailed timeline of design, development, and test activities.
9. Prepare and justify complete costing budget.

INSTRUCTOR: Dr. Joseph A. Morgan, D.E., P.E.
OFFICE: Fermier 111
LAB: MISL – Fermier 006, Product Innovation Cellar – T009A
PHONE: Cell: 979-575-0128
E-MAIL: jmorgan@tamu.edu
OFFICE HOURS: Monday and Wednesday, 3:00 PM - 4:00 PM. (Recommend making appointment)

TEXTBOOK:
Recommended – Successful Project Management, Gido and Clements. ISBN 0-538-88152-

REFERENCE:

MATERIALS:
Students are responsible for providing their own materials for all assignments. In addition, each student must have all assignments available on a removable media device – a thumb drive is recommended. This form of soft copy will allow all students to readily present materials during class from the podium. In addition, each team should establish an online repository for all project documentation and provide access to this resource to all project stakeholders including the course director and project advisor.

GRADING:
The final grade each student receives will be based on individual work and on the work generated by the team.
To receive a passing grade (C or Better), each student SHALL
1. satisfactorily complete all individual and team assignments,
2. receive a grade of 70 or better on the final exam, and
3. receive a team grade of 70 or better on the System Design Process document

The following table includes the elements that are used in determining the student’s final course grade.

<table>
<thead>
<tr>
<th>Element</th>
<th>Type</th>
<th>Team Grade</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Potential Project Quad Chart</td>
<td>I</td>
<td>I</td>
<td>.10</td>
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<tr>
<td>SDP Presentation</td>
<td>T</td>
<td>Team</td>
<td>.20</td>
</tr>
<tr>
<td>Preliminary SDP Document</td>
<td>T</td>
<td>T</td>
<td>.10</td>
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<tr>
<td>Planning Memo</td>
<td>I</td>
<td>I</td>
<td>.10</td>
</tr>
<tr>
<td>Final SDP</td>
<td>T</td>
<td>T</td>
<td>.30</td>
</tr>
<tr>
<td>Schematic Review</td>
<td>T</td>
<td>T</td>
<td>.10</td>
</tr>
<tr>
<td>Web Page</td>
<td>T</td>
<td>T</td>
<td>.10</td>
</tr>
<tr>
<td>Final Exam</td>
<td>I</td>
<td>Determines highest grade possible</td>
<td></td>
</tr>
</tbody>
</table>

Potential Project Quad Charts: two submitted, one graded by peers
SDP Presentation: Presented to Project Sponsor and Advisor, the 419 and 420 Course Instructors, other ESET 419 students, and invited guests.
Preliminary SDP: Includes prototype design/performance requirements, major project milestones/deliverables and test matrix.
Planning Memo: Individually generated memo that coordinates a basic element of project with stakeholders.
Final SDP: Team effort with individual responsibility for sections of report.
Schematic Review: Team develops and conducts a review of their Version 1 Schematic.
Project Web Page: Communicates with text, images, animation, sound and video.
Final Exam: Must receive a 70% or higher.
Attendance: *

**Bonus Assignments:** Points per assignment based on quality and quantity of Bonus Assignment used to reduce absence deduction and then added to final exam grade. Bonus Assignments will generally be 3-4 points each. (Must be “approved” prior to Week 7)
Each student will receive a course grade based on the above individual and team performance. The following factors will impact the final course grade each student receives:

- Attendance and participation are the two most important factors in benefiting from this course. Attendance will be taken via a sign-up roster that will be distributed sometime during each class. For each unexcused absence, 5 points will be deducted from your final COURSE grade. It is your responsibility to insure that YOU sign the attendance roster – no one can sign for YOU.

- A primary portion of the student’s grade is for written/oral assignments. Grading of these assignments will focus on technical content and ability to communicate concepts effectively, but will also include assessment of style, format, grammar, punctuation, spelling, etc. A course grade of C or better in ESET 419 requires that all assignments be completed in satisfactory manner.

- Each team must receive a 70% or higher grade on their Final SDP Document to receive a C or better grade in the class.

- Students will receive a final course grade which is no higher than the grade he/she receives on the Final Examination.

**IMPORTANT**

**TESTS:** Exam date and time will be consistent with the University’s Final Exam Schedule. All students must take the exam at this time unless they have an approved written request to take it early. Only emergency situations will be considered as a valid excuse for not taking the exam on or before the scheduled time. Students who do not take the exam on or before the scheduled time or do not have an acceptable justification (emergency) for missing the exam will receive a zero grade for the exam.

**PEER EVALUATIONS:** A major portion of the work you perform in this course will be accomplished in a team environment. As such, you will be required to submit a confidential assessment of your peers that will be used to determine individual grades for team assignments. It is your responsibility to submit this confidential assessment in a separate sealed envelope containing the course name and your signature on the outside of the envelope. All peer evaluations must be submitted in the envelope containing the Final System Design Process Documentation – peer evaluations will not be accepted in any other manner. Teams members will not be assigned a final grade until this assessment is received. Late submittals of the Final System Design Process Documentation package, for any reason, will be cause to lower the team grade for this assignment.

**Attendance:** Attendance is required and will be verified by your immediate supervisor as discussed above. For more information about University attendance policies, see: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

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

**Academic Integrity Syllabus Statement**

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

For questions about honor code violations or the review/appeal process see: http://aggiehonor.tamu.edu
### ESET 419

**Project Management**

<table>
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<th>TOPIC</th>
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<tr>
<td>1</td>
<td>Course overview, assignments and ESET 420 expectations/prerequisites</td>
</tr>
<tr>
<td>2</td>
<td>Project management processes overview / Quad Charts</td>
</tr>
<tr>
<td>3</td>
<td>WBS / SDP</td>
</tr>
</tbody>
</table>
| 4    | Individual potential project Quad Charts / RAM  
Random selection (names called from class roster – not from those attending) |
| 4    | NLD |
| 5    | System Design Process |
| 6    | Preliminary Design Review --- System Design Process Presentations |
| 7    | Version 1 – SDP Documents |
| 8    | Risk Management |
| 9    | Cost Analysis and Project Pricing |
| 10   | Project Control and Earned Value |
| 11   | SDP Review |
| 12   | Special Topics |
| 13   | Special Topics |
| 14   | Final SDP Documents  
TAT Meeting Requirements and Presentations |
| 15   | Final Exam – see University Final Exam Schedule for date and time |

Presentation of the above topics is subject to change based on the availability of guest lecturers from industry and ELE Seminars.
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 Finance
3. Course prefix, number and complete title of course: FINC 485 Directed Studies

4. Change requested
   a. Prerequisite(s): From: Finance major and senior classification; To: Approval of department head; FINC 351 and FINC 361; ACCT 328 or concurrent enrollment
   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: Directed Studies. Credit 1 to 3 each semester. Directed study on selected problems in the area of finance not covered in other courses. Prerequisites: Finance major and senior classification; approval of department head.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Directed Studies. Credit 0 to 6 each semester. Directed study of selected problems in the area of finance not covered in other courses. Prerequisites: Approval of department head; FINC 351 and FINC 361; ACCT 328 or concurrent enrollment.

11. 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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b. Change to:
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<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
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<td>485</td>
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Approval recommended by:

R. T. Dye
Department Head or Program Chair (Type Name & Sign) Date 9/25/15

Chair, College Review Committee Date 10/15/15

Dean of College Date 10/15/15

Submitted to Coordinating Board by:

Chair, GC or UCC Date 10/15/15

Associate Director, Curricular Services

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

Curricular Services – 08/14
FINC 485 — DIRECTED STUDIES
Section 501 — Fall 2016

Instructor: TBD
Office: TBD
Phone: TBD
E-Mail: TBD
Office Hours: TBD

COURSE DESCRIPTION

FINC 485 is a customized problems course supervised by a faculty member. Students request creation of a FINC 485 section by submitting an Application for Problems Course (attached) to the department head. The Application specifies credit hours (subject to approval from the directing faculty member and the department head), along with a description of the problems to be addressed and the techniques that will be used to tackle the problems. By design, learning objectives are unique for every section of FINC 485.

COURSE LEARNING OUTCOMES

At the completion of the course, successful students should be able to:

- Apply concepts learned in required FINC courses to solve academic or business-related problems that are not encountered in other established courses.

For example, a recent multi-disciplinary directed studies course provided students of finance, marketing, supply chain management and engineering an opportunity to work together with Boeing to develop a business plan for delivery of small packages and goods using autonomous air vehicles such as quad copters. Finance-related objectives for the project include:

- Measure potential demand for autonomous delivery services.
- Specify financial operational requirements and performance objectives.
- Create a business plan and budget for the project.

CATALOG DESCRIPTION

Directed study of selected problems in the area of finance not covered in other courses.

COURSE PREREQUISITES

Approval of department head; FINC 351 and FINC 361; ACCT 328 or concurrent enrollment.
COURSE MATERIALS

Course materials vary by project and may include academic textbooks, practitioner-oriented publications, or materials provided by a corporate business partner.

GRADING AND COURSE REQUIREMENTS

Students are required to submit deliverables required by the project (such as a business plan in the Boeing example) or to submit a paper describing the problems encountered and approaches used to solve the problems. Letter grades follow the standard 90/80/70/60 scale.

<table>
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<th>Percent</th>
<th>Grade</th>
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<tr>
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<td>80 - 89</td>
<td>B</td>
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<tr>
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<td>C</td>
</tr>
<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
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</table>

Required deliverables or term paper 100%

ATTENDANCE POLICY

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments.

MAKE-UP WORK POLICY

Students with excused absences will receive adequate time and opportunities to submit the required deliverables that are delayed due to those absences. To submit work under the “make-up” policy requires documentation as specified in the TAMU student rules (see Student Rules: Rule 7 – http://student-rules.tamu.edu).

Students with unexcused absences will receive no credit for missed deliverables.

LATE WORK POLICY

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

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Aggie Honor Code**

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You can learn more about the Honor Council Rules and Procedures as well as your rights and responsibilities at the following URL:

[http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)

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

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

Even if you do not explicitly state the above, by submitting any course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

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

I will follow the steps and processes outlined in the Honor Council Rules and Procedures in all cases of academic misconduct in this class (see [http://aggiehonor.tamu.edu/RulesAndProcedures](http://aggiehonor.tamu.edu/RulesAndProcedures)).

**Statement on Plagiarism**

As commonly defined, plagiarism consists of passing off as one’s own, ideas, words, writing, 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 offenses, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please review additional information provided under Student Rule 20 and Aggie Honor System Rules under "Plagiarism" (see Student Rule 20 [http://student-rules.tamu.edu](http://student-rules.tamu.edu) and Aggie Honor System Rules [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx)).
FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building classrooms.

COURSE SCHEDULE

By its nature, the directed studies course does not have regular meeting times. Students meet with the instructor periodically on an as-needed basis.
To: Dr. Sorin Sorescu 
FINC Department Head

From: _______________________________  _______________________________ 
Name of Applicant (Please Print)  UIN

Subject: Request for enrollment in FINC 485 Directed Studies

1. I request enrollment in FINC 485 for the Spring / Summer / Fall semester, 20____ for _____ semester hours credit.

2. _______________________________ has agreed to direct this study. 
(Full name of faculty supervisor)

3. Describe briefly the problems to be solved. Add additional pages as necessary.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

4. Describe the technique you will use to solve the problem(s). Provide a brief overview of experiments, statistics, readings, observations, etc., that will be employed.

   __________________________________________
   __________________________________________
   __________________________________________
   __________________________________________

5. I have read and I understand the general directions on the reverse side of this application. My grade point average is _____, which meets the departmental requirement (3.0 or better overall and in FINC) for enrolling in a problems course.

6. I will submit three copies of this form, one each for the department head, faculty supervisor, and myself.

   Applicant Signature  Date

   Faculty Supervisor Signature  Date

   Department Head Signature  Date
Certain programs and colleges limit the total number of seminar, research, or directed studies courses that can appear in a curriculum. It is the student's responsibility to consult with an advisor to determine whether or not this problems course can appear in your degree plan.

Required activities for a Directed Studies course must be consistent with course loads for regularly scheduled courses. It is the faculty supervisor's responsibility to ensure that course requirements are adequate for the number of credit hours registered.
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 (DO, MD, JD, PHD, DVM)
2. Request submitted by (Department or Program Name): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course: FREN 300 COMPOSITION

Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________
      Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade □ S/U □ P/F (CLMO)
7. If this course will be stacked, please indicate the course number of the stacked course:

   □ Yes □ No

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.texam.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   Composition. Development of writing skills in French; emphasis on grammatical constructions; structural analysis of representative texts and their imitation; expression of hypotheses; descriptive and explanatory writing; required for modern languages majors in French; conducted in French.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Written Communication in the French-Speaking World. Strategies for effective communication in the written language; active production of a variety of narrative, expository, analytical, persuasive, and epistolary texts, with special attention to language appropriate to various social, professional, and cultural contexts both in French and in the Francophone world; conducted in French.

11. a. As currently in course inventory:
    Prefix  Course # Title (excluding punctuation)
    FREN  300 COMPOSITION

       Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code
    3.00 0.00 0.00 3.00 1609010001 1663 0 0 6 3 2 3

   b. Change to:
    Prefix  Course # Title (excluding punctuation)
    FREN  300 WRITTEN COMMUN IN FRENCH

       Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
    3.00 0.00 0.00 3.00 1609010001 1663 16 17 0 0 6 3 2

Level 3

Approval recommended by:
ROBERT R. SHANDLEY
Department Chair or Program Chair (Type Name & Degree)
Date 9/29/15

Chair, College Review Committee Dean of College
Date 10-18-15
Date 10-20-15

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services — 08/14
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
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., PharmD, D.V.M)
2. Request submitted by (Department or Program Name):  INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course:  FREN 301 FRENCH CULTURE AND CIVILIZATION

Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
4. Change requested
   a. Prerequisite(s):  From:  To:
   b. Withdrawal (reason):
   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   ☑️ Yes  ☐ No

6. If grade type is changing for existing course, indicate the new grade type:  ☐ Grade  ☐ S/U  ☑️ F/P (CL/MD)

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

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

8. Complete current course title and current catalog course description:
   French Culture and Civilization. Cultural background of French language and literature; salient aspects of the geography and history of France; characteristic elements of French culture; illustration of major stylistic periods in literature and the fine arts; conducted in French.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   French Society and Culture in Evolution. Events, figures, monuments, laws, and cultural productions, texts, and events participating in the evolution of French institutions, religion, socio-economic structures, marriage, sexuality, and identities from the Gallo-Roman period through May '68; conducted in French.

10. As currently in course inventory:

      | Prefix | Course # | Title (excluding punctuation) |
      |--------|----------|-------------------------------|
      | FREN  | 301      | FRENCH CULTURE AND CIV        |

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<td>301</td>
<td>FRENCH SOCIETY AND CULTURE</td>
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<td>16 - 17</td>
<td>0 3 6 3 2</td>
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</table>

Approval recommended by:
ROBERT R. SHANDLEY

Department Head or Program Chair (Type Name & Sign) Date 10-20-15
Chair, College Review Committee Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
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):
   INTERNATIONAL STUDIES

3. Course prefix, number and complete title of course:
   FREN 311 ADVANCED ORAL EXPRESSION

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 items 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete items 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 (CLM)

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

9. Complete current course title and current catalog course description:
   Advanced Oral Expression. Strategies for effective communication in spoken French with special attention to language appropriate to various social contexts; analysis of press articles, television and radio programs; oral presentations; conducted in French.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Oral Communication in the French-Speaking World. Strategies for effective communication in the spoken language; case studies in economic, political, cultural, social, and environmental issues as presented through the press and audio-visual media of France and the Francophone world; conducted in French.

11. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
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   Approval recommended by:
   ROBERT R. SHANDLEY
   Department Head or Program Chair (Type Name & Sign) Date: 9/29/16
   Chair, College Review Committee Date: 10-19-15
   Dean of College Date: 10-20-15

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

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 06/14

   Received CURRICULAR SERVICES Okt 23 2015
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DVM, MD, JD, PharmD, DDS)

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

3. Course prefix, number and complete title of course: FREN 321 Survey of French Literature

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:

   ☑ Yes ☐ No

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:
   Survey of French Literature I. Masterpieces of French poetry, prose and theater from the Middle Ages through the seventeenth century, with special attention to the place of each work's significance to the evolution of French society and culture; conducted in French.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   French Literature I. Representative works of French poetry, theater, essays, and novels in the historical, cultural, and political context of French society from the Middle Ages through the 18th century; conducted in French.

11. a. As currently in course inventory:

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   Approval recommended by:
   ROBERT R. SHANDLEY 9/19/15
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Date

   Dean of College
   (if cross-listed course)
   Date

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

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 08/14
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
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): INTERNATIONAL STUDIES

3. Course prefix, number and complete title of course: FREN 322 Survey of French Literature II

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

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course? ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

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

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

9. Complete current course title and current catalog course description:
   Survey of French Literature II. Masterpieces of French poetry, prose and theater from the Enlightenment through the twentieth century, with special attention to the place of each work’s significance to the evolution of French society and culture; conducted in French.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    French Literature II. Representative works of French and Francophone novels, plays, poetry and essays reflecting the societies and cultural experience of French-speaking people in the 19th, 20th and 21st centuries; conducted in French.

11. a. As currently in course inventory:

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   Approval recommended by:
   ROBERT R. SHANDLEY
   Department Head or Program Chair (Type Name & Sign) Date
   Nancy J. Ivens
   Chair, College Review Committee Date
   10-19-15
   Dean of College Date
   10-20-15

   Submitted to Coordinating Board by:
   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 – 08/14
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
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, DVA)
2. Request submitted by: (Department or Program Name): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course: FREN 336 CONTEMPORARY FRANCE

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

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): ___________________________
   c. Cross-list with: ___________________________
      Cross-listed courses require the signature of both department heads.

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ S/U □ P/F (CLAIM)

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

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

8. Complete current course title and current catalog course description:

   Contemporary France. Cultural, economic and political aspects of present-day French society, including educational institutions, modern families, gender roles, entertainment and leisure, social classes and lifestyles, French and American cultural differences, and treatment of these issues in French media; conducted in French.

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

   Politics, Culture, and Society in Contemporary France. Salient aspects of present-day French society and culture, including government, demographics, immigration, education, families, gender roles, entertainment and leisure, social classes, and cross-cultural tensions; conducted in French.

10. □ As currently in course inventory:

    Prefix | Course # | Title (excluding punctuation) | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    ------ | ------- | ----------------------------- | ---- | ----------------- | ----------- | -------- |
    FREN  | 336    | CONTEMPORARY FRANCE          | 3.00 | 1609010001       | 1683        | 0 0 3 6 3 2 |

    □ Change to:

    Prefix | Course # | Title (excluding punctuation) | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    ------ | ------- | ----------------------------- | ---- | ----------------- | ----------- | -------- |
    FREN  | 336    | POL-CULT-SOCIETY CONTEMP FRANCE | 3.00 | 1609010001       | 1683        | 16 17 3 6 3 2 |

Approval recommended by:

ROBERT R. SHANDLEY
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

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

RECEIVED Oct 23, 2015 CURRICULAR SERVICES
The Department of International Studies requests changes in course title and description for the following courses: FREN 300, FREN 301, FREN 311, FREN 321, FREN 322, and FREN 336. These changes are a reflection of the broader emphasis of French studies to include the culture and society of the French-speaking world both within and outside of mainland France, as well as their mutual relationship.
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): INTERNATIONAL STUDIES
3. Course prefix, number and complete title of course: FREN 475 THE FRANCOPHONE WORLD

4. Change requested
   a. Prerequisite(s): From:  FREN 202 or equivalent; junior or senior classification.  To:  FREN 202 or equivalent.
   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.

5. Is this an existing core curriculum course?  ❑ Yes  ✔ No
6. If grade type is changing for existing course, indicate the new grade type:  ❑ Grade  ❑ S/U  ❑ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ✔ I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://vrc.tamua.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
The Francophone World. The peoples, cultures and societies of French-speaking communities outside of France, with special attention to their colonial origins and current issues of politics, identities and migrations as represented in works of film and literature.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
The Francophone World. The peoples, cultures and societies of French-speaking communities outside of France, with special attention to their colonial origins and current issues of politics, identities and migrations as represented in the press and media as well as in works of film and literature. Conducted in French.

10. As currently in course inventory:

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Approval recommended by:
Robert R. Sharples  3/3/15
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date

Dean of College Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
FREN 475 The Francophone World will be renumbered FREN 375 The Francophone World in order to create structural alignments in the French curriculum, whereby 300-level courses will be conducted in French and 400-level courses will (generally) be conducted in English, with relative shifts in the amount of reading and other material assigned in the course and the pace at which it is covered.
FREN 375-500 The Francophone World  
Texas A&M University • Spring 2017

Instructor: Dr. Nathan Bracher  
Office: ACAD 329A  
Hours: MWF 2:00-3:00 pm and by appointment  
Phone: 845-2124 (INTS main office)  
e-mail: nbracher@tamu.edu

Class meeting: MWF 9:10-10:00  
ACAD 226

Course Description:
The peoples, cultures, and societies of French-speaking communities outside of France, with special attention to their colonial origins and current issues of politics, identities, and migrations as represented in the press and media as well as in works of film and literature. Conducted in French.

Sharing in common their use of the French language, the Francophone community is spread throughout some 80 different countries and numbers over 275 million people, the great majority of whom are found outside of both France and Europe. Though often tied to France or Belgium by a history of colonization and war, these French speaking peoples, societies, and cultures thus live in highly diverse contexts with their own specific roots and traditions, facing challenges specific to their own particular geographic location and economic conditions. Given the numerical weight of the Francophone community and the multicultural reality of our contemporary world, it is imperative that twenty-first century students not limit their knowledge of things French to their European dimensions: a solid knowledge of the Francophone world is indeed indispensable.

This course will introduce students to the often tragic past from which Francophone cultures were born and to the multicultural reality of contemporary Francophone societies throughout the world, with special attention to the Caribbean and to North and sub-Saharan Africa. Taking care to situate various peoples and societies precisely in their own geo-political, linguistic, and historical context, we shall be able to appreciate salient qualities of their vibrant cultures through a close study of literary and cinematic works widely recognized for their various perspectives on issues of identity, justice, exile, tradition vs. modernity, and rural vs. urban lifestyles.

Prerequisites:
FREN 202 or equivalent.

Learning Outcomes:
Upon completion of the course, students will be able to:
• identify the major social, geographic, and demographic components of the Francophone world;
• describe experiences, including exile, colonization, and enslavement often crucial in the formation of Francophone cultures and identities
• explain the challenges often shared in the context of a globalized world in which English is often dominant;
• appraise the rich and varied cultural productions from Francophone countries
• articulate an in-depth knowledge of one major Francophone and that person’s ongoing impact on contemporary politics, society, and culture.

**Required Texts:**
Maryse Condé, *Moi, Tituba sorcière* [Black Witch of Salem]

Unless otherwise noted, all additional readings will be available as electronic files on eCampus.

All films will be available for students registered in the class at mediamatrix.tamu.edu.

**Assignments:**
Though there will be occasional lectures, the great majority of class sessions will be interactive, with the instructor leading students to explore and discover salient features of the books, films, and articles to be studied.

There will be a series of five formally structured “directed discussions” focusing sharply on a variety of issues raised by this material (see dates on schedule of assignments). The instructor will assign interrelated sets of questions to specific groups of students, who will prepare their answers in advance and present them orally in class. In the case of university-approved excused absence, students can submit their “directed discussion” in written form. No points will be given for unexcused absence.

The midterm and final exams will be based on course readings, lectures, and discussion, and will be a combination of short answer and essay questions. Exams cannot be made up except in the case of a university-approved excused absence.

Each student will conduct a research project on one major figure of the Francophone world, to be chosen in consultation with the instructor. The project will give a salient profile of one figure not studied in class and assess that person’s impact on society and culture both past and present. All students will give a 8-10 minute oral presentation providing a synopsis of their research and its findings. To ensure that these projects are undertaken in a timely and methodical manner, a topic proposal narrative will be due in week 3, an annotated bibliography in Week 7, followed by a detailed outline of the final report, due in Week 10.

*Oral Presentation Guidelines & Grading:*
The oral presentation will be from 15 to 20 minutes in length and will convey the salient results of your research project. It will be graded according to the following criteria and percentages:

- **20%** = *Delivery* – You should look directly at your audience. You may use notes, but do not read directly from your written text. Speak distinctly, taking care to use natural intonation.
20% = Clarity of main themes – Your audience should be able to clearly discern your main ideas. The most important findings of your research must therefore be articulated in a clear, precise, succinct manner.

25% = Intellectual content – You should explain what motivated you to take up your particular topic and indicate how it is related to material that we have studied together in class. You should then explain how your findings shed new light on the subject or challenge conventional wisdom.

25% = Precision and cogency of analysis – Rather than simply advancing general descriptions or platitudes, you should support your theses with evidence illustrated by concrete examples. Examples should be striking, allowing your audience to grasp main points from a case in point.

10% = Quality of your one-page handout – You should supply each member of the class with a one-page printed (not handwritten) synopsis of your findings. This sheet must be error free and neatly organized, clearly indicating the title of your research project along with your name at the top, and supplying your main sources of information.

Overall Grading Policy:

<table>
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<th>Component</th>
<th>Weight</th>
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<tr>
<td>Directed Discussions (5 total, each worth 6%)</td>
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<tr>
<td>In-class oral presentation of research project</td>
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<tr>
<td>Proposal narrative for research project</td>
<td>5%</td>
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<tr>
<td>Annotated bibliography for research project</td>
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<tr>
<td>Detailed outline of research project</td>
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<tr>
<td>Mid-Term Exam</td>
<td>20%</td>
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<tr>
<td>Final Exam</td>
<td>20%</td>
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(A = 90% - 100%, B = 80% - 89%, C = 70% - 79%, D = 60% - 69%, F = 59% and below)

Attendance:
The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. Students are expected to attend class and to complete all assignments; students are responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections 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 that you have a
disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B-118, or call 845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

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

***

### Schedule of Assignments

Documents from the website of the Organisation Internationale de la Francophonie  
"The 80 States and Governments of the Francophone World"  
"Statistical Data on the Use of the French Language"  
"Counting the number of French-speaking People in the World"  
"Map of French speakers in the World"  
"What is ‘la Francophonie’?"  
*La francophonie* (pp. 3 – 11)  
Personal Testimonies of prominent artists, writers, athletes, and public figures in answer to the question: “How do you experience French and the French-speaking world?” (audio recordings) |
| Week 2: | Overview of the Francophone World B: Cultures, Projects, Challenges  
*La francophonie* (pp. 16-21)  
Recent press articles on recent developments and current issues  
"Défense et illustration de la langue française"  
"Vers une charte économique de la Francophonie"  
"La Canadienne Michâelle Jean, première femme . . ."  
"Qui est Michâelle Jean?"  
"La Francophonie croît surtout en Afrique"  
"Le bilinguisme est l’avenir du français"  
"Le français bientôt deuxième langue du monde"  
"Rencontre avec Philippe Suinen, adm. gnlt. de Wallonie-Bruxelles" |
| Week 3: | North Africa (A): Algerian Women facing the heritage of patriarchy and colonialism  
Assia Djebar, *Femmes d’Alger dans leur appartement* |

*Directed Discussion 1*  
*Research Project Proposal Narrative due*
| Week 4: | North Africa (B): Algeria Between tradition, modernity, and extremism  
Yamina Bachir, *Rachida* (film)  
Nadir Moknèche, *Viva L’Algérie* (film) |
<table>
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<tr>
<td><strong>Directed Discussion 2</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Week 5: | North Africa (C): Press Dossier on Language, Culture and Economic development in Algeria and Morocco  
*Press articles*  
"En Algérie, une usine Renault inaugurée en grande pompe"  
"Pourquoi la France a besoin de l’Algérie"  
"Le Maroc pays francophone? Un leurre!"  
Jacques Attali, "Pour le Maroc, la francophonie est un atout majeur dans ses échanges avec l’Europe et l’Afrique" |
| **Directed Discussion 3** |
| Week 6: | Sub-saharan Africa, a Senegalese woman’s perspective  
Mariama Bâ, *Une si longue lettre [So Long a Letter]*, part 1 |
| **Annotated Bibliography due** |
| Week 7: | Sub-saharan Africa, a Senegalese woman’s perspective  
Mariama Bâ, *Une si longue lettre [So Long a Letter]*, part 2 |
| **Midterm Exam** |
| Week 8: | Migration from Sub-saharan African: Dreams and Dangers of Migration  
Moussa Touré, *La pirogue* (film) |
| Week 9: | *Voices from the Antilles: the legacy of slavery and the clash of cultures (A)*  
Aimé Césaire, *Cahier d’un retour au pays natal*  
Maryse Condé, *Moi, Tituba sorcière [Tituba, Black Witch of Salem]*, part 1 |
| **Directed Discussion 4** |
| Week 10: | *The Caribbean: the legacy of slavery and the clash of cultures (B)*  
Maryse Condé, *Moi, Tituba sorcière [Tituba, Black Witch of Salem]*, part 2 |
| **Detailed Outline of Oral Presentation due** |
| Week 11: | *Quebec: gender and class in the experience of French immigrants:*  
Anne Hébert, “Au pays de Catherine” & “Le premier mariage de Mme Rolland”  
Félix Leclerc, “Le hamac dans les voiles” |
| Week 12: | *Quebec: indigenous peoples and the struggle for cultural survival*  
Robert Boucher, “Le départ”  
Marcelline Boivin-Coocoo, “Que sont devenus les enfants arrachés à leur famille?”  
Jacinthe Connolly, “Otatakon pisimu: mois de l’envolée”  
Armand Mckenzie, “Le loup qui adorait manger du neuaijan” |
<p>| <strong>Directed Discussion 5</strong> |</p>
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<tr>
<th>Week 13:</th>
<th>Quebec: Immigration and Education in Present-day Urban Society</th>
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<tbody>
<tr>
<td></td>
<td><em>Monsieur Lazhar</em> (film)</td>
</tr>
<tr>
<td>Week 14:</td>
<td><em>Student Presentations of Individual Projects</em></td>
</tr>
<tr>
<td></td>
<td>Final Exam according to official university schedule</td>
</tr>
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</table>
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

1. Course request type: ☑ Undergraduate  □ Graduate  □ First Professional (DO, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Nutrition and Food Science
3. Course prefix, number and complete title of course: FSTC 315: Food Process Engineering Technology

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

4. Change requested
   a. Prerequisite(s): From: FSTC 201; PHYS 201; junior or senior classification or approval of instructor
      To: PHYS 201; P3 or U4 classification or approval of instructor or PHYS 210
   b. Withdrawal (reason):
   c. Cross-list with: AGSM 315

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/P (CLME)
7. If this course will be stacked, please indicate the course number of the stacked course:
   ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vp.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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b. Change to:

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</tbody>
</table>

Approval recommended by:
Boon Chew, Department Head or Program Chair (Type Name & Sign)  9/2/15
Stephan W. Searcy, Department Head or Program Chair (Type Name & Sign)  7/1/15

Robert Knight, Chair, College Review Committee  1/1/15
Kim Dooley, Dean of College  10/9/15

Submitted to Coordinating Board by:
Chair, GC or UCC  08/14

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

RECEIVED  OCT 20 2015
CURRICULAR SERVICES
Per Dr. Elena Castell, one of the AGSM/FSTC 315 instructors, FSTC 201 is not required for students to enroll in AGSM 315. This course is not required in the AGSM curriculum and because of this unnecessary prerequisite, each student enrolling (every semester) requires a manual prerequisite override by the departmental academic advisor. The course background students need to have in order to be successful in this course comes from either PHYS 201 or PHYS 218. This course is offered and taught, as a cross listed course with FSTC, by faculty members in the Biological and Agricultural Engineering Department. If you have any questions or concerns, you may contact me at ecastell@tamu.edu.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ♦ Graduate ♦ Professional
• Submit original form and attachments •

Form Instructions

1. Course request type:
   ☑ Undergraduate ☐ Graduate ☐ First Professional (DO, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Biochemistry and Biophysics

3. Course prefix, number and complete title of course:
   GENE 105 - Perspectives in Genetics: Past, Present and Future

4. Change requested
   Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.
   a. Prerequisite(s):
      Freshman or sophomore classification or approval of instructor
   b. Withdrawal (reason):
   c. Cross-list with:
      BICH 101
   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 (CLAD)

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:
   Perspectives in Genetics: Past, Present and Future - Impact of genetics on science and society; historical and continuing development of genetics and its contributions to agricultural, biological, medical, physical and social sciences.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Perspectives in Biochemistry and Genetics - Introduction to Biochemistry and Genetics and their relationship to the biological, biophysical and chemical sciences.

10. As currently in course inventory:

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b. Change to:

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Approval recommended by:
David Peterson
9/24/15

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

Chair, College Review Committee
Date

Dean 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 845-8204 or sandra.williams@tamu.edu.

Curricular Services - 08/14
Course title and number: BICH/GENE 101 Perspectives in Biochemistry and Genetics
Term: Fall 20XX
Meeting time and location: Monday, 4:10-5:00 Biochemistry Building Room 107

Course Description and Prerequisites

Introduction to Biochemistry and Genetics and their relationship to the biological, biophysical and chemical sciences. Prerequisite: BICH or GENE major

Learning Outcomes

Upon completion of this course, students will be expected to:
1. Demonstrate a basic understanding of concepts that will be studied in more detail in advanced courses in Biochemistry and Genetics.
2. Explain to others how Biochemistry and Genetics are important to society.
3. Demonstrate a basic understanding of academic research, and appreciate the value of the opportunity to perform undergraduate research in a basic science laboratory.
4. Demonstrate effective use of library and other campus resources available to students.

Instructor Information

Name: David Peterson
Telephone number: 979-845-0953
Email address: dopeterson@tamu.edu
Office hours: Wednesday, 3:00-4:00 or by appointment
Office location: Biochemistry Building NMR Wing, Room N213A

Textbook and/or Resource Material

For the most part, there is no textbook for this course. You will be directed to various resource materials that are available through the Texas A&M University library.

You will need access to The Double Helix: A Personal Account of the Discovery of the Structure of DNA by James D. Watson. Two copies are on reserve at the Medical Science Library. Inexpensive used copies are available at amazon.com or other on-line booksellers.

Attendance

Attendance is very important in this class, and a sign-in sheet will be circulated at every class meeting. Each unexcused absence will lower your final grade by 2 points (one percent). No exceptions will be made. It is your responsibility to make sure you sign in. Excused absences are defined in TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07).
Grading Policies

Grades will be determined based on the following assignments. Details, including due dates and specific instructions for submission, will be available at the course website (ecampus.tamu.edu).

Quizzes/assignments based on readings (B) 80 pts (10 pts each)
Attend Genetics and Biochemistry Enrichment Experience (GaBEE) * 20 pts
Write a Mission Statement (due Sep xx) 10 pts
Write an Inherited Disease Summary (due Oct xx) 30 pts
Group Project (20 for draft/practice (due Oct xx) + 40 for final presentation (due Nov xx)) 60 pts

Total 200 pts

All work must be submitted on time unless you have an excused reason as defined in TAMU Student Rule 7 (http://student-rules.tamu.edu/rule07). Late work will not be accepted or graded without an approved excuse for late submission. Make-up quizzes will be offered to students who miss a quiz due to an excused absence.

* You must attend at least 4 of the 5 GaBEE meetings (5:30 PM on Sep xx, Sep xx, Oct xx, Oct xx, and Nov xx). An alternative assignment will be available for students who have a documented class conflict. (NOTE: An unexcused absence is not the same as attendance. For example, attending only 3 GaBEE meetings with one excused and one unexcused absence will not be viewed as completing the GaBEE assignment. If you have two or more excused absences, you should request to complete the alternative GaBEE assignment.)

Course grades will be assigned based on the number of points earned during the semester:
A = 180 pts or more; B = 160-179 pts; C = 140-159 pts; D = 120-139 pts; F = 119 pts or less

Class Schedule

1 Aug xx Introduction; University Services
2 Sep xx Discussion 1: The Double Helix (chapters 1-16) (Quiz/Assignment 1)
3 xx Discussion 2: The Double Helix (chapters 17-29 and epilogue) (Quiz/Assignment 2)
4 xx Discussion 3: Genetically Modified Organisms (Quiz/Assignment 3)
5 xx Discussion 4: Gene Therapy and Personalized Medicine (Quiz/Assignment 4)
6 Oct xx Discussion 5: Cancer (Quiz/Assignment 5)
7 xx Discussion 6: The Biochemistry of Aging (Quiz/Assignment 6)
8 xx Discussion 7: Dimentia/Alzheimer’s Disease (Quiz/Assignment 7)
9 xx Faculty Guest Lecture - Dr. Ryland Young (Bacteriophage)
10 Nov xx Group Presentation Practice (Groups 1-4)
11 xx Group Presentation Practice (Groups 5-8)
12 xx Discussion 8: The Microbiome (Quiz/Assignment 8)
13 xx Group presentations (Groups 1-4)
14 xx Group presentations (Groups 5-8)

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

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

For additional information please visit: http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a Change in Course
Undergraduate ✦ Graduate ✦ Professional
Submit original form and attachments ✦

Form Instructions:

1. Course request type: ☑ Undergraduate  □ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVMD)

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

3. Course prefix, number and complete title of course: HIST 234 European Military History, 1630-1900

4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal reason: ___________________________
   c. Cross-list with: ___________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes  □ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade  □ S/U  □ P/F (CLMD)

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

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

8. Complete current course title and current catalog course description:
   European Military History, 1630-1900: European military history from Gustavus Adolphus to the Boer War including especially societal involvement as well as roles of classic commanders

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   European Military History: European military history including societal involvement, democratization of war, technology, strategy, military thought, and campaigns

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | HIST   | 234      | EUR MIL HIST 1630-1900        |
    |        |          |                               |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 3.00  | 5401010001 | 4236        | 0 0 3 6 3 2 | 2     |

11. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | HIST   | 234      | Euro Mil History              |
    |        |          |                               |
    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    | 3.00   | 0.00     | 3.00  | 5401010001 | 4236        | 16 17 0 3 6 3 2 | 2     |

Approval recommended by:
David J. Vaught, Head, 9/30/15

Chair, College Review Committee
Date

Dean of College
Date

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 – 08/14
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 234

Date: September 30, 2015

We propose changing the current course title for HIST 234 “European Military History, 1630-1900,” to “European Military History.” Likewise we propose changing the current description, “European military history from Gustavus Adolphus to the Boer War including especially societal involvement as well as roles of classic commanders,” to “European military history including societal involvement, democratization of war, technology, strategy, military thought, and campaigns.” The proposed title and description changes reflect shifts in scholarship over the past 20 years and more clearly communicate the course’s chronological breadth and current discussions of the political and global aspects of war.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
Submit original form and attachments  

Form Instructions  
1. Course request type:  
   - Undergraduate  
   - Graduate  
   - First Professional (DMD, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name):  
   Department of History  
3. Course prefix, number and complete title of course:  
   HIST 350 Asia During World War II  

4. Change requested  
   a. Prerequisite(s):  
      From:  
      To:  
   b. Withdrawal (reason):  
   c. Cross-list with:  
      ASIA 350  
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 (CP/MG)  
8. This course will be stacked. Please indicate the number of the stacked course:  
9. Complete current course title and current catalog course description:  
   Asia During World War II: the origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war.  
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
    World War II in Asia and the Pacific: origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States on Japanese-Americans; outcomes of the war; remembrance of the war.  

11. a. As currently in course inventory:  
   - Prefix:  
   - Course:  
   - Title (excluding pass/fail):  
     HIST 350 Asia During World War II  
   - Text:  
   - Lab:  
   - Other:  
   - SCH:  
   - CP and Fund Code:  
   - Admin Unit:  
   - ERE Code:  
   - Level:  
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   - 4236  
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   - 6  
   - 3  
   - 1  
   b. Change to:  
   - Prefix:  
   - Course:  
   - Title (excluding pass/fail):  
     HIST 350 WWII Asia Pac (WWII in Asia & Pacific)  
   - Text:  
   - Lab:  
   - Other:  
   - SCH:  
   - CP and Fund Code:  
   - Admin Unit:  
   - ERE Code:  
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   - 3  
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   - 3  
   - 2  

Approval recommended by:  
David J. Vaught, History, 9/20/15  
Department Head or Program Chair (Type Name & Sign)  
Date  
10/1/15  
Chair, College Review Committee  
Date  
10-20-15  
Dean of College  
Date  
Submitted to Coordinating Board by:  
Associate Director, Curricular Services  
Date  
Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu  
Curricular Services – 08/14
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History
       Robert Shandley, Head, Department of International Studies

Re: RATIONALE for Change in Course Title/Description for ASIA/HIST 350

Date: September 30, 2015

We propose changing the current course title for HIST/ASIA 350 from "Asia during World War II" to "World War II in Asia and the Pacific." Likewise we propose changing the current description from "The origins and development of Japanese Imperialism; Japan's expansion into East and Southeast Asia; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war; remembrance of the war," to "the origins and development of Japanese imperialism; Japan's expansion into East and Southeast Asia and the Pacific; wartime societies; collaboration and resistance; effects of the war in the United States upon Japanese-Americans; the outcomes of the war." The proposed title and description changes reflect shifts in scholarship which explicitly address the role of the Pacific and Pacific Islanders in World War II.
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):

3. Course prefix, number and complete title of course:
   HIST 353 Modern South Asia

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

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade □ S/U □ P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description: Modern South Asia: Survey of the modern nation states of South Asia, including India, Pakistan, Bangladesh, Afghanistan, Nepal, Ceylon, Bhutan, and Burma, ca., 1600 to the present; major political events; economic, social, and cultural developments.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Modern South Asia: Evolution of cultures, politics, and societies in Indian sub-continent from c. 1300 to present; rise and demise of empires (especially Mughal, and British); anti-colonialism and emergence of nation states; social and cultural struggles and debates. Prerequisite: Junior or senior classification.

10. a. As currently in course inventory:

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<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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   | HIST   | 353      | MODERN SOUTH ASIA

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<td>4236</td>
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   b. Change to:

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<th>Title (excluding punctuation)</th>
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   | HIST   | 353      | MODERN SOUTH ASIA

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   Approval recommended by:

   David J. Vaught, Head, History, 9/30/15
   Department Head or Program Chair (Type Name & Sign) Date

   Nancy O. Streete 10-19-15
   Chair, College Review Committee Date

   Dean of College
   Date

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 843-8201 or sandrmwilliams@tamu.edu.
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Description for HIST 353

Date: September 30, 2015

We propose changing the current course description for HIST 353 "Modern South Asia" from "survey of the modern nation states of South Asia, including India, Pakistan, Bangladesh, Afghanistan, Nepal, Ceylon, Bhutan, and Burma, ca., 1600 to the present; major political events; economic, social, and cultural developments. Prerequisite: Junior or senior classification," to "Evolution of cultures, polities, and societies in Indian sub-continent from c. 1500 to present. Rise and demise of empires (especially Mughal, and British); anti-colonialism and emergence of nation states; social and cultural struggles and debates. Prerequisite: Junior or senior classification." The proposed description change reflects shifts in scholarship over the past 20 years that explicitly address historical changes on the Indian sub-continent prior to European colonialism and the contributions of multiple polities during the colonial period, the decolonization movement, and the national epoch.
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): History
3. Course prefix, number and complete title of course: HIST 365 History of Religion in America to 1860

Attach a brief supporting statement for changes made to items 4a, 4d, 4e, and 8 below.

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: RELS 365
   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 ☐ PF (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://prr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).


9. Complete proposed course title and proposed catalog course description (not to exceed 30 words): History of Religion in America to 1860. Religion in North America from colonial beginnings to eve of Civil War. Relations between European Christianity, Native Americans, and African Americans; religious pluralism, reform movements, social and political change. Crosslisted with RELS 365. Prerequisite: Junior or senior classification.

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

David J. Vaught, Head, History, 9/30/15

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

Donna Lee Dotz, Director, RELS, 9/30/15

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

Chair, College Review Committee: Date

Dean of College: Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845.8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History
Donnalee Dox, Director, Religious Studies

Re: RATIONALE for Change in Course Description for HIST/RELS 365

Date: September 30, 2015

We propose changing the current course description for HIST/RELS 365 “History of Religion in America to 1860,” from “Religion in America from European origins through New England Puritanism, U. S. Constitutional issues, immigration, revivalism and the Civil War; relationship between dissenters, utopians and visionaries versus mainstream counterparts,” to “Religion in North America from colonial beginnings to eve of Civil War. Relations between European Christianity, Native Americans, and African Americans; religious pluralism, reform movements, social and political change. Crosslisted with RELS 365. Prerequisite: Junior or senior classification. “ The proposed description change reflects shifts in scholarship over the past 20 years that explicitly address the multiple groups and varied strands of religiosity and spirituality that informed the creation and transformation of religious expression in North America during the colonial, early national, and national periods.
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): History

3. Course prefix, number and complete title of course: HIST 416 Texas Since 1845

4. Change requested
   a. Prerequisite(s): From: none  To: junior or senior classification or consent 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 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: Texas Since 1845: History of Texas since annexation; social, cultural, economic and political developments and the place of Texas in national affairs

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Texas as Border Region: History of Texas since annexation; slavery and its aftermath; border cultures and identities; race and ethnicity; modernization and its discontents.

   Prerequisite: Junior or senior classification

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |--------|----------|-------------------------------|-----|------------------|-------------|-----------|-------|
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    | Lect.  | Lab      | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
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</tr>
</tbody>
</table>

   Approval recommended by:  ©

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

   Chair, College Review Committee  ©
   Date  ©

   Dean of College  ©
   Date  ©

   Chair, GC or UCC  ©
   Date  ©

   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
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title & Description for HIST 416

Date: September 30, 2015

We propose changing the current course title for HIST 416 "Texas Since 1845," to "Texas as Border Region." Likewise, we propose changing the current course description, "History of Texas since annexation; social, cultural, economic and political developments and the place of Texas in national affairs" to "History of Texas since annexation; slavery and its aftermath; border cultures and identities; race and ethnicity; modernization and its discontents. Prerequisite: Junior or senior classification." The proposed course title and description changes reflect scholarly discussions over the past 20 years that emphasize the multi-cultural, multi-racial, trans-national character of Texas' inhabitants and the state's historical links to the broader southwest borderlands. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that "junior or senior classification or consent of instructor" be added as a prerequisite.
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): History

3. Course prefix, number and complete title of course: HIST 438 Nineteenth Century England

4. Change requested:
   a. Prerequisite(s): From: none To: Junior or Senior Classification or consent 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://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description: Nineteenth Century England: political, social, economic and intellectual history of England from 1815 to 1914

   Complete proposed course title and proposed catalog course description (not to exceed 50 words): Nineteenth Century Britain: Political, social, economic, cultural, intellectual, and military history of Great Britain from 1815 to 1914. Prerequisite: Junior or senior classification or consent of instructor:

9. a. As currently in course inventory:

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   Approval recommended by:

   David J. Vaught, Head, History, 9/30/15
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date

   Submited 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

   Chair, GC or UCC Date

   Effective Date
Memorandum

To: Undergraduate Instructional Committee
From: David J. Vaught, Head, Department of History
Re: RATIONALE for Change in Course Title & Description for HIST 438
Date: September 30, 2015

We propose changing the current course title for HIST 438 from "Nineteenth Century England," to "Nineteenth Century Britain." Likewise, we propose changing the current course description from "political, social, economic and intellectual history of England from 1815 to 1914 " to "Political, social, economic, cultural, intellectual, and military history of Great Britain from 1815 to 1914. Prerequisite: Junior or senior classification or consent of instructor." The proposed course title and description changes reflect scholarly discussions over the past decade that emphasize the multi-cultural, multi-racial, trans-national character and culture of the British Isles rather than just England. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that "junior or senior classification or consent of instructor" be added as a prerequisite.
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): History

3. Course prefix, number and complete title of course: HIST 439 Twentieth Century England

4. Change requested
   a. Prerequisite(s): From: none                        To: Junior or Senior Classification or consent 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?

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: Twentieth Century England: Constitutional, political, economic, military and social history of England since 1910

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Twentieth Century Britain: Constitutional, political, economic, military, social, and cultural history of Great Britain since 1900. Prerequisite: Junior or Senior classification or consent of instructor.

11. a. As currently in course inventory:

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b. Change to:

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</table>

Approval recommended by:

David J. Vaught, Head, History, 9/30/15
Department Head or Program Chair (Type Name & Sign) Date

Nancy J. Street, Chair, College Review Committee, 10-19-15
Dean of College, 10-20-15

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
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 439

Date: October 2, 2015

We propose changing the current course title for HIST 439 from “Twentieth Century England,” to “Twentieth Century Britain.” Likewise, we propose changing the current course description from “Constitutional, political, economic, military and social history of England since 1910,” to “Constitutional, political, economic, military, social, and cultural history of Great Britain since 1900. Prerequisite: Junior or Senior classification or consent of instructor.” The proposed course title and description changes reflect scholarly discussions over the past decade that emphasis the multi-cultural, multi-racial, trans-national character and culture of the British Isles rather than just England. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that “junior or senior classification or consent of instructor” be added as a prerequisite.
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): History
3. Course prefix, number and complete title of course: HIST 450 The Old South

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

4. Change requested
   a. Prerequisite(s): From: none To: Junior or Senior Classification or consent 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:

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: The Old South: History of antebellum South; physical bases of Southern regionalism; Southern alignments on national issues; slavery-plantation economy and society of Old South; secession and formation of Confederacy

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Southern Identities and Cultures Through Reconstruction: Focus on parts of North America where slavery dominated the economy, politics, and demographics; experiences of native, African, and European-descended peoples in such regions from the colonial period to the end of slavery; debates about geographical and cultural roots of regional identities. Prerequisite: Junior or Senior classification or consent of the instructor.

11. a. As currently in course inventory:

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Level 4

Approval recommended by:

[Signature]
David J. Vaught, Head, History, 9/30/15
Department Head or Program Chair (Type Name & Sign) Date

[Signature]
Nancy C. Stone, Chair, College Review Committee Date
Department Head or Program Chair (Type Name & Sign) Date

[Signature]
[Signature]
Chair, GC or UCC Date

[Signature]
Date
Effective Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8200 or swilliams@tamu.edu.
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 450

Date: October 2, 2015

We propose changing the current course title for HIST 450 from “The Old South,” to “Southern Identities and Cultures through Reconstruction.” Likewise, we propose changing the current course description from “History of antebellum South; physical bases of Southern regionalism; Southern alignments on national issues; slavery-plantation economy and society of Old South; secession and formation of Confederacy,” to “focus on those parts of North America where slavery dominated the economy, politics, and demographics of a region; influence of native, African, and European-descended peoples on racial and cultural institutions from the colonial period to the end of slavery; historical debates over geographical and cultural roots of regional identities. Prerequisite: Junior or Senior classification or consent of the instructor.” The proposed course title and description changes reflect scholarly discussions over the past two decades that emphasize the multi-cultural, multi-racial, trans-national character and culture of North American regions dominated by a slave-plantation economy prior to the Civil War. The course’s existing title, “the Old South,” obscures how scholarship now explicitly examines the historical construction of that phrase and also ongoing debates over the phrase’s explicit inclusion and exclusion of different groups of people, different geographic areas, and different economic structures. These discussions and debates form the basis for the course and should be reflected in the course title and description. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that “junior or senior classification or consent of instructor” be added as a prerequisite.
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): History
3. Course prefix, number and complete title of course: HIST 451 The New South, 1876 to the present
   Attach a brief supporting statement for changes made to items 4a thru 4d, and 10 below.
   a. Prerequisite(s): From: none To: Junior or Senior Classification or consent of instructor
   b. Withdrawal (reason): Cross-listed courses require the signature of both department heads.
   c. Cross-listed with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? ☐ Yes ☑ No
6. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☑ S/U ☐ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
☐ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description: The New South, 1876 to the present: Political, economic, social and intellectual developments in the South since Reconstruction
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Southern Identities and Cultures Since Reconstruction: focus on the aftermath of slavery and defeat in those parts of North America where slavery dominated the economy, politics, and demographics; transformations in race, culture and politics in such regions and emergence of new identities since Reconstruction; debates over the geographic and cultural roots of the "American South." Prerequisite: Junior or Senior classification—
10. As currently in course inventory:

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<td>451</td>
<td>NEW SOUTH, 1876-PRES</td>
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Approval recommended by:
David J. Vaught, Head, History, 9/30/15
Department Head or Program Chair (Type Name & Sign) Date

Nancy J. Streele 10-19-15
Chair, College Review Committee Date

David J. Vaught, Head, History, 10-20-15
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
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 451

Date: October 2, 2015

We propose changing the current course title for HIST 451 from "The New South, 1876 to the present" to "Southern Identities and Cultures Since Reconstruction." We also propose changing the current course description from "Political, economic, social and intellectual developments in the South since Reconstruction," to "focus on the aftermath of slavery and defeat in those parts of North America where slavery dominated the economy, politics, and demographics; transformations in race, culture and politics in such regions and emergence of new identities since Reconstruction; debates over the geographic and cultural roots of the "American South". Prerequisite: Junior or Senior classification."

The proposed course title and description changes reflect scholarly discussions over the past two decades that emphasize the multi-cultural and multi-racial character of the southern part of the United States after the Civil War. The course's existing title, "the New South, 1876 to the present," obscures a new generation of scholarship that considers the historical construction of that phrase and also the ongoing debates over how different groups have explicitly included and excluded other people and geographical regions in notions of "the American South." These discussions and debates form the basis for the course and should be reflected in the course title and description. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that "junior or senior classification or consent of instructor" be added as a prerequisite.
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): History

3. Course prefix, number and complete title of course: HIST 462 American Foreign Relations

4. Change requested
   a. Prerequisite(s): From: none To: Junior or Senior Classification or consent 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:

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).


10. Complete proposed course title and proposed catalog course description (not to exceed 30 words): American Foreign Relations to 1913: History of U.S. foreign relations and policies to 1913. Prerequisite: Junior or senior classification or consent of instructor.

11. a. As currently in course inventory:

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<td>AMER FOREIGN RELATIONS</td>
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Approval recommended by:

David J. Vaught, Head, History, 9/30/15
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 462

Date: October 2, 2015

We propose changing the current course title for HIST 462 from “American Foreign Relations” to “American Foreign Relations to 1913.” We also propose changing the current course description from “History of U.S. foreign relations and policies to 1913,” to “History of U.S. foreign relations and policies to 1913. Prerequisite: Junior or Senior classification or consent of instructor.”

The proposed course title change provides clarity on the chronological breadth of the course by adding “1913” which is currently in the course description. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that “junior or senior classification or consent of instructor” be added as a prerequisite.
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):  History

3. Course prefix, number and complete title of course:  HIST 463 American Foreign Relations

4. Change requested
   a. Prerequisite(s):  From:  none  To:  Junior or Senior Classification or consent 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://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:  American Foreign Relations: History of U.S. foreign relations and policies since 1913

9. Complete proposed course title and proposed catalog course description (not to exceed 30 words):  American Foreign Relations since 1913: History of U.S. foreign relations and policies since 1913. Prerequisite: Junior or senior classification or consent of instructor.

10. As currently in course inventory:
    a. Prefix  Course #  Title (excluding punctuation)
        HIST  463  AMER FOREIGN RELATIONS

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 5401010001       | 4236        | 0 3 6 3 2 | 4     |

    b. Change to:
    a. Prefix  Course #  Title (excluding punctuation)
        HIST  463  AMER FOR RELATIONS SINCE 1913

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 5401010001       | 4236        | 16 17      | 0 3 6 3 2 |       |

Approval recommended by:

David J. Vaught, Head, History, 9/30/15
Department Head or Program Chair (Type Name & Sign)  Date

Nancy J. Smith, 10-19-15
Chair, College Review Committee  Date

Dean of College  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
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History

Re: RATIONALE for Change in Course Title/Description for HIST 463

Date: October 2, 2015

We propose changing the current course title for HIST 463 from “American Foreign Relations” to “American Foreign Relations since 1913.” We also propose changing the current course description from “History of U.S. foreign relations and policies since 1913,” to “History of U.S. foreign relations and policies since 1913. Prerequisite: Junior or Senior classification.”

The proposed course title change provides clarity on the chronological breadth of the course by adding “1913” which is currently in the course description. Because this is a 400-level course, and in keeping with standard practice for upper division courses, we also request that “junior or senior classification or consent of instructor” be added as a prerequisite.
Texas A&M University

Departmental Request for a Change in Course
Undergraduate + Graduate + Professional

Submit original form and attachments.

Form Instructions

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

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

3. Course prefix, number and complete title of course: HIST 477 Women in Modern European History

4. Change requested
   a. Prerequisite(s): From:  
      To:
   b. Withdrawal (reason):
   c. Cross-list with: WGST 477

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; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

6. Change in course number, credit hours, and semester credit hours: Complete item 11a and b. Attach a course syllabus.

7. Is this an existing core curriculum course?
   ☐ Yes  ☒ No

8. If grade type is changing for existing course, indicate the new grade type:
   ☐ Grade  ☐ SUJ  ☐ IVF (CLMR)

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

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

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Women in Modern European History: Women in Europe from the 18th century to the present: women's contributions to their societies; realities of their daily lives and their responses; perceptions of women; role of institutions in defining women's roles; significance for women of industrialization, revolution, warfare, scientific discoveries; interaction of class, race and gender.

11. a. As currently in course inventory:

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Approval recommended by:

[Signature]
[Name: David J. Vaughn, Head, History, 9/30/15]

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

[Signature]
[Name: Marian Elde, Director, WGST, 10/1/2015]

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

[Signature]
[Name: Dean of College 10-2-15]

Submitted to Coordinating Board by:

[Signature]
[Name: Chair, GC or UCC 10-2-15]

[Signature]
[Name: Effective Date 08/14]

Questions regarding this form should be directed to Sandra Williams at 843-8291 or sandra.williams@tamu.edu.
Curricular Services – 08/14

[Stamp: CURRICULAR SERVICES]
Memorandum

To: Undergraduate Instructional Committee
From: David J. Vaught, Head, Department of History
       Marian Eide, Director, Women's and Gender Studies Program
Re: RATIONALE for Change in Course Title for HIST/WGST 477
Date: September 30, 2015

We propose changing the current course title for HIST/WGST 477 from "Women in Modern European History" to "Women and Gender in Modern European History." The proposed title change reflects current scholarly interests in the historical construction of the gender category of "woman" in relation to that of "man" as well as the political, social, economic, and cultural dimensions of women's historical experiences. The title change also more explicitly addresses the topics outlined in the course description.
Eide, Marian
To: Rebecca Schloss
Re: Proposed title change for HIST/WGST 477

Are you kidding! I'm thrilled to endorse. Thanks for doing all the labor.

M.

From: <Schloss>, Rebecca H <r.hschloss@tamu.edu>
Date: Thursday, October 1, 2015 at 3:51 PM
To: Marian Eide <meide@tamu.edu>
Subject: Proposed title change for HIST/WGST 477

Dear Marian:

I hope this finds you well. I know this is the 10th hour before our October UIC meeting but the history department would like to propose a course title change to HIST/WGST 477 for the 2016-2017 catalog. Our rationale is as follows:

We propose changing the current course title for **HIST/WGST 477** from “Women in Modern European History” to “Women and Gender in Modern European History.” The proposed title change reflects current scholarly interests in the historical construction of the gender category of “woman” in relation to that of “man” as well as the political, social, economic, and cultural dimensions of women’s historical experiences. The title change also more explicitly addresses the topics outlined in the course description.

Does WGST support this course title change for HIST/WGST 477? If so, I’m happy to send you a copy of the two course change forms (one for HIST 477 and one for WGST 477) as well as the ‘rationale memo’. If you could sign all three documents where appropriate and return them to me, I’ll make certain they get to Sherry Higginbotham by Monday morning (October 5th) so they can be considered at the October UIC meeting.

Thanks,

Rebecca

Rebecca Hartkopf Schloss
Associate Professor & Director of Undergraduate Studies
Department of History
Texas A & M University
MS 4236
College Station, TX 77843-4236
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ✔ Undergraduate  ☐ Graduate  ☐ First Professional (DUS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 310 Landscape Architecture Theory

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 (CLAD)
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://pr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:
   LAND 310 Landscape Architecture

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    LAND 301 Landscape Architecture Theory

11. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | LAND   | 310      | LANDSCAPE ARCH THEORY         |
    | Lect.  | Lab      | Other | SCI | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    | 3.00   | 0.00     | 0.00  | 3.00| 0406010006       | 1694        | 0 0 3 6 3 2 | 3     |

    b. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | LAND   | 301      | LANDSCAPE ARCH THEORY         |
    | Lect.  | Lab      | Other | SCI | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    | 3.00   | 0.00     | 0.00  | 3.00| 0406010006       | 1694        | 16 - 17    | 0 0 3 6 3 2 | 2     |

    Approval recommended by:
    
    Dr. Ming-Han Li  
    Department Head or Program Chair (Type Name & Sign)  
    Date  

    Chair, College Review Committee  
    Date  

    Dean of College  
    Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
LAND 310: LANDSCAPE ARCHITECTURE THEORY
3 credit hours

Department of Landscape Architecture and Urban Planning
FALL 2015 (syllabus version 8.31.14)

Class Time: Monday, Wednesday, Friday 10:20 – 11:10 a.m.
Classroom: C 307  Langford Architecture Center
Instructor: Dr. Eric Bardenhagen, RLA, ASLA
Scoates 105, Tel 458-3414
bardenhagen@tamu.edu

OFFICE HOURS: Tuesday 10:30 am – 12:00 pm
Thursday 11:30 am - 12:30 pm
or by Appointment

PREREQUISITES: Junior classification or approval of instructor

“The (university) exists for the students…but the university cannot give you an education
– it can only help you acquire one for yourselves.  The main effort must be made by the
students.”  (George Lynn Cross)

I. COURSE DESCRIPTION

This course covers the following:

Relevant theoretical discourse in landscape architecture, urban planning and urban design;
urban theory, social and cultural theory; critical and creative thinking; ecological planning
and design; design process and sustainable development; environmental philosophy and
environmental aesthetics. Prerequisite: Junior classification or approval of instructor.

A theory is an explanation supported by evidence.  It is a way of explaining the facts we have about a
set of circumstances.  The purpose of theory is to provide predictability about similar conditions
elsewhere or in the future. Theory of landscape architecture is based on the premise that quality-of-
life for individuals and society benefits from the creation of harmonious and mutually supportive
relationships between people and the environment.  The underlying premise of knowledge-based
design is that decisions informed by a broad understanding of people and the environment increase
the likelihood that the interventions we propose will lead to beneficial and sustainable change in the
landscape.

LAND 310 introduces landscape architecture theory through a combination of lectures, class
discussions, films, group interaction exercises, case studies and written reports based on readings
in the text, assigned books, and articles. Unlike the skill-building and process-development courses
(such as graphics studio, design studio, and construction methods classes), this course is intended to frame the knowledge base for a holistic understanding of landscape architecture as a discipline and inform design decision making as a professional activity.

A Word About Readings:

Readings are assigned to satisfy two basic purposes: to assist you in acquiring knowledge; upon
which evidence-driven design initiatives may be based, and to develop skill in using multiple
sources (and voices) effectively tackle complex issues. The underlying goals of the course are to
improve your abilities to learn and write. To quote Abigail Adams: “Learning is not attained by chance: it must be sought for with ardor and attended to with diligence.” Success in this course will correlate directly with your diligence in consistent, thoughtful reading and preparation, active class participation, and cogent discussion on assigned readings and research. Instruction will be based on the readings and discussions in class, and the required writing assignments. We read, according to Francis Bacon, one of the finest intellects of the 16th century, not just to learn what has been written, but to engage in the thinking process. This is good advice to the serious student of design. Both reading and expressing information and ideas through writing are critical to developing an understanding of landscape architecture theory. Above all, it is necessary to avoid one of our most common human tendencies, as described by Douglas Adams: “Human beings, who are almost unique in having the ability to learn from the experience of others, are also remarkable for their apparent disinclination to do so.”

II. LEARNING OUTCOMES

Terms useful to explain the learning objectives of this course include:

- appreciate: be aware of, and able to correlate but not commit to memory.
- learn: to acquire information that changes one’s understanding and behavior
- know: to have fixed in the memory and access to in one’s thinking
- understand: to know and be able to relate A and B.
- utilize: to apply in a practical sense.
- explore: to think deeply about a problem; to enquire what, why, and how.

Upon completion of this course, each student with a passing grade will be able:

1. To appreciate the basic considerations of landscape architecture theory
2. To appreciate the relevance of the human and biophysical systems, design procedures and holistic approaches on which landscape architecture theory is based.
3. To understand the performance characteristics of landscape planning, design, and management responsive to substantive theory considerations
4. Develop a sound reference list, case study examples and analysis of a major theory presented in class.
5. To understand an evidence-based design process, the methods, and principles of informed decision making
6. To be able to utilize (identify, locate, and access) appropriate information and translate it into a form applicable to design research and decision-making
7. To be able to utilize clear, concise, and correctly framed writing to express complex ideas in a writing style appropriate to the requirements of advanced knowledge-based practice
8. To explore ideas relevant to contemporary life and design practice.

The course is designated as a writing intensive (W classification) course for landscape architecture majors. The course requires substantial, formal, graded scholarly writing. The relevant features of writing for which you will be responsible include:

1. appropriate use of grammar, punctuation, spelling, and diction,
2. appropriate style and format of writing for a professional audience,
3. systematic library research and documentation,
4. appropriate (limited) use of non peer-reviewed internet material,
5. critical thought,
6. effective organization of ideas, synthesized from multiple sources,
7. formation and presentation of arguments,
8. appropriate citation of information sources for a professional/academic audience, and
9. effective communication of complex ideas.

III. EXPECTATIONS
The basic expectation of this course is that the students enrolled are dedicated to mastering the material, have arranged their time to do so, and are prepared to put forth the effort required to meet this standard throughout the course of the semester. You are one-300th of one percent (.003%) of the world’s population with the opportunity to attend a major American research university (De Gioia 2002). You are expected to engage this course in a manner that demonstrates recognition that with privilege comes responsibility.

**Attendance:**  Attendance is required for all classes unless prior arrangements have been made with the instructor. Absences or late submissions due to health-related problems, emergency situations, or mandatory participation in University-sanctioned activities will be excused if written verification is supplied to the instructor within one week. More information can be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

**Class Preparation:**  Students are expected to arrive at each class having prepared in advance by completing the assigned reading or other assigned materials as outlined in the course schedule. Students are expected to have read and understood the assignments – or noted any questions to be posed – prior to arriving at class. While formal note taking to be turned in is not required of this course, you are strongly encouraged to take consistent and concise notes. Discussions will be based on readings and quizzes will be drawn heavily from assigned readings.

**Class Participation:**  During the lecture/discussions, note-taking will be largely devoted to recording the application implications of the points discussed since your ‘notes’ will have been prepared prior to coming to class. Class note taking will generally consist of documenting ways to apply the knowledge or insights discussed in class as they relate to design situations. All class members are expected to arrive in class prepared to discuss the readings assigned. Use of computers or other devices for non-class activities is not permitted during class time unless to take notes or for in-class exercises. You will be asked to leave class if you prefer those activities instead of class discussions.

**Writing Requirements:**  For the writing portion of the course, you are to produce a short book review, a major long paper (5-8 pages) and several short group exercises. Paper assignments are listed in the course schedule and each will include an assignment guide.

**Due Dates:**  To be considered for credit, all assigned work must be submitted on the date and time specified. All class assignments are to be completed independently and on schedule. Late work will be reduced by one letter grade per day late (class start time) unless there are exceptions as noted in “Attendance,” above.

**Classroom Decorum:**  Students are expected to conduct themselves with appropriate learning behaviors. Active, informed discussion is expected from all students. Openness to new ideas and tolerance of diversity is a basic philosophical requirement for effective and compassionate professionalism. It is a fundamental requisite for the development of a flexible and informed mind.
IV. TEXTBOOKS

Required Texts:


A substantial listing of additional readings is included within the course schedule by date that each reading is assigned. All readings outside of the two texts listed above will be provided to students as a PDF.

V. CRITERIA FOR EVALUATING STUDENT PERFORMANCE

In addition to assigned readings and writing projects, students will participate in site walk activities on campus explore case studies related to readings, develop a multi-media landscape experience presentation and create a design program for a hypothetical project.

Grades for this class will be assigned as:

- 90 – 100 = A Excellent
- 80 – 89 = B Good
- 70 – 79 = C Satisfactory
- 60 – 69 = D Minimum pass
- 0 – 59 = F Failure

Grade Determination: The final grade for the course will be determined as follows:

- Term research report (W) 20%
- Term book report and synthesis (Individual portion 60%, group 40%) (W) 15%
- Quizzes (3) 5% each 15%
- Landscape Experience video presentation (group) 10%
- Group in-class exercises throughout the semester-total (W) 15%
- Final Exam 15%
- Other writing assignments (two during the semester) (W) 5%
- Attendance 5%

Total 100%

Important Note: Failure to meet the writing requirements (W) precludes passing this course irrespective of the possibility of student's making a passing grade on a straight point calculation basis. Because LAND 310 is designated as a Writing Intensive Course in the University Catalog, a student cannot pass this course without doing a passable job on the writing component, no matter how the points are distributed.
VI. ACADEMIC INTEGRITY

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

-Aggie Honor Code statement

Students are expected to uphold the highest level of honesty and integrity in all their interactions, and particularly so in the pursuit of knowledge. For the Aggie Code of Honor and explanations of academic integrity and its responsibilities, see http://aggiehonor.tamu.edu

Students are cautioned about copying work that was not their own effort and any other act that constitutes plagiarism. Plagiarism is any act that reproduces another person’s ideas, words, writings, drawings, photographs, digital media etc., and represents it as being original work. You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. Rules governing plagiarism can be found in the latest edition of the Texas A&M University Student Rules governing Scholastic Dishonesty.

VII. ADA POLICY:

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.

VIII. PRIVACY POLICY

Family Education Rights and Privacy Act (FERPA) is a federal law designed to protect the privacy of educational records by limiting access to these records, to establish the right of students to inspect and review their educational records and to provide guidelines for the correction of inaccurate and misleading data through informal and formal hearings. To obtain a listing of directory information or to place a hold on any or all of this information, please consult the Admission and Records Office.

Items that can never be identified as public information are a student’s social security number or institutional identification number, citizenship, gender, grades, GPA, or class schedule. All efforts will be made in the class to protect your privacy and to ensure confidential treatment of information associated with or generated by your participation in class.
IX. Course Themes and Topics

1. FOCUSING: Considering the LANDSCAPE, DESIGN, and our ROLES in shaping human experiences with and on the land.
   - Critical Thinking
   - Creative Thinking
   - Origins of Theory
   - Values, Commodity and Design

2. EXPERIENCING: Exploring HUMAN / ENVIRONMENT Relationships
   - Human Factors and Behavioral Dimensions of Space
   - Place and Environment/Behavior Relationships
   - Cultural Considerations of Design
   - The Roles of Nature in the Health and Experiences of Humans
   - Creating Landscape Narratives
   - Access, Wayfinding and Movement through the landscape

3. INHABITING: Investigating the PROCESSES of the PHYSICAL LANDSCAPES we inhabit.
   - Ecosystems and Landscape Processes
   - Ecological Design
   - Ecosystem Services
   - Low Impact Design and Stormwater Management
   - Design with Climate and Solar Access
   - Analyzing Sites

4. PRACTICING: Applying what we know to the ways that we think in SYSTEMS, explain our APPROACHES, practice our CRAFT and organize our PROFESSIONS.
   - Thinking in Systems
   - The Strategy and Purpose of Design
   - Design Processes
   - Design Problem Definition and Programming
   - Design Teams, Collaboration and Practice

*The limits of your language are the limits of your world.* - Ludwig Wittgenstein
# LAND 310 - Landscape Architecture Theory

**Fall 2015 Schedule (Version 9-20-15)**

Note on Readings: Murphy (2000) and Lynch (1960) are required texts – see syllabus. All other readings will be provided as PDF files via ECampus.

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<tr>
<td><strong>August 31</strong></td>
<td><strong>September 2</strong></td>
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<tr>
<td>Lecture Topic: Course Intro, syllabus, guidelines</td>
<td>Discussion: Critical Thinking/Creative Thinking</td>
<td>Assignment: Writing the Book Review</td>
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<tr>
<td>Readings Due: None</td>
<td>Readings Due: Murphy pp 213-225 (PDF)</td>
<td>Group Exercise: Exploring &quot;Why&quot; in a shared landscape</td>
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<td>(Before Class)</td>
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<tr>
<td>Costanza, (PDF)</td>
<td>Origins of Theory - J. Conner</td>
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<td>Eckbo (Swaffield 9-11)</td>
<td>(Swaffield pp. 19-20)</td>
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<td>Reading PDFs on ECampus</td>
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<td><strong>September 7</strong></td>
<td><strong>September 9</strong></td>
<td><strong>September 11</strong></td>
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<tr>
<td>Lecture Topic: What is design? Design Values</td>
<td>Video - In Class J.B. Jackson, Figure in a landscape</td>
<td>Discussion: J.B. Jackson, Figure in a landscape</td>
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<tr>
<td>Commodity, What is Landscape?</td>
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<td>(values, commodity, landscape)</td>
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<tr>
<td>Readings Due: Murphy pp 113-134*</td>
<td>Readings Due: Cooper Marcus</td>
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<tr>
<td>(Before Class)</td>
<td>* = last Murphy PDFs provided</td>
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<tr>
<td><strong>September 14</strong></td>
<td><strong>September 16</strong></td>
<td><strong>September 21</strong></td>
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<tr>
<td>Human Factors in Design</td>
<td>Spaces - William Whyte</td>
<td>Meet on Langford Bridge</td>
</tr>
<tr>
<td>Readings Due: Murphy pp 113-134*</td>
<td>View PRIOR to class</td>
<td>Bring Pen &amp; Clipboard</td>
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<tr>
<td>(Before Class)</td>
<td>Discussion: William Whyte Video</td>
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<tr>
<td>Cooper Marcus</td>
<td>Assignment: Vernacular Landscape &quot;Sketch&quot;</td>
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<tr>
<td>* = last Murphy PDFs provided</td>
<td>(One Page - See Guide)</td>
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<td><strong>September 21</strong></td>
<td><strong>September 23</strong></td>
<td><strong>September 25</strong></td>
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<tr>
<td>Lecture Topic: Designing With People in Mind, Biophilia, Env. &amp; Behavior</td>
<td>Video: Biophilic Design</td>
<td>Group Exercise: Biophilic Design Case Studies</td>
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<tr>
<td>Readings Due: Ulrich, 1984 and 2002</td>
<td>View PRIOR to class</td>
<td>Assignment: Writing the Research Paper</td>
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<tr>
<td>(Before Class)</td>
<td>Discussion: Biophilic Design Video</td>
<td>Given/Discussion:</td>
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<td>Kaplan &amp; Kaplan</td>
<td>Assignment: Vernacular Landscape &quot;Sketch&quot;</td>
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<tr>
<td>Murphy 34-38</td>
<td>Readings up to 9/18</td>
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<td></td>
<td>&amp; Jackson &amp; Whyte videos</td>
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<td><strong>September 28</strong></td>
<td><strong>September 30</strong></td>
<td><strong>October 2</strong></td>
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<tr>
<td>Lecture Topic: Landscape Planning for Human Needs</td>
<td>Video: The Human Scale</td>
<td>Lectures: Design Considerations for Aging Populations</td>
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<tr>
<td>Readings Due: Lynch - The Image of the City</td>
<td>View PRIOR to class</td>
<td>Video: Older Adults Videos</td>
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<td>(Before Class)</td>
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<tr>
<td>Chapters 1-5</td>
<td>by Susan Rothek</td>
<td>Bardenhagen/Rodeck</td>
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<td>[suggestion - start reading this early in the semester]</td>
<td>View PRIOR to class</td>
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<tr>
<td>Assignment: &quot;Experiencing the Landscape&quot; Video</td>
<td>Readings Due: Roberto Rengel</td>
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<td>Given:</td>
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Note: All readings will be provided as PDF files via ECampus.
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<tr>
<td><strong>October 5</strong></td>
<td><strong>October 7</strong></td>
<td><strong>October 9</strong></td>
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<tr>
<td><strong>Book Review</strong></td>
<td><strong>Book Review - Feedback in class</strong></td>
<td><strong>Book Review - Due</strong></td>
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<tr>
<td><strong>Group Discussions:</strong> Feedback to Review Partners on drafts need to be provided by Sunday 10/4</td>
<td><strong>Group Discussions:</strong> Groups discuss similarities, differences and overlap of selected books. Discuss intro and synthesis/conclusions.</td>
<td>By 10:30 AM Digital Copy Via E-Campus (see assignment guide)</td>
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<tr>
<td><strong>October 12</strong></td>
<td><strong>October 14</strong></td>
<td><strong>October 16</strong></td>
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<td><strong>EXPERIENCING</strong></td>
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<tr>
<td><strong>Lecture Topic:</strong> Cultural Considerations in Design</td>
<td><strong>Lecture:</strong> TBD</td>
<td><strong>Group Exercise:</strong> Design for Quality of Life</td>
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<tr>
<td><strong>Readings Due:</strong> Toby Israel, Matthew Pfitzinger, Marc Treib, Murphy pp. 166-170</td>
<td><strong>Video:</strong> Come Hell or High Water: The Battle for Turkey Creek. Actual location and Day/time TBD. <strong>QUIZ #2</strong> Readings up to 10/12 &amp; films</td>
<td><strong>Research Paper Approaches Synthesizing Information</strong></td>
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<td><strong>Assignment Due:</strong></td>
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<td><strong>Research Paper:</strong> Make appointments for University Writing Center to review your draft Research Paper (see assignment guide)</td>
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<td><strong>October 19</strong></td>
<td><strong>October 21</strong></td>
<td><strong>October 23</strong></td>
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<tr>
<td><strong>Lecture Topic:</strong> COA Research Symposium 2015. Attendance Required.</td>
<td><strong>Lecture Topic:</strong> Research Paper Approaches Synthesizing Information</td>
<td><strong>Group Exercise:</strong> Synthesizing information in research papers. <strong>Research Paper:</strong> Make appointments for University Writing Center to review your draft Research Paper (see assignment guide).</td>
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<tr>
<td><strong>Assignment:</strong> Reflective summaries on two or more presentations. See assignment guide in E-Campus.</td>
<td><strong>Assignment:</strong> Reflective summaries on two or more presentations.</td>
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<tr>
<td><strong>Lecture Topic:</strong> Intro to the Biophysical Environment</td>
<td><strong>Lecture Topic:</strong> Intro to the Biophysical Environment - Continued.</td>
<td><strong>Lecture Topic:</strong> Edible Landscapes and living local. Guest: Dr. Merrill. <strong>Readings Due:</strong> TBD</td>
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<tr>
<td><strong>Readings Due:</strong> Murphy pp 83-93, Marsh Chapter 3</td>
<td><strong>Video:</strong> Big River</td>
<td><strong>Readings Due:</strong> TBD</td>
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<td><strong>Exercise:</strong> Two Approaches to a barrier island system</td>
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<tr>
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<td><strong>Lecture Topic:</strong> Landscape Planning. Ecological Design.</td>
<td><strong>November 6</strong></td>
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<td><strong>Readings Due:</strong> Dramstad &amp; Forman, Nliebi, Daily</td>
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<td><strong>Lecture Topic:</strong> Green Infrastructure &amp; Designing With Climate</td>
<td><strong>November 13</strong></td>
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<td><strong>Readings Due:</strong> TBD (Before Class)</td>
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<td><strong>Lecture Topic:</strong> TBD</td>
<td><strong>November 15</strong></td>
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<td><strong>Readings Due:</strong> TBD (Before Class)</td>
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<td><strong>Lecture Topic:</strong> TBD. <strong>Readings Due:</strong> TBD (Before Class)</td>
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<td><strong>Lecture Topic:</strong> TBD. <strong>Readings Due:</strong> TBD (Before Class)</td>
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<td><strong>Lecture Topic:</strong> TBD</td>
<td><strong>Lecture Topic:</strong> TBD. <strong>Readings Due:</strong> TBD (Before Class)</td>
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<td><strong>Readings Due:</strong> TBD (Before Class)</td>
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<tr>
<td>November 16</td>
<td>November 18</td>
<td>November 20</td>
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<tr>
<td>Readings Due: Murphy - Systems Theory (Manuscript PDF to be provided)</td>
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<td>Class day for discussion/guidance on research paper.</td>
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<td>Walker, William Johnson</td>
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<td>November 23</td>
<td>November 25</td>
<td>November 27</td>
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<tr>
<td>Lecture: Design Problem Definition and Programming</td>
<td>FLEX DAY</td>
<td>Thanksgiving Holiday NO CLASS</td>
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<tr>
<td>Readings Due: Murphy - 53-62 (Before Class)</td>
<td>Final Research Papers Due 10:20 am (see assignment guide)</td>
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<tr>
<td>Peña pp. 92-95, and pp. 153-159</td>
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<td>November 30</td>
<td>December 2</td>
<td>December 4</td>
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<tr>
<td>Lecture Topic: Design Teams and Collaboration</td>
<td>Group Exercise: Creating a Design Program</td>
<td>Lecture Topic: Place and Craft for the Landscape Architect</td>
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<tr>
<td>Readings Due: Murphy 189-211 (Before Class)</td>
<td>Assignment &quot;Experiencing the Landscape&quot; Video</td>
<td>Readings Due: TBD</td>
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</tr>
</thead>
<tbody>
<tr>
<td>December 7</td>
<td>December 9</td>
<td></td>
</tr>
<tr>
<td>Lecture Topic: Semester Review</td>
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</tbody>
</table>

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<tr>
<th>Wednesday</th>
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<tbody>
<tr>
<td>December 9</td>
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<tr>
<td>FINAL EXAM (written) Given during class</td>
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</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 (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course: LAND 329 Landscape Construction I

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

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________ (Cross-listed courses require the signature of both department heads.)
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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 (CLAD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:

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

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

11. As currently in course inventory:
   Prefix Course # Title (excluding punctuation)
   LAND 329 Landscape Construction I
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code Level
   2.00 4.00 0.00 4.00 0406010006 1694 0 0 3 6 3 2 3

   b. Change to:
   Prefix Course # Title (excluding punctuation)
   LAND 231 Landscape Construction I
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acid. Year FICE Code Level
   2.00 4.00 0.00 4.00 0406010006 1694 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   Dr. Ming-Han Li
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee Date
   Dean of College Date

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
LAND329
Landscape Construction I
Fall 2015, 3 credit hours

Class Time: TR 8:00 am to 10:30 am
Class Room: Langford C111 and BLA Studio

Instructors: Eric Bardenhagen, Ph.D., Assistant Professor
             Michael A. Teal, MLA, RLA, Lecturer
Office: 105 Scoates
Email: bardenhagen.tamu.edu
Phone: 845.3414
Email: tealdesign@wicksonwireless.com
Phone: 979-575-2213
Office Hours: Tues 10:30 am ~ 12:00 pm
             Wed 11:30am ~ 12:30pm
             or by appointment

COURSE DESCRIPTION
LAND329 Landscape Construction I provides a technical background and practical exercises in the fundamental knowledge and skills of Landform Grading, Earthwork, Drainage, Hydrology and Surface Hydraulics, Stormwater Management, Street Layout and Basic Geometric Design.

LEARNING OUTCOMES and COURSE OBJECTIVES
The objectives of the course are:

1. To acquire an entry level knowledge and skill in the principles of land form manipulation and preparation of grading plans and to demonstrate their knowledge by achieving passing scores on examinations and practical exercises in preparation of grading plans;

2. To acquire an entry level knowledge and skill in the computation of earthwork volumes and to demonstrate their proficiency by achieving passing scores on written examinations and successful completion of practical earthwork computation exercises;

3. To acquire an entry level knowledge and skill in the use of computer spreadsheets applied to earthwork calculations by developing basic spreadsheets for earthwork projects;

4. To acquire basic knowledge in hydraulics, hydrology, drainage design and stormwater management and to demonstrate that knowledge by achieving passing grades on a written examination and successfully completing a studio exercise in urban stormwater management;

5. To acquire a general understanding of intermodal transportation planning and to acquire an entry level understanding of the geometric design of highways and streets and demonstrate that understanding by achieving a passing score on a written examination.

Texas A&M University
Department of Landscape Architecture and Urban Planning
REFERENCE BOOKS

Required Textbook
Site Engineering for Landscape Architects. 5th Ed. By Strom, S., K Nathan and J. Woland (2009). John Wiley and Sons, Inc. (6th Ed. 2013 is also acceptable.)

Suggested Reference

COURSE LOGISTICS
This class emphasizes the importance of participatory, interactive and hands-on learning experiences. This class will involve a series of lectures, homework and exercise assignments, in-class assignments, quizzes, examinations and field trips. Lectures will be held in Langford Building C111 during the first hour to cover the subjects and activities of the day. Students are encouraged to ask questions or share information at any time during the lectures. The rest of class will be devoted to practice and application of knowledge from lectures and supplemented by in-class exercises or assignments. Digital course materials such as handouts, homework, in-class assignments and supplemental readings will be stored in eCampus (eCampus.tamu.edu). You must check on new releases regularly and download them for use. Exams are typically closed book, closed notes with no devices or computers allowed.

SUPPLY LIST
- An engineer’s scale (a 3-sided ruler marked in 1/10ths of an inch at 10, 20, 30, 40, 50, and 60 gradations to the inch)
- A scientific calculator
- Colored pens, pencils, and colored markers (several different line weights as well as diverse colors including a black and a gray)
- Trace paper roll
- Masking tape
- Laptop with computer software and hardware as per college & department standards.

EVALUATION AND EXPECTATIONS

Grading Policy
A = 90 or above, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60.

<table>
<thead>
<tr>
<th>Weighting</th>
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</thead>
<tbody>
<tr>
<td>Homework</td>
<td>25%</td>
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<tr>
<td>Studio exercises</td>
<td>30%</td>
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<tr>
<td>In-class assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Journal</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>5%</td>
</tr>
<tr>
<td>Exams</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Homework: Homework assignments shall be neatly finished. All calculations and units should be clearly written on separate sheets and stapled on the back of your submission. The due date for each homework will be indicated on the course work plan when it is assigned. Typically, the due date is one week after it is issued and the assignment will be collected at the beginning of the class. Submissions after instructors have started the class (e.g., the lecture) will be considered late. ALL late homework will be graded for half credit (50%), and no homework will be accepted after the graded assignments are returned, resulting in a grade of zero.

Studio exercises: Studio exercises typically are graphical vignettes that require knowledge of landscape design and technical competence to create reasonable, practical, cost-effective and safe solutions. Therefore, exercises shall be professionally drafted for clear communication. Exercises of poor drafting quality will be subjected to severe point deduction. Incomplete works that do not provide final solutions will not be accepted. Incomplete works will receive a grade of zero. The policy for late exercises follows what is described in Homework.

Observing the landscape exercise: A good way to learn landscape architecture is by observing and measuring. You will keep a journal for the semester to document your analysis on landscape spaces and objects. Detailed requirements are described in the exercise.

In-class assignments: Portions of the scheduled class meeting time will be used for in-class assignments. These assignments will be designed to illustrate concepts and problem solving techniques. In-class assignments may be worked individually or in groups and will be due at the end of the class when assigned. In-class assignments may not be made up, and work not turned in will receive a grade of zero.

Quizzes: Quizzes are a means to ensure that the students are reading and learning from assigned materials. Dependent upon the instructors’ evaluation of class participation, these will be given occasionally throughout the semester. All quizzes will be closed-book, closed-notes and should require approximately 10 minutes of class time.

Exams: Two exams and one final exam will be given. Exams will focus on application of technical concepts. Exams will be limited to one class period. The final exam is on Friday Dec. 11 from 12:30 pm to 2:30 pm.

Field Trip: We will have one or two in-town field trips during this semester. All students are required to participate. Upon request, the instructors will provide excuse letters for students who need to provide to these their other professors or employers.

Make-up policy: If, at any time, extenuating circumstances interfere with your ability to meet class requirements, students are encouraged to contact the instructors prior to passage of a due date, giving of a quiz or exam, etc. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07).
Submission Requirements
Submission requirements include the basis for determining whether or not a project is complete enough to evaluate. Construction documents are legal documents that govern construction and generally become part of a legal agreement between a client and a building contractor. They are intended to convey precise information and are free of graphic embellishment. In this course all
drawings turned in for evaluation must be copies of original work and meet professional technical standards for working drawings. Submittals of original work will be returned to students immediately without grading. All solutions must be drafted, and lettered, or plotted from an appropriate CAD package, with all appropriate dimensions, elevations, contours, notes and labels typical of construction documents. Students must sign on all sheets to indicate original work by the student. Every sheet must have an appropriate title block, north arrow (if appropriate), scale designation (graphic and written), date, name and project/course title. Any exercise or project that fails to meet standards of completeness or neatness will receive a grade of zero. No work will be accepted for credit after the last class day.

If submitted work is clearly incomplete, the work will be returned without being graded. The subsequent submission will be considered late (50% deduction). Again, no work will be accepted after the graded assignments are returned, resulting in a grade of zero.

**ATTENDANCE POLICY**

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

**ACADEMIC INTEGRITY STATEMENT and POLICY**

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

The Aggie Code of Honor states that the students at Texas A&M University should value honesty and personal integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.

Students are referred to the Honor Council Rules and Procedures that may be found at the website: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

**AMERICANS with DISABILITIES ACT (ADA) POLICY STATEMENT**

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

**SAFETY and FACILITY UPKEEP**

Throughout the semester, you may engage in activities where you choose to handle tools, equipment, and/or materials that require care in their use. Maintain your desk and workspace so that no obstacles that could harm others (i.e., cutting tools) are left unattended. Keep your work environment clean. No food or drink is allowed in the studio. If you make use of the woodshop, complete the safety course found through the woodshop web page located at: [http://www.arch.tamu.edu/content/inside/services/woodshop](http://www.arch.tamu.edu/content/inside/services/woodshop).
# Tentative Class Schedule – To Be Revised

The schedule below is tentative and it is the student's responsibility to stay aware of any changes to the schedule.

<table>
<thead>
<tr>
<th>Wk.</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Homework</th>
<th>Exercise</th>
<th>Readings</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2-Sep</td>
<td>Introduction to the course and review of syllabus</td>
<td>Lec01</td>
<td></td>
<td></td>
<td>Ch1</td>
<td>9/4 meet at Schob Preserve</td>
</tr>
<tr>
<td>4-Sep</td>
<td></td>
<td>Contours and form</td>
<td>Lec02, in-class1</td>
<td></td>
<td></td>
<td>Ch3</td>
<td></td>
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<tr>
<td>9-Sep</td>
<td></td>
<td>Interpolation and slope</td>
<td>Lec03, Demo</td>
<td>Ex01</td>
<td></td>
<td>Ch4</td>
<td></td>
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<tr>
<td>2</td>
<td>11-Sep</td>
<td>Slope formula application (spot elevation)</td>
<td>Lec04, quiz (Ch1, 3, 4, 5),</td>
<td>H01</td>
<td>Ex02</td>
<td>Ch5</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>guest speaker (Andrew Webb)</td>
<td></td>
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<tr>
<td>3</td>
<td>16-Sep</td>
<td>Site grading process</td>
<td>Lec05, Demo Video1</td>
<td></td>
<td></td>
<td>Ex03, Ex04</td>
<td>Ex01</td>
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<tr>
<td>18-Sep</td>
<td></td>
<td>Grading around buildings (residence) (show curb/gutter model)</td>
<td>Lec06, Demo Video2</td>
<td>H02</td>
<td>H01</td>
<td>Ex05</td>
<td>Ex02</td>
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<td>4</td>
<td>23-Sep</td>
<td>Grading with accessibility (residence)</td>
<td>Lec06,1, Demo Video3</td>
<td></td>
<td>Ex06</td>
<td>Ex03, Ex04</td>
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<tr>
<td>25-Sep</td>
<td></td>
<td>In-class2 and review</td>
<td>In-class2, quiz (Ch2, 6)</td>
<td>H02</td>
<td></td>
<td>Ex05</td>
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<td>5</td>
<td>30-Sep</td>
<td>Earthwork, cut and fill</td>
<td>Lec07, in-class3</td>
<td>H03</td>
<td>Ex07</td>
<td>Ex06,</td>
<td>Ch8</td>
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<td>journal due</td>
<td>Oct 3-4: DFW field trip (BLA)</td>
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<tr>
<td></td>
<td>2-Oct</td>
<td>Grading with balanced cut and fill; Q&amp;A on Exam 1</td>
<td></td>
<td>Ex08</td>
<td></td>
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<tr>
<td>6</td>
<td>9-Oct</td>
<td>Intro to stormwater management/campus diagnosis</td>
<td>Lec08</td>
<td></td>
<td>H03</td>
<td>Ex07</td>
<td>Ch9 &amp; Li et al.</td>
</tr>
<tr>
<td>7</td>
<td>14-Oct</td>
<td>Guest lecture &amp; return Exam 1</td>
<td>Demo Video4</td>
<td>Ex09</td>
<td></td>
<td>Ex10</td>
<td>Ch9</td>
</tr>
<tr>
<td>16-Oct</td>
<td></td>
<td>Stormwater management (H&amp;H)</td>
<td>Lec09, in-class4</td>
<td>H04</td>
<td>Ex08</td>
<td></td>
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<tr>
<td>8</td>
<td>21-Oct</td>
<td>Stormwater management (H&amp;H)</td>
<td>Lec10</td>
<td>H05</td>
<td>Ex09</td>
<td></td>
<td>Ch11</td>
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<tr>
<td>23-Oct</td>
<td></td>
<td>Rainfall runoff estimate (rational method)</td>
<td>Lec11, quiz</td>
<td>H06</td>
<td>H04</td>
<td>Ex10</td>
<td>Ch11</td>
</tr>
<tr>
<td>9</td>
<td>28-Oct</td>
<td>Rainfall runoff estimate (modified rational method)</td>
<td>Lec12, in-class5</td>
<td>H07</td>
<td>H05</td>
<td>Ex11</td>
<td>Ch11</td>
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<tr>
<td>30-Oct</td>
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<td>Oct 27: CARC symposium; Oct 30-Nov 2: ACSP</td>
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<tr>
<td>10</td>
<td>4-Nov</td>
<td>Rainfall runoff estimate (curve number &amp; TR-55)</td>
<td>Lec13, in-class6</td>
<td>H07</td>
<td>Ex12</td>
<td>Ex11</td>
<td>Ch12</td>
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<tr>
<td>6-Nov</td>
<td></td>
<td>Soils in construction; earthwork; Introduction of final project</td>
<td>Lec14</td>
<td>H08</td>
<td>Ex13</td>
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<tr>
<td>11</td>
<td>11-Nov</td>
<td>Erosion and sediment control BMPs</td>
<td>Lec15, soil quiz</td>
<td>Ex12</td>
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<td>Ch7</td>
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<td>13-Nov</td>
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<td>Transportation design &amp; horizontal and vertical alignment</td>
<td>Lec16</td>
<td>H08</td>
<td>Ex13.1</td>
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<td>Ch10</td>
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<td>due 2pm</td>
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<tr>
<td>12</td>
<td>18-Nov</td>
<td>Q&amp;A on Exam 2</td>
<td>Work on Ex13</td>
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<td>Nov 19-20: CELA; Nov 21-24: ASLA</td>
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<tr>
<td>20-Nov</td>
<td></td>
<td>Exam 2</td>
<td></td>
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<tr>
<td>13</td>
<td>25-Nov</td>
<td>TTi field trip</td>
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<tr>
<td>27-Nov</td>
<td></td>
<td>Thanksgiving</td>
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<tr>
<td>14</td>
<td>2-Dec</td>
<td>Q&amp;A on exam and final project/work on Ex13</td>
<td>Journal due</td>
<td>Ex13.2</td>
<td>Ch15,</td>
<td>Ch16</td>
<td>Nov 27-28: Thanksgiving</td>
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<tr>
<td>4-Dec</td>
<td></td>
<td>Wrap-up/MLA presentation</td>
<td>Teaching eval.</td>
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<tr>
<td>15</td>
<td>9-Dec</td>
<td>Wrap-up/MLA presentation; Dec 10 &amp; 11 reading days</td>
<td></td>
<td>Ex13.4</td>
<td></td>
<td></td>
<td>Dec 9: Last Class Day (Redefined), Dec 10-11: Reading Day</td>
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<tr>
<td></td>
<td></td>
<td>12/12 12:30-2:30pm Final Exam</td>
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</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 (DDS, MD, JD, PharmD, DVMD)
2. Request submitted by (Department or Program Name):
   Department of Landscape Architecture and Urban Planning
3. Course prefix, number and complete title of course:
   LAND 331 Landscape Construction III

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade □ S/U □ P/F (CLMD)

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

8. Verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pr.tamu.edu/resources/export-control/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) |
    |--------|----------|-------------------------------|
    | LAND   | 331      | Landscape Construction III   |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|-----------|-------|
    | 2.00  | 4.00| 0.00  | 4.00| 0406010006       | 1694        | 0 0 3 6 3 2| 3     |

   b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | LAND   | 321      | Landscape Construction III   |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|-------|
    | 2.00  | 4.00| 0.00  | 4.00| 0406010006       | 1694        | 0 16 0 17 | 0 0 3 6 3 2|       |

   Approval recommended by:

   Dr. Ming-Han Li
   Department Head or Program Chair (Type Name & Sign) Date 10-15-15

   Chair, College Review Committee
   Date 10-15-15

   Department Head or Program Chair (Type Name & Sign) (if cross-listed course)
   Date 10-15-15

   Dean of College
   Date 10-15-15

   Submitted to Coordinating Board by:

   Chair, GC or UCC
   Date

   Effective Date

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

RECEIVED
CURRICULAR SERVICES
OCT 16, 2015
LAND 331 Landscape Architectural Construction III

Spring 2015

Instructor
Bruce Dvorak, ASLA, RLA
Associate Professor
A305 Langford Building, Phone 458-0628, bdvorak@tamu.edu
Office hours: to be determined

Yang Mi Kim, MLA
Lecturer
A105 Langford Building, Phone 845-7888, ymkim@arch.tamu.edu
Office hours: to be determined

Course Time and Location
TR 2:20-4:50pm; Langford C111/A300

Course Description
This is the last landscape construction course in the BLA curriculum. The course will cover (1) sustainable water management techniques in landscape development, (2) theory, principles and techniques of low impact development, (3) basic elements of landscape architectural construction, (4) construction document preparation, working drawings, project layout and design, and (5) theory and principles of irrigation design.

Students are expected to bring to this course a working knowledge of the design process, visual design elements and principles, basic hydraulics, basic knowledge of the natural systems that impact design, and knowledge of grading and drainage. Specific topics include:

- Drafting, lettering and clarity of details,
- Planting plans
- Rainwater harvesting
- Green roof technology
- Living wall technology
- Bioretention system
- Soil bioengineering system
- Construction with porous pavements
- Irrigation with reclaimed water
- Basic irrigation hydraulics (pressurized flow, head loss, design pressure, etc.)
- Irrigation statutes, ordinances and licensing
- Irrigation with sprinklers
- Irrigation with drip emitters

Learning Objectives
After completing this course, students will possess:

- Knowledge of the general theories and basic technical skills regarding low impact design features such as green roofs, bioretention systems, porous pavements, etc. (see above)
- Knowledge of the theory and principles of planting plans
Knowledge of the principles, and skills of preparing and assembling construction drawings by completing a full construction package

Knowledge of the principles of irrigation design, and skills of analyzing the need of supplemental irrigation by completing design exercises and passing exams

Ability to complete a semester long landscape construction working drawing package

Ability to apply design and planning principles of landscape irrigation

Required Textbook
None

Suggested Reference


Prerequisite: LAND 330

Course Logistics
Students are expected to attend the full class period. You are required to bring a scientific calculator to the class. You are also encouraged to bring your notebook and computer. Course materials such as handouts, homework, exercise, in-class assignments and supplemental materials will be stored in eLearning. You must check on new releases constantly and download them for use.

Evaluation
Homework 10%
Exercises 40%
In-class assignments 10%
Construction drawing package 20%
Exams (including quizzes) 20%

Grading Policy
A = 90%+, B = 80 to 89.9, C = 70 to 79.9, D = 60 to 69.9, F = below 60.

Homework – Homework assignments should be neatly finished. All calculation processes and units should be clearly written. Showing answers without any calculation process will receive zero unless it is a short answer. Poorly written and illegible submissions will not be accepted. The due date for each homework will be indicated when it is assigned. Late homework will be graded for half credit. Any homework not turned in two weeks after the due date may be turned in for evaluation, but will receive a grade of zero.

Exercises – Exercises are graphical vignettes typically issued in the AutoCAD drawing format. You are required to use AutoCAD to draft, draw and plot your solutions. For individuals who are not familiar with AutoCAD, you may turn in manually drafted solutions for the first two weeks of this semester. Starting in the third week, a 5% deduction of grade for manual drafting will be applied. Such a deduction scale will increase 5% every week. For example, in the 10th week the deduction will reach 40%. If work is done manually, submit photocopies of your originals.
In-class assignments – Portions of the scheduled class meeting time will be used for in-class assignments. These assignments will be designed to illustrate concepts and problem solving techniques. In-class assignments may be worked individually or in groups and will be due at the end of the class when assigned. In-class assignment may not be made up.

Pin-ups – During the semester, the instructors may select some details or plans designed and drawn by students for pin-up discussion. Grades of pin-up will be grouped under “in-class assignments.”

Quizzes – Quizzes are used to ensure that the students study assigned materials. Depending upon the class participation throughout the semester, quizzes may be given occasionally. All quizzes will be closed-book, closed-notes and should require approximately 20-30 minutes of class time.

Construction drawing package – At the end of the semester, you are required to submit a construction drawing package that includes most of the plans and details you have worked on as exercises. The submission must be plotted using AutoCAD. Manually drafted submissions will not be accepted, and a grade of zero will be assigned.

Exams – Exams will focus on the application of technical concepts. Exams will be limited to one class period. The Final Exam will be held on the university scheduled date. No other date will be specially arranged for any individuals.

Make-up policy – If, at any time, extenuating circumstances interfere with your ability to meet class requirements, students are encouraged to contact Professor Dvorak prior to passage of a due date, giving of a quiz or exam, etc. The ability to make up missed work and the terms of any allowed make-up will be determined on a case-by-case basis.

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for the absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.tamu.edu/rule07).

Submission Requirements and Late Work
Submission requirements include the basis for determining whether or not a project is complete enough to evaluate. Construction documents are legal documents that govern construction and generally become part of a legal agreement between a client and a building contractor. They are intended to convey precise information and are free of graphic embellishment. In this course all drawings turned in for evaluation must be copies of original work and meet professional technical standards for working drawings. Submittals of original work will be returned to students immediately without grading. All solutions must be drafted, and lettered, or plotted from an appropriate CAD package, with all appropriate dimensions, elevations, contours, notes and labels typical of construction documents. Students must sign their name on all sheets to indicate original work by the student. Every sheet must have an appropriate title block, north arrow (if appropriate), scale designation (graphic and written), date, name and project/course title. Any exercise or project that fails to meet standards of completeness or neatness will receive a penalty of zero point. No work will be accepted for credit after the last class day.
The due date for each assignment should be indicated on the course work plan. Typically, the due date is **one week** after the assignment is issued. Note that the assignment will be collected in the beginning of the class. Submissions after instructors have started the class (i.e., the lecture) will be considered late. **ALL** late homework will be graded for half credit (50%), and no assignment will be accepted after the graded assignments are returned, resulting in a grade of zero.

If submitted work is evidently **incomplete**, the work will be returned instantly without grading. The subsequent submission will be considered late. Again, no work will be accepted after the graded assignments are returned, resulting in a grade of **zero**.

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

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- Aggie Honor Code Statement

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**Safety and Facility Upkeep**

Throughout the semester, you may engage in activities where you choose to handle tools, equipment, and/or materials that require care in their use. Maintain your desk and workspace so that no obstacles that could harm others (i.e., cutting tools) are left unattended. Keep your work environment clean. If you make use of the woodshop, complete the safety course found through the woodshop web page located at: [http://www.arch.tamu.edu/content/inside/services/woodshop](http://www.arch.tamu.edu/content/inside/services/woodshop).
LAND 331 – Landscape Architectural Construction
TENTATIVE CLASS SCHEDULE (subject to change)
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Homework</th>
<th>Exercise</th>
<th>Due</th>
<th>Readings</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20-Jan</td>
<td>Course introduction, grading review</td>
<td>Lec01, 02, Land F/X</td>
<td>Ex01-grading plan</td>
<td>Ch.1; Ch.2 p.30-39</td>
<td>EPA website &amp; Banking on Green by ASLA</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>22-Jan</td>
<td>Layout: LID; overview</td>
<td>Lec03, 04</td>
<td>Ex02-layout plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>27-Jan</td>
<td>Planting design theory (MLA-concrete)</td>
<td>Lec05</td>
<td>Ex03-water B/M plan</td>
<td>Ex01.1</td>
<td>Readings</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>29-Jan</td>
<td>Planting design application + visit Schob Nature Preserve</td>
<td>Lec06</td>
<td>Ex04-planting plan (Schob)</td>
<td>Ex02.1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>3-Feb</td>
<td>LID: bioretention (MLA-masonry)</td>
<td>Lec07, in-class1 bioretention detail</td>
<td>Ex05-rain garden; Ex06 bioswale</td>
<td>Ex03</td>
<td>Li et al. (2014)</td>
<td>Career Fair Feb 5; Aggie Workshop Feb 6</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-Feb</td>
<td>Preparation for Aggie Workshop &amp; Career Fair, Schob Park</td>
<td>Prep CF/AW</td>
<td>Ex04.1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>10-Feb</td>
<td>LID: soil bioengineering (MLA-steps)</td>
<td>Lec08</td>
<td>Ex06</td>
<td></td>
<td>Li and Eddelman</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>12-Feb</td>
<td>LID: porous pavement (MLA-lumber)</td>
<td>Lec09, in-class2 porous detail</td>
<td>Ex07-porous pavement</td>
<td>Ex05, Ex06</td>
<td>Ferguson book</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>15-Feb</td>
<td>LID: green and living walls</td>
<td>Lec10</td>
<td>Ex08-green and living walls</td>
<td>Ex01.2</td>
<td></td>
<td>Celia meeting at UTA</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>17-Feb</td>
<td>LID: green roofs 1</td>
<td>Lec11.1</td>
<td>Ex09, 10-green roofs</td>
<td>Ex02.2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>19-Feb</td>
<td>LID: green roofs 2</td>
<td>Lec11.2, in-class 3</td>
<td>Ex09, 10-green roofs</td>
<td>Ex07</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>24-Feb</td>
<td>LID: rainwater harvesting</td>
<td>Lec12.1 &amp; 12.2, in-class 4</td>
<td>Ex08</td>
<td></td>
<td></td>
<td>BLA accred. visit Feb 22-25</td>
<td></td>
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<tr>
<td>6</td>
<td>26-Feb</td>
<td>LID: irrigation with reclaimed water</td>
<td>Lec13</td>
<td>Ex11-planning plan (mixed use)</td>
<td>Ex09, Ex10</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>3-Mar</td>
<td>IRR: introduction to irrigation and return Exam 1</td>
<td>Lec14</td>
<td>Ex11.1</td>
<td></td>
<td>Ch.8 p.277-281</td>
<td></td>
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<tr>
<td></td>
<td>5-Mar</td>
<td>IRR: basic pressure hydraulic, Hazen &amp; Williams equation</td>
<td>Lec15, in-class5 H/W eq</td>
<td>Hw01</td>
<td></td>
<td>Ch.8 p.256-303</td>
<td></td>
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<tr>
<td>7</td>
<td>10-Mar</td>
<td>IRR: introduction to irrigation and return Exam 1</td>
<td>Lec16</td>
<td>Hw02</td>
<td></td>
<td>Ch.8 p.317-319</td>
<td></td>
<td>March 10-14 Spring Break</td>
</tr>
<tr>
<td></td>
<td>16-Mar</td>
<td>IRR: determining flow capacity</td>
<td>Lec17</td>
<td>Hw01</td>
<td></td>
<td>Ch.8 p.284-296</td>
<td></td>
<td>CELA March 24-28</td>
</tr>
<tr>
<td>8</td>
<td>24-Mar</td>
<td>IRR: irrigation components, backflow prevention and products</td>
<td>Lec18, in-class6 press. loss</td>
<td>Hw03</td>
<td></td>
<td>Ch.8 p.299-307</td>
<td></td>
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<tr>
<td></td>
<td>31-Mar</td>
<td>IRR: pressure loss</td>
<td>Lec19</td>
<td>Ex12-irrigation design I</td>
<td></td>
<td>Ch.8 p.310-337</td>
<td></td>
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<tr>
<td></td>
<td>4-Mar</td>
<td>IRR: basic principles, irrigation layout</td>
<td>Lec20, in-class7 controller</td>
<td>Hw03</td>
<td></td>
<td>Ch.8 p.337-340</td>
<td></td>
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<tr>
<td>9</td>
<td>7-Apr</td>
<td>IRR: controller program</td>
<td>Lec21, in-class8 loop</td>
<td>Ex13-irrigation design II</td>
<td>Ex12</td>
<td>Ch.8 p.303-305</td>
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<tr>
<td></td>
<td>9-Apr</td>
<td>IRR: loop design</td>
<td>Lec22, in-class9 drip</td>
<td>Hw03</td>
<td></td>
<td>Ch.8 p.337-340</td>
<td></td>
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<tr>
<td>10</td>
<td>14-Apr</td>
<td>IRR: Toro dome lecture</td>
<td>Toro guest lecture</td>
<td>Ex13</td>
<td></td>
<td>PAB Apr. 17</td>
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<tr>
<td>11</td>
<td>16-Apr</td>
<td>Landscape performance &amp; SITES</td>
<td>Lec23, in-class9 drip</td>
<td>Hw03</td>
<td></td>
<td>TexasASLA Apr. 22-24; Q-</td>
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<tr>
<td></td>
<td>21-Apr</td>
<td>Field trip to Galveston Texas ASLA Annual Meeting</td>
<td>Torp dome lecture</td>
<td>Ex13</td>
<td></td>
<td>drop Apr. 21</td>
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</tr>
<tr>
<td>12</td>
<td>28-Apr</td>
<td>Teaching evaluation, exam 2 review and campus walk</td>
<td>Hw03, Hw04, Hw06</td>
<td>Ex14</td>
<td></td>
<td>End-of-semester review</td>
<td></td>
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<tr>
<td></td>
<td>30-Apr</td>
<td>Exam 2</td>
<td>Hw03, Hw04, Hw06</td>
<td>Ex15</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>4-May</td>
<td>Final package due at 5pm (no class, this is redefined day for Friday classes)</td>
<td>Hw03, Hw04, Hw06</td>
<td>Ex16</td>
<td></td>
<td>Construction package</td>
<td></td>
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</tr>
</tbody>
</table>
Texas A&M University
Department of Landscape Architecture and Urban Planning

**LAND 614 Landscape Architectural Construction**

**Spring 2015**

**Instructor**
Dr. Ming-Han Li, ASLA, P.L.A., P.E.
A306 Langford Building
845-7571 (LAUP); minghan@tamu.edu
Office hours: to be determined

**Teaching Assistant**
Sinan Zhong, MLA
zsn198838@email.tamu.edu

**Course Time and Location**
TR 2:20-4:50pm; Langford C111/A300

**Course Description**
This is the second graduate landscape construction course in the MLA curriculum. The course will cover (1) sustainable water management techniques in landscape development, (2) theory, principles and techniques of low impact development, (3) basic elements of landscape architectural construction, (4) construction document preparation, working drawings, project layout and design, and (5) theory and principles of irrigation design.

Students are expected to bring to this course a working knowledge of the design process, visual design elements and principles, basic hydraulics, basic knowledge of the natural systems that impact design, and knowledge of grading and drainage. Specific topics include:

- Construction procedures of concrete, masonry and wood,
- Drafting, lettering and clarity of details,
- Planting for sustainability
- Rainwater harvesting
- Green roof technology
- Living wall technology
- Bioretention system
- Soil bioengineering system
- Irrigation with reclaimed water
- Basic irrigation hydraulics (pressurized flow, head loss, design pressure, etc.)
- Irrigation statures, ordinances and licensing
- Irrigation with sprinklers
- Irrigation with drip emitters

**Learning Objectives**
After completing this course, students will possess:
- **Knowledge of the principles, and skills of preparing and assembling construction drawings by completing a full construction package**
- **Knowledge of the principles of irrigation design, and skills of analyzing the need of supplemental irrigation by completing design exercises and passing exams**
- **Knowledge of the equipment and principles of designing water features by lectures and demonstrations**
Knowledge of the principles of lighting design by lectures
- Ability to complete a typical landscape construction working drawing package
- Ability to apply design and planning principles of landscape irrigation

Required Textbook
None

Suggested Reference


Prerequisite: LAND 612

Course Logistics
Students are expected to attend the full class period. You are required to bring a scientific calculator to the class. You are also encouraged to bring your notebook computer. Course materials such as handouts, homework, exercise, in-class assignments and supplemental materials will be stored in eLearning. You must check on new releases constantly and download them for use.

<table>
<thead>
<tr>
<th>Evaluation</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
</tr>
<tr>
<td>Exercises</td>
<td>30%</td>
</tr>
<tr>
<td>In-class assignments</td>
<td>10%</td>
</tr>
<tr>
<td>Semester project</td>
<td>15%</td>
</tr>
<tr>
<td>Construction drawing package</td>
<td>15%</td>
</tr>
<tr>
<td>Exams (including quizzes)</td>
<td>20%</td>
</tr>
</tbody>
</table>

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assignments may be worked individually or in groups and will be due at the end of the class when assigned. In-class assignment may not be made up.

**Pin-ups** – During the semester, the instructors may select some details or plans designed and drawn by students for pin-up discussion. Grades of pin-up will be grouped under “in-class assignments.”

**Oral presentation (semester project)** – Each student is required to make a 15-minute PowerPoint presentation on one of the subjects covered in the course material or a related topic. A list of subject areas will be distributed at the beginning of the semester. In advance of the presentation, the student will supply the instructor with a final outline of their presentation. The final PowerPoint file must be submitted by the morning of the day before the presentation. Even earlier is preferable since that will give you more time to make suggested adjustments to the presentation.

The student is also required to write a three page (1500 words) summary on that topic. The summary shall be submitted on the presentation day.

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**Construction drawing package** – At the end of the semester, you are required to submit a construction drawing package that includes most of the plans and details you have worked on as exercises. The submission must be plotted using AutoCAD. Manually drafted submissions will not be accepted, and a grade of zero will be assigned.

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**Extenuating circumstances** – If, at any time, extenuating circumstances interfere with your ability to meet class requirements, students are encouraged to contact Dr. Li prior to passage of a due date, giving of a quiz or exam, etc. The ability to make up missed work and the terms of any allowed make-up will be determined on a case-by-case basis.

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The Aggie Code of Honor states that the students at Texas A&M University should value honesty and personal integrity. Therefore, it is the responsibility of students and faculty members to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.

Students are referred to the Honor Council Rules and Procedures that may be found at the website: [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

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Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: ☑ Undergraduate ☐ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Mathematics
3. Course prefix, number and complete title of course: MATH 167, For All Practical Purposes

Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.

4. Change requested
   a. Prerequisite(s) from: High school Algebra I and II. To: High school Algebra I and II.
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? ☑ Yes ☐ No

6. If grade type is changing for existing course, indicate the new grade type: ☑ Grade ☐ S/U ☐ P/F (CLMD)

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

   Application of mathematics to real world situations using quantitative methods; includes urban services and elements of management science (optimal routes, planning and scheduling), elements of statistics (sampling/polling methods, analyzing data to make decisions), codes used by stores, credit cards, internet security, cryptography.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): EXPLORATIONS IN MATH

   Application of mathematics to topics of contemporary societal importance using quantitative methods; may include elements of management science (optimal routes, planning and scheduling), statistics (sampling/polling methods, analyzing data to make decisions), cryptography (codes used by stores, credit cards, internet security), fairness (apportionment, voting), patterns (symmetry, tessellations, fractals), world health.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | MATH   | 167      | FOR ALL PRACTICAL PURPOSES   |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |-------|-----|-------|-----|-------------------|-------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 2701010001        | 1875        | 0 0 3 6 3 2 1 |

b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | MATH   | 167      | EXPLORATIONS IN MATH         |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |-------|-----|-------|-----|-------------------|-------------|------------|-----------|-------|
    | 3.00  | 0.00| 0.00  | 3.00| 2701010001        | 1875        | 16 - 17 | 0 0 3 6 3 2 | 1     |

Approval recommended by:

Dr. Paulo Lima-Filho
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Supporting Statement for Math 167

The current course title, “For All Practical Purposes,” is actually the title of the current textbook for Math 167. A course title should not tie a course to a particular textbook as it becomes difficult to switch texts if/when a better one comes along.

Additional topics have been included so that instructors can choose a subset from the listed topics to cover (topics were also added as suggested by the Undergraduate Studies Committee of the department). This also increases the choice of textbooks for future semesters. The course coordinator will communicate the expected topics for each semester to instructor(s).
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 Mathematics
3. Course prefix, number and complete title of course:
   MATH 423, Linear Algebra II

Attach a brief supporting statement for changes made to items 4a thru 4l and 10 below.

4. Change requested
   a. Prerequisite(s): From: MATH 304 or MATH 323, or approval of instructor. To: MATH 220 or CSCE 222, MATH 304 or MATH 323, or approval of instructor.
   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>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td>423</td>
<td>LINEAR ALGEBRA II</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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<td>1875</td>
<td>0 3 6 3 2</td>
<td>4</td>
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b. Change to:

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

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
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<td></td>
<td></td>
<td></td>
<td>0 0 3 6 3 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
Dr. Paulo Lima-Filho

Department Head or Program Chair (Type Name & Sign) Date 10/4/15

Chair, College Review Committee Date

Dean 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
Supporting Statement for Math 423

The new prerequisites indicate the proof solving background that is needed for successful completion of Math 423. This will allow for better function of the stacked honors and regular sections.
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 Mathematics

3. Course prefix, number and complete title of course: MATH 425, The Mathematics of Contingent Claims

Attach a brief supporting statement for changes made to items 4a thru 4l and 10 below.

4. Change requested
   a. Prerequisite(s): From: MATH 172 or equivalent; MATH 308 or equivalent; basic probability.
      To: MATH 308; MATH 411, STAT 211, or STAT 414.
   b. Withdrawal (reason): ________________________________
   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. Attach a course syllabus.

5. Is this an existing core curriculum course? [ ] Yes [ ] No

6. If grade type is changing for existing course, indicate the new grade type: [ ] Grade [ ] S/U [ ] P/F (CLMD)

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

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

Prefix | Course # | Title (excluding punctuation)
-------|----------|-----------------------------
MATH   | 425      | MATH OF CONTINGENT CLAIM

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
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<th>Admin. Unit</th>
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<td>1875</td>
<td>0 0 3 6 3 2 4</td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

Prefix | Course # | Title (excluding punctuation)
-------|----------|-----------------------------

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
<th>Level</th>
</tr>
</thead>
</table>

Approval recommended by:

Dr. Paulo Lima-Filho
Department Head or Program Chair (Type Name & Sign) Date 10/14/15

Chair, College Review Committee Date 10/15/15

Dean of College Date 10/16/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date Oct 20 2015

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 Math 425

The new prerequisites indicate the "basic probability" courses that are needed for successful completion of Math 425. This will allow for monitoring of prerequisites in the Howdy system. Math 172 is being eliminated as a prerequisite because it is a prerequisite for Math 308.
CAS Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments

Form Instructions
1. Course request type: ☒ Undergraduate  ☐ Graduate  ☐ First Professional (MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Engineering Technology and Industrial Distribution
3. Course prefix, number and complete title of course: MMET 275 Mechanics for Technologists

Change requested

4. Prerequisite(s) from:
   To:

5. Cross-list with:

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

6. 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.

7. Change in course number, contact hours (lab and lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

8. Is this an existing core curriculum course?
   ☐ Yes  ☒ No

9. Change course number, contact hours (lab and lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

10. Complete proposed course title and proposed course description (not to exceed 50 words):
    No change.

11. As currently in course inventory:

    Prefix  Course #  Title (excluding punctuation)
    
    MMET  275  MECHANICS FOR TECHNOLOGISTS

    Lect.  Lab.  Other  Sch.  CIP and Fund Code  Admin. Unit  EICE Code  Level
    4.00  0.00  0.00  4.00  4008010102  0982  0 0 3 6 3 2 2

    Change to:

    Prefix  Course #  Title (excluding punctuation)
    
    MMET  275  MECHANICS FOR TECHNOLOGISTS

    Lect.  Lab.  Other  Sch.  CIP and Fund Code  Admin. Unit  EICE Code  Level
    3.00  0.00  0.00  3.00  4008010102  0982  16 17 0 0 3 6 3 2

Approval recommended by:
Dr. Joe Porter
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
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date
MMET 275 - MECHANICS FOR TECHNOLOGISTS
FALL 2016 - SYLLABUS

Instructor: Dr. Mathew Kuttalamadom (Dr. K)
Office: 117E Thompson Hall (THOM)
Phone: (979) 862-8472
Email: mathew@tamu.edu

Class Time/Location: (TR) 9:35 am - 10:50 am [112D Thompson Hall (THOM)]
Office Hours: (TR) 1 pm - 2 pm; [Grader: 2 pm - 3 pm in SME office (opposite to THOM-117)]
Credit Hours: 3

COURSE DESCRIPTION:
Forces, moments and couples in 2-D/3-D systems; Equilibrium of rigid bodies; Structural analysis; Friction; Centroids and moments of inertia.

LEARNING OUTCOMES:
1. Students will be able to apply the concepts and procedures enabling them to identify, idealize and analyze mechanical force systems via sketches and free-body diagrams. (ABET outcomes: a, b, f, l, m, n)
2. Students will be able to apply 2D/3D equations of equilibrium to particle/rigid-body systems for solving problems involving trusses, frames, machines and other structural and mechanical systems. (ABET outcomes: a, b, f, l, m, n)
3. Students will be able to find geometric and mass properties of collections of areas/volumes, to find internal forces developed in structural members, and to apply the concepts of dry friction. (ABET outcomes: a, b, f, l, m, n)

PREREQUISITES:
MATH 152 - Engineering Mathematics II
PHYS 218 - Mechanics

GRADING SCHEME:  
<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
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<tr>
<td>Quiz</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25%</td>
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</table>

COURSE GRADE:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90 - 100%</td>
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<tr>
<td>B</td>
<td>80 - 89.9%</td>
</tr>
<tr>
<td>C</td>
<td>70 - 79.9%</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9%</td>
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<tr>
<td>F</td>
<td>&lt; 59.9%</td>
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</table>

TEXT:
**Schedule:**

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<th>Dates</th>
<th>Topic (Chapters)</th>
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<tbody>
<tr>
<td>1</td>
<td>9/1, 9/3, 9/4</td>
<td>Introduction, General Principles (1), Force Vectors (2)</td>
</tr>
<tr>
<td>2</td>
<td>9/8, 9/10, 9/11</td>
<td>Force Vectors (2)</td>
</tr>
<tr>
<td>3</td>
<td>9/15, 9/17, 9/18</td>
<td>Equilibrium of a Particle (3)</td>
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<tr>
<td>4</td>
<td>9/22, 9/24, 9/25</td>
<td>Force System Resultants (4), Review</td>
</tr>
<tr>
<td>5</td>
<td>9/29, 10/1, 10/2</td>
<td>Exam-1, Force System Resultants (4)</td>
</tr>
<tr>
<td>6</td>
<td>10/6, 10/8, 10/9</td>
<td>Equilibrium of a Rigid Body (5)</td>
</tr>
<tr>
<td>7</td>
<td>10/13, 10/15, 10/16</td>
<td>Equilibrium of a Rigid Body (5)</td>
</tr>
<tr>
<td>8</td>
<td>10/20, 10/22, 10/23</td>
<td>Structural Analysis (6)</td>
</tr>
<tr>
<td>9</td>
<td>10/27, 10/29, 10/30</td>
<td>Structural Analysis (6), Review</td>
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<tr>
<td>10</td>
<td>11/3, 11/5, 11/6</td>
<td>Exam-2, Internal Forces (7)</td>
</tr>
<tr>
<td>11</td>
<td>11/10, 11/12, 11/13</td>
<td>Internal Forces (7)</td>
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<tr>
<td>12</td>
<td>11/17, 11/19, 11/20</td>
<td>Friction (8)</td>
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<td>13</td>
<td>11/24</td>
<td>Center of Gravity (9)</td>
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<td>14</td>
<td>12/1, 12/3, 12/4</td>
<td>Center of Gravity (9), Moments of Inertia (10)</td>
</tr>
<tr>
<td>15</td>
<td>12/7 (redefined), 12/8</td>
<td>Moments of Inertia (10), Review</td>
</tr>
<tr>
<td></td>
<td>12/11 [Friday]</td>
<td>Final Exam [12:30 pm - 2:30 pm]</td>
</tr>
</tbody>
</table>

**Americans with Disabilities Act (ADA) Policy Statement:**

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

**Academic Dishonesty:**

Aggies have a Code of Honor, which is stated as: "Aggies do not lie, cheat, or steal, nor do they tolerate those who do." The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies, promoting understanding and loyalty to truth and confidence in each other. Effective September 1, 2004, the Office of the Aggie Honor System is operational; see http://aggiehonor.tamu.edu. There is a zero tolerance for academic dishonesty. Violations will be addressed by the Aggie Honor System Office and in compliance with Texas A&M Student Rules, http://student-rules.tamu.edu rule20.

**Attendance:**

This course will follow the attendance policy posted at http://student-rules.tamu.edu/rule07.
In particular, attendance is required, and appropriate documentation from an authorized health service personnel is required for health-related absences. Repeated unexcused absences will result in a reduction of points. Attendance will be taken on random days in the form of quizzes or otherwise.
Regular attendance and active participation in class is essential for mastering the course material.
**Pointers for Success in This Course:**

- I expect the same of you that you do of me, *i.e.,* come to every class on time, be intellectually prepared, engage yourself in the learning process and take a professional approach to your work.

- Announcements, course notes, homework and exercises will be posted through email/eCampus.

- Assigned homework is due in 1 week at the beginning of class (Late work => No grade, except for university excused absences).

- There will be a number of in-class quizzes which account for 20% of your grade. Being present in class and being up to speed with ongoing topics is thus obviously essential for a good grade.

- You can expect a similar level/type of exam questions as seen in your homework and exercises.

- Self-evaluate your course grade after each of the exams – if concerned, talk with me early.

- Email is the best way to get in touch with me. Prefix your subject line with “MMET-275: ”

- Remember that there is a difference between having the knowledge and being able to apply it!

**ABET Outcome Assessment & Evaluation:**

A Manufacturing and Mechanical Engineering Technology (MMET) graduate should have the following abilities at the time of graduation. The program outcomes and the course impacts are:

<table>
<thead>
<tr>
<th>Program Outcomes</th>
<th>Course Impact Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) An appropriate mastery of the knowledge, techniques, skills and modern tools of manufacturing and mechanical systems and processes.</td>
<td>High</td>
</tr>
<tr>
<td>b) An ability to apply current knowledge and adapt to emerging applications of mathematics, science, engineering and technology.</td>
<td>High</td>
</tr>
<tr>
<td>c) An ability to conduct, analyze and interpret experiments and apply experimental results to improve processes.</td>
<td>-</td>
</tr>
<tr>
<td>d) An ability to apply creativity in the design of manufacturing and mechanical systems, components or processes.</td>
<td>-</td>
</tr>
<tr>
<td>e) An ability to function effectively on teams.</td>
<td>-</td>
</tr>
<tr>
<td>f) An ability to identify, analyze and solve technical problems.</td>
<td>High</td>
</tr>
<tr>
<td>g) An ability to communicate effectively.</td>
<td>-</td>
</tr>
<tr>
<td>h) An ability to engage in and recognize the need for lifelong learning.</td>
<td>-</td>
</tr>
<tr>
<td>i) An ability to understand professional, ethical and social.</td>
<td>-</td>
</tr>
<tr>
<td></td>
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<tr>
<td>---</td>
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</tr>
<tr>
<td>j)</td>
<td>A respect for diversity and knowledge of contemporary professional, societal and global issues.</td>
</tr>
<tr>
<td>k)</td>
<td>A commitment to quality, timeliness, and continuous improvement.</td>
</tr>
<tr>
<td>l)</td>
<td>An ability to apply the technologies of engineering materials, manufacturing processes, automation, production operations, quality, statics, dynamics, strength of materials, fluid power or fluid mechanics, thermodynamics, and either electrical power or electronics, and statistics to the solution of manufacturing and mechanical problems.</td>
</tr>
<tr>
<td>m)</td>
<td>An ability to apply with added technical depth: manufacturing processes, mechanical design, automation and controls, and production operations.</td>
</tr>
<tr>
<td>n)</td>
<td>An ability to apply physics having an emphasis in applied mechanics, plus added technical topics in physics and chemistry principles related to manufacturing and mechanical systems and processes.</td>
</tr>
<tr>
<td>o)</td>
<td>An ability to successfully complete a comprehensive design project related to mechanical or manufacturing fields.</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): Department of Performance Studies
2. Course prefix, number and complete title of course: MUSC 311 Music in Early Western Culture

Attach a brief supporting statement for changes made to items 3a through 3d and 6 below.
3. Change requested
   MUSC 202 Fundamentals of Music, MUSC 205
   MUSC 205 Music Theory II
   a. Prerequisite(s): From: Music Theory I or approval of instructor
      To: or approval of instructor
   b. Withdrawal (reason): MUSC 202 has been withdrawn
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
4. For informational purposes only, please indicate course number if this course will be stacked:
5. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/ExportControlBasicsforDistanceEducationver2413.pdf).
6. Complete current course title and current catalog course description:

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

8. a. As currently in course inventory:
   Prefix: MUSC
   Course # 311
   Title (excluding punctuation) Music in Early Western Culture
   Lect. 0  Lab 0  SCH 3  CIP and Fund Code 003509020003  Admin. Unit 2196  FICE Code 003632  Level 3

   b. Change to:
   Prefix:
   Course #
   Title (excluding punctuation)
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code Level
   Approval recommended by:
   Department Chair or Program Chair (Type Name & Sign) Date
   Department Chair or Program Chair (Type Name & Sign) Date
   Department Chair or Program Chair (Type Name & Sign) 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 – 03/14

[RECEIVED CURRICULAR SERVICES]
MEMORANDUM

TO: Faculty Senate

THROUGH: Tim Scott
Chair, Undergraduate Curriculum Committee

THROUGH: Nancy Street
Chair, College of Liberal Arts Undergraduate Instruction Committee

THROUGH: Donna Lee Dox
Interim Head, Department of Performance Studies

FROM: Jeffrey M. Morris
Director of Undergraduate Studies, Department of Performance Studies

SUBJECT: MUSC 311 Music in Early Western Culture: Removing a Deprecated Prerequisite

MUSC 202 Fundamentals of Music is listed as a prerequisite for MUSC 311 Music in Early Western Culture. Since MUSC 202 has been withdrawn (cf. FS.32.95), we wish to remove it from the prerequisite listing for MUSC 311.
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): Department of Performance Studies

2. Course prefix, number and complete title of course:
   MUSC 312 Music in Modern Western Culture
   
   - Attach a brief supporting statement for changes made to items 3a thru 3d and 6 below.

3. Change requested
   MUSC 202 Fundamentals of Music, MUSC 205
   MUSC 205 Music Theory II—
   a. Prerequisite(s): From: Music Theory II or approval of instructor To:
      or approval of instructor
   b. Withdrawal (reason): MUSC 202 has been withdrawn
   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. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/ExportControlBasicsforDistanceEducationVer2413.pdf).

   6. Complete current course title and current catalog course description:

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

   8. As currently in course inventory:

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<th>FICE Code</th>
</tr>
</thead>
</table>

   Approval recommended by:

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

   Chair, College Review Committee  Date
   Dean of College

   Submitted to Coordinating Board by:

   Chair, GC or UCC  Date

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
   Curricular Services – 03/14
MEMORANDUM

TO: Faculty Senate

THROUGH: Tim Scott
Chair, Undergraduate Curriculum Committee

THROUGH: Nancy Street
Chair, College of Liberal Arts Undergraduate Instruction Committee

THROUGH: Donna Lee Dock
Interim Head, Department of Performance Studies

FROM: Jeffrey M. Morris
Director of Undergraduate Studies, Department of Performance Studies

SUBJECT: MUSC 312 Music in Modern Western Culture: Removing a Deprecated Prerequisite

MUSC 202 Fundamentals of Music is listed as a prerequisite for MUSC 312 Music in Modern Western Culture. Since MUSC 202 has been withdrawn (cf. FS.32.95), we wish to remove it from the prerequisite listing for MUSC 312.
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 Public Health Studies
3. Course prefix, number and complete title of course: PHLT 302 Foundations of Public Health

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

4. Change requested
   a. Prerequisite(s): From: Public Health major, junior or senior classification, or approval of instructor To: Public Health major or minor, junior or senior classification, 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://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:

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

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

11. a. As currently in course inventory:

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Approval recommended by:

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

Ranjana Mehta
Chair, College Review Committee Date

Jay Maddock
Dean of College Date

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 08/14
The attached course change request for PHLT 302, 303, 305 and 330 is to change the prerequisites from “Public Health major, junior or senior classification, or approval of instructor” to “Public Health major and minors”.

Our minor program is brand new and was just approved by the President this past Spring. The minor students need to take this course and therefore the perquisite should include the minor students. The junior or senior classification was removed as the minor students may not be junior or seniors while completing 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 Public Health Studies
3. Course prefix, number and complete title of course: PHLT 303 Social Context of Population Health

4. Change requested
   a. Prerequisite(s) From: Public Health major, junior or senior classification, or approval of instructor
   To: Public Health major or minor, junior or senior classification, or approval of instructor
   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 (C/M/D)

7. If this course will be stacked, please indicate the course number of the stacked course:
   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:

Gilbert Ramirez 2015
Department Head or Program Chair (Type Name & Sign) Date

Ranjan Mehta 10/23/2015
Chair, College Review Committee Date

Jay Maddock 10/23/2015
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
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 Public Health Studies
3. Course prefix, number, and complete title of course: PHLT 305 Epidemiology in Public Health

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<td>d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.</td>
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<tr>
<td>e. Change in course number, contact hours (lab &amp; lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.</td>
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</table>
4. Is this an existing core curriculum course? ☐ Yes ☑ No
5. If grade type is changing for existing course, indicate the new grade type: ☐ Grade ☑ S/U ☐ P/F (GR) ☐ P/F (CG)
6. If this course will be stacked, please indicate the course number of the stacked course:
7. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

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Approval recommended by:
Gilbert Ramirez, Department Head or Program Chair (Type Name & Sign) Date
Ranjan Mehta, Chair, College Review Committee Date
Jay Maddock, Dean of College Date
Submitted to Coordinating Board by:
Chair, GC or UCC Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8701 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, DVM)
2. Request submitted by (Department or Program Name): Department of Public Health Studies
3. Course prefix, number and complete title of course: PHLT 330 The Environment and Public Health

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

4. Change requested
   a. Prerequisite(s): From: Public Health major, junior or senior classification, or approval of instructor
      To: Public Health major or minor, junior or senior classification, 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: ☐ S/U ☑ P/F (CLMD)

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

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

9. Complete current course title and current catalog course description:

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

11. a. As currently in course inventory:

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Approval recommended by:
Gilbert Ramirez 20 Oct 15
Department Head or Program Chair (Type Name & Sign) Date

Ranjana Mehta 3/23/2015
Chair, College Review Committee Date

Jay Maddock 3/23/2015
Dean of College Date

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

Effective Date

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

3. Course prefix, number and complete title of course: PHLT 445 Population Health Culminating Experience

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.

  Change in title: ____________________________

  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).


Combines knowledge and skills related to public health experience and coursework to address public health issues; process of developing, implementing, and evaluating public health interventions; role assignment and responsibilities in group assignments and presentations.

Complete proposed course title and proposed catalog course description (not to exceed 50 words): PHLT 445 Applications of Public Health

Combines knowledge and skills related to public health experience and coursework to address public health issues; process of developing, implementing, and evaluating public health interventions; role assignment and responsibilities in group assignments and presentations.

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Approval recommended by:

Gilbert Ramirez
Department Head or Program Chair (Type Name & Sign) Date: 1/23/2015

Ranjana Mehta
Chair, College Review Committee Date: 1/23/15

Jay Maddock
Dean of College Date: 1/23/15

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Chair, GC or UCC Date: 8/14

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
The name change is needed to better the integrative nature of applying public health concepts.
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 Political Science
3. Course prefix, number and complete title of course: POLS 300 FOUNDATIONS OF POLITICAL SCIENCE

Attach a brief supporting statement for changes made to items 4, 6, and 10 below:

4. Changes requested
   a. Prerequisite(s): From: POLS 200, POLS 207, POLS 209; JUNIOR CLASSIFICATION
      To: NONE
   b. Withdrawal (reason):
   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   [ ] Yes [ ] No

6. If grade type is changing for existing course, indicate the new grade type:
   [ ] Grade [ ] S/U [ ] P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vet. tamu.edu/resources/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Foundations of Political Science. (3-0). Credit 3. Survey of the scholarly discipline of political science, the subfields of the discipline, the major research questions and the modes of scholarship in the latter subfields, and the character of the discipline as a profession. Prerequisites: POLS 206, POLS 207, POLS 209; junior classification. 3,000 Credit hours 3,000 Lecture hours

9. Complete proposed course title and proposed catalog course description:
   Foundations of Political Science. (3-0). Credit 3. Survey of the scholarly discipline of political science and its theoretical foundations, principal subfields, major research questions, and modes of scholarship. Prerequisites: none. 3,000 Credit hours 3,000 Lecture hours

11. a. As currently in course inventory:

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Approval recommended by:

William Clark

Department Head or Program Chair (Type Name & Sign) Date 9/21/15

Chair, College Review Committee Date

Dean of College Date 10-20-15

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services • 08/14
October 19, 2015

TO: Steve Oberhelman, Associate Dean for Undergraduate Studies

FROM: Joseph Ura, Associate Professor of Political Science

SUBJECT: Renumbering POLS 300 to POLS 200

The faculty of the Department of Political Science has voted to renumber POLS 300 (Foundations of Political Science) to POLS 200. The changed number better reflects the content of the course, which emphasizes introductory material in the field.
Political Science 200-100
Foundations of Political Science

Course Information
Instructor: Joseph Daniel Ura
Associate Professor of Political Science
Email: jura@tamu.edu
Telephone: 979.845.2327
Class Meetings: MWF, 10:00-10:50AM, Allen 1008
Office Hours: MW, 1:00-3:00PM, Allen 2117
Credit Hours: 3.0
Prerequisites: None

Course Description
Survey of the scholarly discipline of political science and its theoretical foundations, principal subfields, major research questions, and modes of scholarship.

Learning Objectives
At the conclusion of this course, student should be able to:

- Recognize political behavior and distinguish it from other collective activities.
- Explain fundamental political science concepts and apply them to analyze historical, contemporary, and theoretical political decisions and events.
- Acknowledge and address the costs and benefits of political behavior in human societies.
- Demonstrate critical thinking about major ideas and themes in political science.

Reading Assignments and Texts

Reading assignments for each week of class are listed in the Course Schedule section of this syllabus. With the exception of the first week’s assignments, readings should be completed prior to each week’s class meetings. All reading assignments are available on the internet or through the University Library’s e-Reserve system. You need not purchase any books for this class. The schedule of assigned readings indicates how to access each item listed. If you have trouble accessing any of the assigned materials, please let me know as soon as possible.

With a few exceptions, assigned readings are primary sources rather than pedagogical texts. They deal with complicated subjects with which you may not have much previous knowledge. Understanding the arguments and ideas in these selections may sometime be difficult, and you may struggle to grasp what an author is trying to communicate or the importance of his or her ideas.
This is completely normal; in fact, it is unavoidable. Do not stop reading. Do not stop thinking. Do not be afraid to ask your classmates or me for help. Do not give up. A willingness to work to understand something new in spite of difficulties you encounter is one of the most valuable character traits you can have.

**Grades**

Student rule 10.3 explains, in part:

> The five passing grades at the undergraduate level are, A, B, C, D and S, representing varying degrees of achievement; these letters carry grade points and significance as follows:

*Assigned by the instructor:*

- **A:** Excellent, 4 grade points per semester hour
- **B:** Good, 3 grade points per semester hour
- **C:** Satisfactory, 2 grade points per semester hour
- **D:** Passing, 1 grade point per semester hour
- **F:** Failing, no grade points, hours included in GPR
- **I:** Incomplete, no grade points (hours not included in GPR)

*Grades assigned if student is taking an undergraduate course S/U:*

- **S:** Satisfactory (C or above), hours not included in GPR
- **U:** Unsatisfactory (D or F), no grade points, hours included in GPR

Grades in this course will be assigned with those guidelines in mind. Students should expect that grades of **A** will be awarded only to those students who demonstrate especially strong command of the material covered in the course. Work that is merely good or satisfactory will be assigned grades of **B** or **C**, respectively. Work of lower quality will be rewarded with grades of **D** or **F**.

In order to translate these qualitative guidelines into quantifiable measures of performance, letter grades for the course will be assigned on the following scale based on the percentage of possible points earned:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>A</td>
</tr>
<tr>
<td>80-89%</td>
<td>B</td>
</tr>
<tr>
<td>70-79%</td>
<td>C</td>
</tr>
<tr>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td>Below 60%</td>
<td>F</td>
</tr>
</tbody>
</table>

Final grades are computed from your scores for three cumulative exams. Scores for these items are weighted according to the following scale.

<table>
<thead>
<tr>
<th>Exam 1</th>
<th>Exam 2</th>
<th>Exam 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>30%</td>
<td>35%</td>
<td>45%</td>
</tr>
</tbody>
</table>

I will distribute an information sheet one week prior to each exam with information about the exam format and some guidance about topics to emphasize as you review. I will use the class period prior to each exam to answer questions that have arisen during your exam preparations.
Attendance and Make-Up Policies

Attendance per se is not part of this course's grading scheme. Students who are unable to attend class when an exam is given may take a makeup exam for absences excused by University rule (http://student-rules.tamu.edu/rule07). Students should make every effort to notify me in advance of an expected absence (e.g. missing an exam to observe a religious holiday) from exams and to notify me of reasons for an unexpected absence (e.g. illness) from an exam in a timely fashion.

Students with Disabilities (Americans with Disabilities Act)
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

The Aggie Honor Code states, "An Aggie does not lie, cheat or steal, or tolerate those who do."

Students should be aware of and take seriously their obligations to perform original academic work, give appropriate credit to sources, and to use only authorized aid and materials. Please review the Aggie Honor Code and rules regarding academic conduct. These may be found online at http://aggiehonor.tamu.edu.

Classroom Conduct

Though it should go without saying, I expect students to behave appropriately in the classroom. At a minimum, this means that you should be attentive during lectures and refrain from distracting behavior. I also expect students to turn cell phones off or set them to silent during class.

Also, this course relies on student discussions. While these interactions may reveal deep disagreements about important questions of policy and politics, I expect that all students will engage in these debates and discussions in a manner that is consistent with the Student Code of Conduct and basic manners. At a minimum, this implies that you should treat one another with respect, avoid interrupting someone who is speaking, and refrain from personal attacks or impugning someone's motives.
Course Schedule

Week 1: Politics

Course Syllabus


Week 2: The State of Nature and Voluntary Cooperation and Exchange

Thomas Hobbes, *Leviathan*, Chapter XIII

John Locke, *The Two Treatises of Civil Government* (Book 2), Chapters II and III

Adam Smith, *The Wealth of Nations*, Chapters I and II

Week 3: Obstacles to Cooperation and Collective Action

Garrett Hardin, *The Tragedy of the Commons*
[http://www.sciencemag.org/content/162/3859/1243.full](http://www.sciencemag.org/content/162/3859/1243.full)

Elinor Ostrom, *Coping with Tragedies of the Commons*
[http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/5876/Coping%20with%20tragedies%20of%20the%20commons.pdf](http://dlc.dlib.indiana.edu/dlc/bitstream/handle/10535/5876/Coping%20with%20tragedies%20of%20the%20commons.pdf)

Michael Munger, *Orange Blossom Special: Externalities and the Coase Theorem*

Week 4: Catch-Up and Exam 1

Week 5: The State and the Individual

Edmund Burke, *A Vindication of Natural Society*


Week 6: Power and Violence

Thucydides, *The Melian Dialogue*
Charles Tilly, *War Making and State Making as Organized Crime*  

Carl von Clausewitz, *On War*, Chapter 1  
[http://oll.libertyfund.org/titles/clausewitz-on-war-vol-1](http://oll.libertyfund.org/titles/clausewitz-on-war-vol-1)

Week 7: Authority and Legitimacy

Max Weber, *The Three Pure Types of Legitimate Rule*  
(E-Reserve)

Tom R. Tyler, *Why People Obey the Law*, Chapters 1–4  
[http://www.psych.nyu.edu/tyler/lab/Chapters_1-4.pdf](http://www.psych.nyu.edu/tyler/lab/Chapters_1-4.pdf)

Week 8: Justice and Liberty

(E-Reserve)

Robert Nozick, *Anarchy, State, and Utopia*, Chapter 7  
(E-Reserve)

Week 9: Catch-Up and Exam 2

Week 10: Democracy

Melissa Schwartzberg, *What Did Democracy Really Mean in Athens?* (Video)  

Tom Christiano, *Democracy*  

Week 11: Majority Rule and Institutions

Francis Glaton, *Vox Populi*  

(E-Reserve)

Kenneth Arrow, *A Difficulty in the Concept of Social Welfare*  
[http://www.stat.uchicago.edu/~lekheng/meetings/mathofranking/ref/arrow.pdf](http://www.stat.uchicago.edu/~lekheng/meetings/mathofranking/ref/arrow.pdf)

Week 12: Policy Systems and Policy-Making

David Easton, *An Approach to the Analysis of Political Systems*  

Week 13: Identities


Karl Marx, *The Communist Manifesto*, Chapter I
http://www.gutenberg.org/ebooks/61

Margaret Mead, *Sex and Temperament in Three Primitive Societies*
http://bit.ly/1No6OBQ

Ta-Nehisi Coates, *The Case for Reparations*
http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/

Week 14: Catch-Up and Exam 3

Please note: There is no additional exam given during the final exam period. I will use the scheduled final exam time period to supervise any remaining makeup exams.
Texas A&M University

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

1. Course request type:  
   - ✔ Undergraduate
   - ❌ Graduate
   - ❌ First Professional (DMD, MD, JD, PharmD, DVM)

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

3. Course prefix, number and complete title of course: PSYC 484 Field Experiences

4. Change requested
   a. Prerequisite(s): From: To:
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

5. Is this an existing core curriculum course?  
   - ❌ Yes
   - ✔ No

6. If grade type is changing for existing course, indicate the new grade type:  
   - ❌ Grade
   - ❌ S/U
   - ✔ P/F (CMD)

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

8. Complete current course title and current catalog course description:
   PSYC 484 Field Experiences Credits: 3.7-Other Hours: Participation in an approved mental health, mental retardation, school, industrial or experimental setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student. Prerequisites: PSYC 203 and PSYC 204; 12 hours of psychology; GPR of 2.5 or better in all psychology courses; approval of instructor; major in psychology.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   PSYC 484 Field Experiences Credits: 0 to 6. 0-14 Other Hours: Participation in an approved mental health, mental retardation, school, industrial or other approved setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student. May be repeated for credit. Prerequisites: PSYC 203 and PSYC 204; 12 hours of psychology; GPR of 2.5 or better in all psychology courses; approval of instructor; major in psychology.

10. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | PSYC 484 Field Experiences |
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 3.00 | 0.00 | 7.00 | 3.00 | 4201010001 | 2380 | 0 0 3 6 3 2 |
    | Level |
    | 4 |

11. Change to:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | PSYC 484 Field Experiences |
    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code |
    | 6.00 | 0.00 | 14.00 | 6.00 | 4201010001 | 2380 | 0 0 3 6 3 2 |
    | Level |
    | 4 |

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

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

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

CURRICULAR SERVICES

RECEIVED D OCT 23 2015
Supporting Statement for Changes to PSYC 484

- The change to permit repeated credit for this field experience is consistent with the inclusion of this high impact experience in our undergraduate curriculum.
- The change to permit varied credit hours for this field experience is also consistent with the inclusion of the high impact experience, and would permit students to take part in internships that vary in the number of required hours per week.
PSYC 484. Field Experiences

Fall 2016

Meeting days/times: TBD  •  Meeting location: TBD

Instructor: Mindy Bergman, PhD
Office Phone: 979-845-9707
Email: mindyberigan@tamu.edu

Office: 240 Psychology Building
Mailbox: 236 Psychology Building
Office Hours: Wednesdays 12:00 – 1:00 pm

Course description: Participation in an approved mental health, mental retardation, school, industrial, or other approved setting; field experiences supervised by an appropriate professor within an area of student interest; course requirements vary with the setting, the supervising professor and the needs of the individual student. (Note: This course may be repeated.)

Prerequisites: PSYC 203 and PSYC 204; 12 hours of psychology; GPR of 2.5 or better in all psychology courses; approval of instructor; major in psychology.

Learning outcomes: By the end of this course, a successful student should be able to:

- Apply psychology knowledge and concepts in real world situations
- Demonstrate skills and competencies required in the workplace
- Summarize self-directed learning experiences

Required materials: None

Grading policies: PSYC 484 is graded S/U. To earn a satisfactory grade in the course, the student must at least:

- Receive a satisfactory attendance report from the internship site supervisor
- Receive satisfactory reports at midterm and final evaluation from the internship site supervisor
- Complete the learning agreement with the internship site supervisor and turn it in to the instructor
- Complete the three self-assessment assignments and turn them in to the instructor

This is an internship: Keep in mind that every workplace has its own set of rules and expectations, from dress code to timeliness to attendance. Every workplace also has a distinct culture, setting informal expectations of how a worker should behave. It is part of your internship experience to understand and follow these rules and expectations. Your supervisor and coworkers will be the best resource for this information. Your instructor is also available to provide advice as needed.

Attendance and make-up policies: Your academic work for this internship is expected to be timely and complete by the posted deadlines. Make-up work for this course will be arranged in case of university-excusable absences that have appropriate documentation. Please refer to TAMU Student Rule 7 for more information (http://student-rules.tamu.edu/Rule07).
Keep in mind that your internship site will have its own attendance expectations and policies. It is part of your internship experience (i.e., “demonstrate skills and competencies required in the workplace”) to manage the attendance policy and expectations of your internship site.

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

**Academic integrity statement and policy:** The Texas A&M honor code: An Aggie does not lie, cheat, or steal, or tolerate those who do. Visit the Honor Office for more information ([http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu)).

### Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Internship Experience</th>
<th>Assignment due by Sunday at 11:59 pm (note: Weeks are Monday – Sunday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Start internship experience</td>
<td>Beginning of internship self-assessment</td>
</tr>
<tr>
<td>2</td>
<td>Internship experience</td>
<td>Learning agreement: An agreement between you and your supervisor outlining the learning objectives, activities, and organizational structure of your internship setting. Discuss your professional goals and learning expectations with your supervisor. (<strong>This can be completed prior to the internship, but MUST be completed by the end of the second week of the internship.</strong>)</td>
</tr>
<tr>
<td>3</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Internship experience</td>
<td>Midterm evaluation: Completed by your supervisor to evaluate your performance in pursuing the learning outcomes articulated in the learning agreement and give constructive feedback.</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>Midterm self-assessment</td>
</tr>
<tr>
<td>9</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Internship experience</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Internship experience</td>
<td>Final evaluation: Completed by supervisor to evaluate your performance in the pursuit of the learning outcomes articulated in the learning agreement and give constructive feedback.</td>
</tr>
<tr>
<td>15 (Final)</td>
<td>Internship experience</td>
<td>Final self-assessment</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: [X] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Religious Studies
3. Course prefix, number and complete title of course: RELS 365 History of Religion in America to 1860

Change requested
a. Prerequisite(s): From: To:

b. Withdrawal (reason): [Cross-listed courses require the signature of both department heads.]

c. Cross-list with: HIST 365

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 1a 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://prp.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).


10. Complete proposed course title and proposed catalog course description (not to exceed 50 words): History of Religion in America to 1860: Religion in North America from colonial beginnings to eve of Civil War: Relations between European Christianity, Native Americans, and African Americans; religious pluralism, reform movements, social and political change. Cross-listed with RELS 365. Prerequisite: Junior or senior classification.

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>RELS 365</td>
<td>HIST RELIGION AMERICA I</td>
<td></td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
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</tr>
<tr>
<td>Admin. Unit</td>
<td>FICE Code</td>
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</tr>
<tr>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>Level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>RELS 365</td>
<td>HIST RELIGION AMERICA I</td>
<td></td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
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<tr>
<td>Admin. Unit</td>
<td>FICE Code</td>
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<td>16</td>
<td>17</td>
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<tr>
<td>Level</td>
<td></td>
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<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:

David J. Waugh, Head, History. 9/30/15

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

Donnann D. Director, RELS. 9/30/15

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

Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

[RECEIVED CURRICULAR SERVICES]
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History
       Donnalee Dox, Director, Religious Studies

Re: RATIONALE for Change in Course Description for HIST/RELS 365

Date: September 30, 2015

We propose changing the current course description for HIST/RELS 365 “History of Religion in America to 1860,” from “Religion in America from European origins through New England Puritanism, U. S. Constitutional issues, immigration, revivalism and the Civil War; relationship between dissenters, utopians and visionaries versus mainstream counterparts,” to “Religion in North America from colonial beginnings to eve of Civil War. Relations between European Christianity, Native Americans, and African Americans; religious pluralism, reform movements, social and political change. Crosslisted with RELS 365. Prerequisite: Junior or senior classification.” The proposed description change reflects shifts in scholarship over the past 20 years that explicitly address the multiple groups and varied strands of religiosity and spirituality that informed the creation and transformation of religious expression in North America during the colonial, early national, and national periods.
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):  Women's and Gender Studies Program
3. Course prefix, number and complete title of course:  WGST 477 Women in Modern European History

4. Change requested
   a. Prerequisite(s): From: __________________________ To: __________________________
   b. Withdrawal reason:
   c. Cross-list with:  HIST 477

   Crosslisted courses require the signature of both department heads.

d. Change in course title and description. Enter complete current course title and 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.

   Change in course title: __________________________
   Description: __________________________

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

   Change in course number: __________________________
   Contact hours: __________________________
   Semester credit hours: __________________________

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  ☒ I/F (CLMD)

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

   Stacked Course: __________________________

8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://sys.ismu.edu/resources/export-controls/export-controls-basics-for-distance-education).

9. Complete current course title and current catalog course description: Women in Modern European History: Women in Europe from the 18th century to the present: women’s contributions to their societies; realities of their daily lives and their responses; perceptions of women; role of institutions in defining women’s roles; significance for women of industrialization, revolution, warfare, scientific discoveries; interaction of class, race and gender.

   Complete proposed course title and proposed catalog course description (not to exceed 50 words): Women and Gender in Modern European History: Women in Europe from the 18th century to the present: women’s contributions to their societies; realities of their daily lives and their responses; perceptions of women; role of institutions in defining women’s roles; significance for women of industrialization, revolution, warfare, scientific discoveries; interaction of class, race and gender.

10. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   __________________________  477  __________________________

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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<td>3.00</td>
<td>5401010001</td>
<td>1735</td>
<td>0 0 3 6 3 2 4</td>
</tr>
</tbody>
</table>

b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   __________________________  477  __________________________

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>FICE Code</th>
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<td>0.00</td>
<td>3.00</td>
<td>5401010001</td>
<td>1735</td>
<td>0 0 3 6 3 2 4</td>
</tr>
</tbody>
</table>

Approval recommended by:  

David J. Vaught, Head, History, 9/30/15  
Department Head or Program Chair (Type Name & Sign)  
Date  
Chair, College Review Committee  
12/4/15  
Chair, GC or UCC  
Date

Marian Eide, Director, WGST, 10/1/2015  
Department Head or Program Chair (Type Name & Sign)  
Date  
Dean of College  
12/4/15

Submitted to Coordinating Board by:  

Chair, GC or UCC  
Date

Associate Director, Curricular Services  
Date  
Effective Date

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

RECEIVED OCT 28 2015 CURRICULAR SERVICES
Memorandum

To: Undergraduate Instructional Committee

From: David J. Vaught, Head, Department of History
      Marian Eide, Director, Women's and Gender Studies Program

Re: RATIONALE for Change in Course Title for HIST/WGST 477

Date: September 30, 2015

We propose changing the current course title for HIST/WGST 477 from "Women in Modern European History" to "Women and Gender in Modern European History." The proposed title change reflects current scholarly interests in the historical construction of the gender category of "woman" in relation to that of "man" as well as the political, social, economic, and cultural dimensions of women's historical experiences. The title change also more explicitly addresses the topics outlined in the course description.
Eide, Marian
To: Rebecca Schloss
Re: Proposed title change for HIST/WGST 477

Are you kidding! I’m thrilled to endorse. Thanks for doing all the labor.

M.

From: <Schloss>, Rebecca H <rhschloss@tamu.edu>
Date: Thursday, October 1, 2015 at 3:51 PM
To: Marian Eide <meide@tamu.edu>
Subject: Proposed title change for HIST/WGST 477

Dear Marian:

I hope this finds you well. I know this is the 10th hour before our October UIC meeting but the history department would like to propose a course title change to HIST/WGST 477 for the 2016-2017 catalog. Our rationale is as follows:

We propose changing the current course title for HIST/WGST 477 from “Women in Modern European History” to “Women and Gender in Modern European History.” The proposed title change reflects current scholarly interests in the historical construction of the gender category of “woman” in relation to that of “man” as well as the political, social, economic, and cultural dimensions of women’s historical experiences. The title change also more explicitly addresses the topics outlined in the course description.

Does WGST support this course title change for HIST/WGST 477? If so, I’m happy to send you a copy of the two course change forms (one for HIST 477 and one for WGST 477) as well as the ‘rationale memo’. If you could sign all three documents where appropriate and return them to me, I’ll make certain they get to Sherry Higginbotham by Monday morning (October 5th) so they can be considered at the October UIC meeting.

Thanks,

Rebecca

Rebecca Hartkopf Schloss
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