Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Select or Type Department/Program Name
3. Course prefix, number and complete title of course: ARCH 634 - Architectural Lighting

4. Change requested: Graduate classification or approval of instructor
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:

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

9. Complete current course title and current catalog course description:
   ARCH 634 (2-2) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    ARCH 634 (3-0) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

11. a. As currently in course inventory:

   | Course | Title | Credits | Type | Eff and Final 1 vol. | Volume Unit | 0 1 2 3 4 5 6
   |--------|-------|---------|------|---------------------|-------------|-----
   | ARCH 634 | ARCH LIGHTING | 2.00 | 2.00 | 0.00 | 3.00 | 0402010006 | 0290 | 0 0 3 6 3 2 6

   b. Change to:

   | Course | Title | Credits | Type | Eff and Final 1 vol. | Volume Unit | 0 1 2 3 4 5 6
   |--------|-------|---------|------|---------------------|-------------|-----
   | ARCH 634 | ARCH LIGHTING | 3.00 | 0.00 | 0.00 | 3.00 | 0402010006 | 0290 | 17 - 18 0 0 3 6 3 2

Approval recommended by:
Ward V. Wells

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 – 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):
   Select or Type Department/Program Name
   ARCH 634 - Architectural Lighting
3. Course prefix, number and complete title of course:
   Attach a brief supporting statement for changes made to items 4a through 4d and 10 below.
   a. Prerequisite(s):
      From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:
      Cross-listed courses require the signatures 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:
   ARCH 634 (2-2) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   ARCH 634 (3-0) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

11. a. As currently in course inventory:
   Prefix  Course #  Title (excluding punctuation)
   ARCH  634  ARCH LIGHTING
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit HIE Code Level
   2.00  2.00  0.00  3.00  0402010006  0290  0 0 3 6 3 2 6
   b. Change to:
   Prefix  Course #  Title (excluding punctuation)
   ARCH  634  ARCH LIGHTING
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year HIE Code
   3.00  0.00  0.00  3.00  0402010006  0290  17 - 18 0 0 3 6 3 2 6
   Approval recommended by:
   Ward V. Wells
   Department Head or Program Chair (Type Name & Sign) Date
   Leslie Feigenbaum 3/2/16
   Chair, College Review Committee Date
   Dean of College 3/2/16
   Chair, GC or UCC Date
   Submitted to Coordinating Board by:
   Associate Director, Curricular Services
   Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 345-E201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
ARCHITECTURAL LIGHTING, ARCH 634
Spring 2016
Tuesdays and Thursdays, 12:45pm-2:00pm, Langford A-323

Course Description and Prerequisites
Architectural Lighting. (3-0). Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis. Prerequisite: graduate classification or approval of instructor.

Learning Outcomes
The primary emphasis of this graduate seminar will be placed on daylighting and on three-dimensional and computerized models as tools for exploring daylight in architectural spaces. The course has four major objectives: (1) to discuss qualitative and quantitative issues in daylighting, (2) to learn the basics of photometry, (3) to use physical and digital models as tools for building performance analysis, and (4) to explore through a series of exercises a sense of your intuitive feel for light distribution in daylighted spaces. In meeting these objectives, the course will interweave discussion of daylighting as an architectural element with technical information concerning the measurement, documentation and analysis of light. Architectural issues will include perception, vision, daylighting techniques, precedents and standards. Technical presentations in support of modeling will cover photometrics, data acquisition techniques, model photography, computer modeling, and database analysis.

This course explores qualities of daylight with some attention to an understanding of the physical and perceptual mechanisms that shape our experience of daylight. We will use three-dimensional and computer models as a tool for the analysis of daylighting in buildings. The distribution of natural light in an architectural space is a particularly complex process that defies realistic numerical analysis. Both physical models and computer simulation offer practical tools for the investigation of light in spaces. Well suited to the skills of an architect, these techniques can be used at all stages of the architectural design process. Models can predict a design's performance in quantitative detail and provide immediate visual information for assessment of qualitative issues. Student work will include the construction and analysis of lighting models using real skies. Testing procedures will include the use of automated data acquisition systems and data reduction using microcomputer-based methods.

By the conclusion of this course I hope that you will feel comfortable with the fundamentals of daylighting and that you will be excited by the rich opportunities for creativity and expressive design that daylighting systems present. There is a whole lot more here than technical data, important as that data is. Both the designer and the user of buildings can enjoy the inspired design of daylighting systems.

Instructor Information
Name: Liliana Beltrán, Ph.D., LEED AP
Telephone number: 979-845-6545
Email address: LBeltran@arch.tamu.edu
Office hours: Fridays 2:00PM-5:00PM, or by appointment
Office location: Langford A-444

Textbook and/or Resource Material
Required:
Class notes and handouts (available at class website: eCampus)
Lam (1992) Perception and Lighting as Formgivers for Architecture (PLFA) (PDF file at eCampus)
Lam (1986) Sunlighting as Formgiver for Architecture (SFA) (PDF file at eCampus)
Recommended:

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

90 - 100%   A  excellent performance on all work.
80 - 89%    B  good performance on all work, excellent performance on portions of the work during the semester.
70 - 79%    C  satisfactory completion of all work, good performance on some work.
60 - 69%    D  a passing effort however score is below average for the class.
0 - 59%     F  unsatisfactory performance, not a passing grade

The overall semester course grade will be based upon a cumulative tabulation of the various individual performance items described above, weighted as per the following schedule:

<table>
<thead>
<tr>
<th>Class Participation</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Extracredit</td>
<td>5%</td>
</tr>
<tr>
<td>Total</td>
<td>105%</td>
</tr>
</tbody>
</table>

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

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University's attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Other Pertinent Attendance Information
Class attendance is mandatory, and absence from class will be considered in the final grade.

Excused Absences: Absences are only excused with a written excuse from a university department or organization, or proof of a visit to a doctor's office or health facility. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See TAMU Student Rule 24). Unexcused Absences: Three absences will result in your grade being lowered one letter.

Arrive on time to class; tardiness may be considered an absence. Please note that class participation accounts for 10% of your final grade. The assignments and final project must be submitted on the dates they are due.

LATE WORK: You will receive a 15% per week penalty on assignments and projects submitted after the deadline. There is no limit on late penalty, for example at 4 weeks you will have a 60% late penalty. Eventually you might
have a zero. Assignments submitted on time are eligible for re-submission to improve the grade. Late submissions can be re-submitted as well, but you’ll still have that late penalty applied.

Class participation: Class preparation, attendance, and participation are particularly important parts of this modeling seminar. At some classes, each of you will be called on to present the analysis and recommendations of your assignments. Therefore, preparation prior to each class is essential. As a general rule students are expected to work in this class between 6-9 hours per week aside from the class period. Your grade for class participation will be a function of both your attendance and substantive contribution to class discussion.

Laptops and/or other electronic devices (tablets, smartphones, etc.) are to be utilized for coursework and activities related to coursework. Your instructor will announce in advance to bring your laptops for the tutorials. Do not use computers or electronic devices for entertainment during class meetings. Negative participation (surfing, gaming, chatting, emailing) in class will reduce your participation grade by at least a letter grade - you are a distraction to others sitting nearby and to me.

Course Topics, Calendar of Activities, Major Assignment Dates

Note: The schedule below might be adjusted based on weather conditions for field trips.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Daylight Overview</td>
<td>Class notes, Millet Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Daylight concepts and terminology</td>
<td>Class notes, Millet Ch. 3</td>
</tr>
<tr>
<td>3</td>
<td>Scale model construction and photography documentation</td>
<td>Class notes and handouts</td>
</tr>
<tr>
<td>4</td>
<td>Daylight availability</td>
<td>Class notes, SFA Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Photometric basics, light meters and model measurement</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>6</td>
<td>Daylighting systems, sizing</td>
<td>Class notes, SFA Ch. 6, 7 &amp; 8</td>
</tr>
<tr>
<td>7</td>
<td>Solar geometry, window design, shading</td>
<td>Heliodon workshop, Tregenza Ch. 4</td>
</tr>
<tr>
<td>8</td>
<td>Visual comfort, glare, metrics, standards</td>
<td>Class notes, handouts, PLFA Ch. 3</td>
</tr>
<tr>
<td>9</td>
<td>Light and health</td>
<td>Class notes, PLFA pp. 81-82</td>
</tr>
<tr>
<td>10</td>
<td>HDR workshop</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>11</td>
<td>Case studies</td>
<td>Class notes</td>
</tr>
<tr>
<td>12</td>
<td>Electric lighting introduction</td>
<td>Field trip to Daylighting Lab, Riverside</td>
</tr>
<tr>
<td>13</td>
<td>Luminaire selection, lighting controls</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>14</td>
<td>Advanced Daylighting Systems</td>
<td>Class notes</td>
</tr>
</tbody>
</table>

Final Exam and Presentation of Final Project: May 10, 2016

Other Pertinent Course Information

The class will be conducted as a seminar and will mix lecture presentations by the instructor with student presentations, class demonstrations, slide presentations, project reviews, guest speakers and field trips. Class presentations will cover the basic skills required to complete student modeling assignments. Reading assignments will be issued from the course bibliography and handouts. Required textbooks are available for download at class website: [http://ecampus.tamu.edu](http://ecampus.tamu.edu). There will be a Final Exam based upon lectures and assigned readings on Tuesday, May 10, 2016 from 8:00am to 10:00am.

Student Assignments: The course is structured around a series of modeling assignments. The best way to learn modeling is by building and studying models. The exercises are sequenced to introduce increasingly complex issues using physical and digital models built to represent both existing and hypothetical spaces. The construction of models as group assignments and the reuse of models will keep student time commitments to a reasonable level. The course will also include a series of experiential exercises designed to increase a designer’s awareness of light as an important architectural element.
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, 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

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. For additional information please visit: http://aggiehonor.tamu.edu

Care of Facilities

Please respect your facilities in the College of Architecture.

The use of spray paint, spray adhesive or other surface-altering materials is not permitted in the Langford Complex, except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces.

Throughout the semester and at the end of the semester, your area must be clean of all trash.

No power tools may be used in the design studio. No dust or odor producing processes may be conducted in the studio. No wet casting processes may be conducted in the studio. The college shop and spray booth facilities must be used for the above mentioned processes.

Professional behavior and conduct is expected of each student.

Important Links Below

Department of Architecture Website http://dept.arch.tamu.edu/
Department Financial Assistance http://dept.arch.tamu.edu/financial-assistance/
Academic Calendar http://registrar.tamu.edu/general/calendar.aspx
Final Exam Schedule Online http://registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
On-Line Catalog http://catalog.tamu.edu
Student Rules http://student-rules.tamu.edu/
Aggie Honor System Office http://aggiehonor.tamu.edu/
American Institute of Architecture website http://www.aia.org/index.htm
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 Nutrition and Food Science

3. Course prefix, number and complete title of course:
   FSTC 681, Seminar

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 11 a 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 (CLAS)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - [x] Yes

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:
   Seminar. Credit 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Seminar. Credit 0 to 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Lab</th>
<th>Lecture</th>
<th>Core</th>
<th>Post-Core</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSTC 681</td>
<td>Seminar</td>
<td>1.00</td>
<td>0.00</td>
<td>1.00</td>
<td>0110000005</td>
<td>2120</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Change to:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit Hours</th>
<th>Lab</th>
<th>Lecture</th>
<th>Core</th>
<th>Post-Core</th>
<th>Total Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>FSTC 681</td>
<td>Seminar</td>
<td>1.00</td>
<td>0.00</td>
<td>1.00</td>
<td>0110000005</td>
<td>2120</td>
<td>16</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature] 1/21/16

Chair, College Review Committee

Date

Dean of College

Date

Associate Director, Curricular Services

Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@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 Nutrition and Food Science
3. Course prefix, number and complete title of course: FSTC 681, Seminar

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

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

   Cross-listed courses require the signatures 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://vypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

8. Complete current course title and current catalog course description:
   Seminar. Credit 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Seminar. Credit 0 to 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

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>FSTC</td>
<td>681</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP# and Fund Code</th>
<th>Admin Unit</th>
<th>HEC Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0110010005</td>
<td>2120</td>
<td>0 0 3 6 3 2</td>
<td>6</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>FSTC</td>
<td>681</td>
<td>Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CP# and Fund Code</th>
<th>Admin Unit</th>
<th>Acad. Year</th>
<th>HEC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0110010005</td>
<td>2120</td>
<td>0 0 3 6 3 2</td>
<td>2</td>
</tr>
</tbody>
</table>

Approval recommended by: _____________________________

Chair, College Review Committee: _____________________________  Date: _____________________________

Dean of College: _____________________________  Date: _____________________________

Submitted to Coordinating Board by: _____________________________  Date: _____________________________

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
FSTC 681 – Graduate Seminar - Food Science and Technology
Spring 2016

Location: 440 Heep Center; Wednesdays 11:30 AM
Contact: Joseph M Awika; awika@tamu.edu; Heep Center 429; phone 845-2985

Purpose: To improve your ability to communicate professionally on technical topics related to foods science research and to broaden your knowledge in food science and technology by interacting with colleagues and other professionals in the field.

Credits: 0 to 1

Course Objectives and Expectations:
- Improve your skill to communicate technical information.
- Educate colleagues about your research and its relevance to society.
- Learn new research developments from colleagues and other professionals in your field.
- Engage professionals in your field in intellectually stimulating discussions.

Grading system: Your grade will be either Satisfactory or Unsatisfactory based on the criteria described below.

Important instructions:

1. Participation in all the seminars is expected. Missing more than one seminar without justifiable cause will automatically result in unsatisfactory evaluation. Justifiable cause must conform to excused absence by the university are found in Student Rule 7 (http://student-rules.tamu.edu/rule07).

2. Interaction with invited speakers: students are encouraged to engage the speakers in discussions during and after the seminar.

3. Each student will be expected to write a one paragraph insightful synopsis of the major ‘take home message’ they got from each invited speaker. This write up is due 1 day after the seminar.

4. Feedback: A form will be provided at the beginning of each seminar on which each student will be expected to provide feedback to their colleagues on positive and negative aspects of their talk. This feedback is meant for personal improvement and is not factored in grade assignment by instructor.

Special instructions for students enrolled for credit:

5. The first meeting will be used to set the schedule for student presentations. This meeting is open only to students enrolled for credit. You should submit a tentative topic for your seminar and discuss its scope with the instructor at the first meeting.

6. In general the presentation is expected to be based on your thesis/dissertation research. If you do not have adequate original data to present, it is critical that you discuss the scope of your intended topic with the instructor as soon as possible.

7. Presentation by MS students in their first year of study is strongly discouraged. MS students are expected to have comprehensive data from their research prior to enrolling in FSTC 681 for credit.

8. To pass the course, your presentation must meet professional quality at least equivalent to a national scientific conference talk, as judged by the instructor.
9. At least three business days before the seminar date – you should conduct a practice seminar with the instructor. A formal seminar cannot be presented without this practice. Please contact Judy in Heep 434 (j-young@tamu.edu) ahead of time to reserve a room for the practice.

10. During the practice seminar, the instructor will provide constructive feedback to improve the presentation quality. Evidence that you have incorporated these suggestions is expected.

11. Please work with your graduate advisor in preparing your seminar talk. If the instructor determines during practice that you are inadequately prepared and not likely to improve enough to meet the minimum quality standard by your scheduled date, you will be advised not to proceed with the formal presentation. In this case, at the discretion of the instructor, an incomplete grade may be assigned with the expectation that you present again in the following full semester.

12. Presentations should last 20 – 25 min. If your presentation lasts only 10-15 min, you will likely not have provided enough content/depth to get a satisfactory evaluation.

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, 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 Statement:

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

For more information on Academic Integrity, please refer to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.

Plagiarism is defined as "failing to credit sources used in a work product in an attempt to pass off the work as one's own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Plagiarism is one of the worst academic sins because it destroys the trust among colleagues without which research cannot be safely and widely communicated (http://library.tamu.edu/aggiehonor).
<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Institution</th>
<th>Topic</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-20</td>
<td>Awika</td>
<td>TAMU</td>
<td>Intro, How-to <em>(Registered students only)</em></td>
<td>awika</td>
</tr>
<tr>
<td>02-10</td>
<td>Shima Shayanfar</td>
<td>GRAD</td>
<td>Quantitative risk assessment of big six \textit{E. coli} in strawberries as a function of eBeam radiation Transforming raw milk into safe milk using eBeam technology</td>
<td>Pillai</td>
</tr>
<tr>
<td></td>
<td>Lindsey Ward</td>
<td></td>
<td></td>
<td>Pillai</td>
</tr>
<tr>
<td>02-24</td>
<td>Audrey Girard</td>
<td>GRAD</td>
<td>Effect of tannins on rheology of a weak gluten matrix Phytochemical characterization and anti-inflammatory properties of \textit{Tropacolom tuberosum tuber}</td>
<td>Awika</td>
</tr>
<tr>
<td></td>
<td>Elisa Schreckinger</td>
<td></td>
<td></td>
<td>Cisneros</td>
</tr>
<tr>
<td></td>
<td>Minoli</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03-02</td>
<td>Leonard F. Marquart</td>
<td>University of Minnesota</td>
<td>Whole Grain Foods: A Vehicle to Deliver More Healthful Foods into the Marketplace</td>
<td>Awika</td>
</tr>
<tr>
<td>03-09</td>
<td>Samar Almohaimeed</td>
<td>GRAD</td>
<td>Enriching potato chips with phenolic compounds from red beetroot using vacuum impregnation</td>
<td>Moreira</td>
</tr>
<tr>
<td>03-16</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>Spring Break</td>
<td>N/A</td>
</tr>
<tr>
<td>03-23</td>
<td>Casimir Akoh</td>
<td>University of Georgia</td>
<td>TBD</td>
<td>Awika</td>
</tr>
<tr>
<td>03-30</td>
<td>Mara Aguirre Cando</td>
<td>GRAD</td>
<td>Characterization of the woody myopathy in marinated chicken breast</td>
<td>Alvarado</td>
</tr>
<tr>
<td></td>
<td>Derrick Amoako</td>
<td></td>
<td>Mechanisms of starch-tannin interactions</td>
<td>Awika</td>
</tr>
<tr>
<td>04-06</td>
<td>Tianyu Yao</td>
<td>GRAD</td>
<td>Effect of different coffee brew methods on coffee flavor and aroma based on instrumental and descriptive sensory methods Reduction of \textit{Salmonella} and \textit{E. coli} on fresh produce using ozone generating system</td>
<td>Miller, R.</td>
</tr>
<tr>
<td></td>
<td>Zahra Mohammad</td>
<td></td>
<td></td>
<td>Castillo</td>
</tr>
<tr>
<td>04-13</td>
<td>Alireza Abbaspourrad</td>
<td>Cornell University</td>
<td>Microfluidics: Engineering functional emulsions and designing biochemical assays</td>
<td>Awika</td>
</tr>
<tr>
<td>04-20</td>
<td>Kee-Hong Kim</td>
<td>Purdue University</td>
<td>The Impact of Piceatannol, a Resveratrol Analogue, on Obesity</td>
<td>Awika</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
   - Professional

2. Request submitted by (Department or Program Name):
   Department of Nutrition and Food Science

3. Course prefix, number and complete title of course:
   NUTR 681, Seminar

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 (CLASP)

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:
   Seminar. Credit 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Seminar. Credit 0 to 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

11. a. As currently in course inventory:
    - NUTR 681 Seminar
      - Contact Hours: 1.00
      - Lecture: 1.00
      - S/U: 0.00
      - Min and Max: 0
      - Period: 3018010002
      - Related: 2120
      - Text

   b. Change to:
      - NUTR 681 Seminar
      - Contact Hours: 1.00
      - Lecture: 1.00
      - S/U: 0.00
      - Min and Max: 0
      - Period: 3018010002
      - Related: 2120
      - Text

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)
Chair, 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

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate

2. Request submitted by (Department or Program Name):
   Department of Nutrition and Food Science

3. Course prefix, number and complete title of course:
   NUTR 681, Seminar

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

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

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

5. Is this an existing core curriculum course?
   - [ ] Yes
   - [x] No

6. If grade type is changing for existing course, indicate the new grade type:
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

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

   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:
   Seminar. Credit 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Seminar. Credit 0 to 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

10. a. As currently in course inventory:

       | Prefix | Course # | Title (excluding punctuation) |
       |--------|----------|-------------------------------|
       | NUTR   | 681      | Seminar                      |

       | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | ECE Code | Level |
       |-------|-----|-------|-----|-------------------|-------------|----------|-------|
       | 1.00  | 0.00|       | 1.00| 3019010002        | 2120        | 0 0 3 6 3 2 6 |

   b. Change to:

       | Prefix | Course # | Title (excluding punctuation) |
       |--------|----------|-------------------------------|
       | NUTR   | 681      | Seminar                      |

       | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | ECE Code | Level |
       |-------|-----|-------|-----|-------------------|-------------|------------|----------|-------|
       | 1.00  | 0.00|       | 1.00| 3019010002        | 2120        | 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

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

   If cross-listed course

   Chair, GC or UCC Date

   Submitted to Coordinating Board by:

   [Signature]

   Associate Director, Curricular Services Date

   Effective Date

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

Curricular Services - 08/14
NUTR 681 – 601 – Seminar Series
Department of Nutrition
Dr. Robert S. Chapkin

Syllabus for Spring 2016

Instructor: 111 Cater-Mattil
Dr. Robert S. Chapkin 2253 TAMU
Distinguished Professor College Station, TX 77843-2253
Regents Professor & University Faculty Phone: (979) 845-4426
Fellow
Email: r-chapkin@tamu.edu

Goals: The goals are to improve skills in scientific communications and/or writings and to promote critical-thinking.

Credits: 0 to 1

Learning objectives:

1. To effectively introduce a speaker;
2. To precisely and accurately write a research summary;
3. To improve skills in critical-thinking

Course Information: The goal of this seminar series is to allow students of nutrition sciences to broaden their knowledge in cutting edge issues in nutrition by attending seminars from established national and international investigators in the field. Students also have a unique opportunity to have face to face discourse with these investigators to learn more about their work and perhaps open opportunities for post-graduate activities.

Online support: Information and course materials will be provided using the e-campus at http://ecampus.tamu.edu/. The website for the Department is http://nfs.tamu.edu/.

Grading system: Your grade will be either Satisfactory or Unsatisfactory based on the criteria described below.

Students attend the speaker’s seminar every Monday in KLCT 123 from 11:30 to 12:20 pm and meet with speakers every Monday in CM 124A from 12:30 to 1:30 pm (Food will be provided). It is expected that students will at least once (1) host the speaker of the week during the informal meeting and seminar, (2) introduce the speaker (it is alright to swap your week of duty with another student), (3) write a report of the topic of the seminar e-learning, and (4) attend all the seminars.
(1) **Discussion and seminar hosting duties.** This task will be rotated among students. Each student will be in charge of accompanying the speaker of the week: (a) bring the speaker to Cater Mattil after the seminar for the "student luncheon", (b) and host the speaker in luncheon during the informal meeting. The student will be responsible for collecting student signatures during the informal meeting for the purpose of attendance documentation. Students that do not attend the informal meeting must contact Dr. Chapkin within 24 h and will have to write a report of the topic of the seminar.

(2) **Speaker Introduction.** This task will be rotated among students. Each student will be in charge of introducing the speaker to the audience. If the speaker’s biosketch is not provided in advance, the student has to collect information to adequately introduce the speaker (obtained from the sponsoring professor). The student will have to meet with the speaker 15 minutes before his/her seminar to check your introduction notes. Sometimes, the hosting Faculty will introduce the speaker; check with the hosting Faculty (within the parenthesis after the name of the speaker) listed in the schedule below.

(3) **Seminar Reports:** This task is mandatory for all students. Students are required to write a report about the seminars. Every week students are required to answer the five following questions: i, What novel methodology was used?; ii, What were the seminal observations?; iii, How was the field advanced by this body of research?; iv, What experiments would you conduct to extend this body of work?; and v, Describe any weaknesses in the presented work? and ask at least one question to the speaker during the informal meeting or seminar then write the question(s) and answer(s) in the report.

The length of the report is 1 (one) single-spaced page. Use the following notation to name your file: “YOUR LAST NAME_REPORT##”, for example: “WU_05”. The seminar reports should be submitted using the email tool of the e-campus. It is acceptable to send the report as an email message; in this case, the subject should be “YOUR LAST NAME REPORT ##” to facilitate the identification. Be sure to list the 5 questions (described above) and insert your responses below.

(5) **Attendance Policy.** Students are required to attend at least 10 out of the 11 seminars and 10 out of the 10 informal meetings. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. **You must provide Dr. Chapkin with the reason why you are unable to attend the seminar and/or the follow up luncheon/meeting.** The reasons absences can be considered excused by the university are found in Student Rule 7 (http://student-rules.tamu.edu/rule07). 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. The student in charge of the speaker of the week has to collect the attendance sheet for the informal meeting.
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, 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 Statement:

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

For more information on Academic Integrity, please refer to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.

Plagiarism is defined as "failing to credit sources used in a work product in an attempt to pass off the work as one’s own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Plagiarism is one of the worst academic sins because it destroys the trust among colleagues without which research cannot be safely and widely communicated (http://library.tamu.edu/aggiehonor).

Copyrights:

All electronic presentations (i.e. PPT files), handouts, and class notes are copyrighted ©. This includes all materials generated for this class, including but not limited to syllabus, in-class materials, review sheets, lecture outlines, and material posted in the e-learning. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

How to properly introduce an invited speaker?

The proper introduction of a speaker is important to gain the attention of the audience, “break the ice”, and to set the stage for the speaker’s presentation. The objective of this section is to give you some ideas on how to properly introduce a speaker. It requires more than you think and you will need to practice.

Properly introducing someone is such an important subject that a search of “how to introduce a speaker” in the Google website yields more than 7,790 records (Jan 2009). You don’t have to read them all, but here are some hints I collected from two sources. If you find a better source, please let me know. Once you have your introduction written you are welcome to send it to me for a feedback.

The proper introduction of people presenting programs to the post is important. Scientists expect qualified speakers, and a proper introduction lends prestige and sets the tone of the meeting. Here are some suggestions:

- Before the introduction, contact the speaker or someone who knows him or her to verify the correct name (and pronunciation), title, job and family background, education, organization memberships, honors, hobbies, and any special interests or abilities. Condense this information into a brief and appropriate introduction. Practice giving your introduction. Be sure to pronounce the speaker's name correctly.

- Be brief. You are the introducer, not the speaker.

- Avoid clichés or stilted phrases such as, "This speaker needs no introduction . . ." or "We are gathered here tonight . . ."

- Avoid jokes or being too familiar unless you know the speaker well.

- Include the subject of the speech, why this subject is of interest to the post, and why this speaker was chosen to present this subject.

- Give the speaker a sincere buildup, but don't embarrass him or her by overdoing it.

- Save the speaker's name until last. (This usually is a signal for him or her to step forward.) Climax your introduction with the speaker's name. Pause before stating it, state it clearly, and raise your voice a bit: "I am pleased to present (short pause) . . . Mr. Donald Smith."

- Thank the speaker after the presentation and escort to the luncheon meeting.

When presenting a Professor or a Researcher, add "S/he has published (or co-authored) more than XX peer-reviewed papers and has advised YY students. S/he has also served on the committee of . . . (e.g. Watershed Contamination Program by the Environmental Protection Agency)"

Here are 14 introduction tips that Ms. Maria Wallace provided in her web page. They are similar to the "Learning for life" suggestions.


1. Know the speaker's name and how to pronounce it. If it is an unusual name, help the audience learn it. "It rhymes with . . ."

2. Know the speaker's title or position. Do not turn and ask the speaker "Is it Associate or Assistant Professor?"

3. Be brief. Aim for between one and three minutes. Five minutes is too long.
4. Do not read the introduction. It will sound flat, unenthusiastic and convey the impression that you are unfamiliar with the subject. It is o.k. to bring notes to the lectern but keep them inconspicuous.

5. Smile and be enthusiastic in tone, gesture and choice of words.

6. Know enough about the subject to sound knowledgeable. Do not turn to the speaker and ask if the topic is epidemiology, epistemology or episiotomy.

7. Announce the speech title as given to you by the speaker. If you have any questions about it, ask the speaker before the introduction. Many speakers select specific titles for a reason or for a pun. If the speaker is not using a title, make sure that your description matches the speakers.

8. Introductions are no place to use slides, overheads or presentation software.

9. Anecdotes are good but should pertain to the subject and be in harmony with the mood of the presentation. Avoid using canned jokes.

10. If the credentials of the speaker are so outstanding that they must be shared with the audience or if there are publications the audience will want to know about, insert them in the program or prepare a separate commemorative handout.

11. Introduction of a panel of speakers is the same except the introducer needs to describe the structure and format of the panel (speaking order, length of time) and the various points of view and perspectives of the panelists. The introduction of the individual panelists can be done two ways: All at once or individually as the panel program progresses. Most audiences prefer a handout with the panelists' credentials so they can refer to it as the panel progresses.

12. Never use the old cliché that the speaker needs no introduction. If the introduction ties the speaker to the audience and the topic then each introduction is unique, plus there is always something new about every speaker.

13. You are the catalyst, not the performer. Do not try to upstage the speaker with your knowledge of the subject. Do not dwell on your relationship with the speaker, even though he or she is your boss, relative or significant other.

14. Identify yourself by name and title, unless this has already been earlier. Remember the speaker also needs to know who you are.

What are the key purposes of an introduction?

3. Witt Communications (http://www.wittcom.com/how_to_introduce_a_speaker.htm)

   An introduction serves two purposes:
   
   1. It acts as a bridge, a transition from one part of a meeting to another. It gives the audience time to make a mental and emotional shift.

   2. It prepares people for the speaker, heightening their sense of openness and anticipation.

   Your task is to introduce the speaker, not to take center stage! The spotlight is on you only for a moment so that you can shine it where it belongs: the speaker.
<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 25</td>
<td><strong>Introduction and Instructions</strong></td>
</tr>
<tr>
<td>(1) February 1</td>
<td><strong>Dr. Robert B. Rucker</strong>&lt;br&gt;Distinguished Professor Emeritus&lt;br&gt;Department of Nutrition&lt;br&gt;University of California Davis&lt;br&gt;&quot;The Nutritional Importance of Presumed Non-essential Biofactors in Foods with a focus on Mitochondriogenesis&quot;&lt;br&gt;Host: Dr. Mahua Choudhury</td>
</tr>
<tr>
<td>(2) February 8</td>
<td><strong>Dr. Dallas Donohoe</strong>&lt;br&gt;Assistant Professor&lt;br&gt;Department of Nutrition&lt;br&gt;University of Tennessee, Knoxville&lt;br&gt;&quot;Targeting Cellular Metabolism To Understand The Anti-Cancer Action of the Fiber Metabolite Butyrate&quot;&lt;br&gt;Host: Dr. Nancy Turner</td>
</tr>
<tr>
<td>(3) February 15</td>
<td><strong>Karen Basen-Engquist, Ph.D, M.P.H.</strong>&lt;br&gt;Professor and Director, Center for Energy Balance in Cancer Prevention and Survivorship&lt;br&gt;University of Texas MD Anderson Cancer Center&lt;br&gt;&quot;Obesity in Endometrial Cancer Prevention and Survivorship&quot;&lt;br&gt;Host: Dr. Robert Chapkin</td>
</tr>
<tr>
<td>(4) February 22</td>
<td><strong>Dr. José Eduardo P. Santos</strong>&lt;br&gt;Research Foundation Professor&lt;br&gt;Department of Animal Sciences&lt;br&gt;University of Florida&lt;br&gt;Host: Dr. Guoyao Wu</td>
</tr>
<tr>
<td>(5) February 29</td>
<td><strong>Shih Lung Woo</strong>&lt;br&gt;PhD Candidate&lt;br&gt;Department of Nutrition and Food Science&lt;br&gt;Texas A&amp;M University&lt;br&gt;Host: Dr. Chaodong Wu</td>
</tr>
</tbody>
</table>
Dr. David Bernlohr
Distinguished McKnight Professor and Head, Cargill Chair in Systems Biology of Human Metabolism
Biochemistry, Molecular Biology, and Biophysics
University of Minnesota
"Uncoupling Obesity from Metabolic Disease via Fatty Acid Binding Proteins"
Host: Dr. Chaodong Wu

March 14
Spring Break

(7) March 21
Zubaida Qamar
PhD Candidate
Department of Nutrition and Food Science
Texas A&M University
Host: Dr. William Alex McIntosh

(8) March 28
Christopher Blesso, Ph.D.
Assistant Professor
Department of Nutritional Sciences
University of Connecticut
"HDL function as a therapeutic target: lessons from genetic and diet studies"
Host: Nutritional Graduate Student Association

(9) April 4
Experimental Biology Conference – No seminar

(10) April 11
Dr. Eric Fearon
Emanuel N. Maisel Professor of Oncology
Professor of Internal Medicine, Pathology, and Human Genetics
Chief, Division of Molecular Medicine & Genetics
Medical School
University of Michigan
"Modeling Colorectal Tumor Pathogenesis in the Mouse"
Host: Dr. Robert Chapkin
<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker description</th>
</tr>
</thead>
<tbody>
<tr>
<td>(11) April 18</td>
<td><strong>Adam Kieffer</strong></td>
</tr>
<tr>
<td></td>
<td>PhD Candidate</td>
</tr>
<tr>
<td></td>
<td>Department of Nutrition and Food Science</td>
</tr>
<tr>
<td></td>
<td>Texas A&amp;M University</td>
</tr>
<tr>
<td></td>
<td>Host: Dr. Rosemary Walzem</td>
</tr>
</tbody>
</table>

April 25          Evaluations
Texas A&M University

Form Instructions

1. Course request type: ☐ Undergraduate  ☑ Graduate
   (Department or Program Name): Department of Mechanical Engineering

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

3. Course prefix, number and complete title of course: MEEN 659: Vibration Measurement in Rotating Machinery and Machine Structures

4. Change requested
   a. Prerequisite(s): MEEN 459, MEEN 617 or 639, graduate 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, please indicate the course number of the stacked course: MEEN 459

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

9. Complete current course title and current catalog course description:
   Vibration Measurement in Rotating Machinery and Machine Structures. Transducers, instruments, measurement techniques, data acquisition methods, data reduction methods for modal analysis, applications to rotating machines, turbomachinery rotordynamics, bearings, gears and machine foundations.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Sound and Vibration Measurements. Basic acoustics, review of vibration theory, wave propagation in vibrating systems, sound radiation from vibrating systems, sound and vibration sensors and instrumentation, data acquisition systems, measurement techniques, spectral analysis, spatial FFT analysis, design of experiments with vibro-acoustic systems, and applications.

11. a. As currently in course inventory:
    
    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | MEEN   | 659     | VIB MEAS IN ROT MACH          |
    | Lec.   | Lab     | Other | SCH | CP# and Fund Code | Admin Unit | HIC Code | Level |
    | 3.00   | 0.00    | 0.00 | 3.00 | 1419010006        | 1920       | 0 0 3 6 3 2 |

    b. Change to:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|-------------------------------|
    | MEEN   | 659     | SOUND & VIBRATION MEASUREMENT |
    | Lec.   | Lab     | Other | SCH | CP# and Fund Code | Admin Unit | Acad. Year | HIC Code |
    | 3.00   | 0.00    | 0.00 | 3.00 | 1419010006        | 1920       | 17 - 18    | 0 0 3 6 3 2 |

   Approval recommended by:  
   Date  
   Department Head or Program Chair  

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

   Submitted to Coordinating Board by:  
   Date  

   Effective Date  

Questions regarding this form should be directed to Sandin Williams at 845-8201 or sandin.williams@tamu.edu.
Curricular Services – 08/14
January 31, 2016

TO: Dr. Daniel McAdams
    Graduate Program Director
    Department of Mechanical Engineering

THROUGH: Ms. Tandilyn Philips
         Graduate Program Senior Advisor
         Department of Mechanical Engineering

FROM: Dr. Timothy Jacobs
       Undergraduate Program Director and Course Coordinator
       Department of Mechanical Engineering

RE: Change in Course of MEEN 659

Dr. Yong-Joe Kim, associate professor in the Department of Mechanical Engineering, has requested the course title and description change for MEEN 659 (current catalog title = Vibration Measurement in Rotating Machinery and Machine Structures). The paperwork describing this change is attached.

Per Dr. Kim, MEEN 459 (Sound and Vibration Measurement) and 659 were not stacked before 2010. In addition, both courses were not regularly offered. When Dr. Kim joined TAMU in 2009, he was recommended by the MEEN department to modify and stack the two courses. In doing so, the courses were significantly modified to cover experimental methods and related theories in acoustics and vibration and first taught in Spring 2010. In 2009, Dr. Kim submitted course title and description change forms for both MEEN 459 and 659. Somehow, the title and description of MEEN 459 were only changed - no change was made to MEEN 659. Since MEEN 659 has been significantly modified from its original course and taught annually with the contents of a “Sound and Vibration Measurements” course since Spring 2010, the original title and description of MEEN 659 need to be changed as proposed. Thank you for your consideration.
Thanks, Tandalyn. It will be placed on the February GIC agenda.

mp

From: Phillips, Tandilyn R
Sent: Monday, February 01, 2016 12:53 PM
To: Jennifer Veracruz <jveracruz@tamu.edu>; Matthew Pariyothorn <mattp@tamu.edu>
Cc: Mcadams II, Daniel A <dmcadams@tamu.edu>; Timothy Jacobs <tjjacobs@tamu.edu>
Subject: MEEN 659: Vibration Measurement in Rotating Machinery and Machine Structures New Course Request

Hi Jennifer and Matt,

Please see attached.

This course has been reviewed and approved by the Curricular Services office.

Tandilyn Phillips | Sr. Academic Graduate Advisor II
Mechanical Engineering | Texas A&M University
tphillips@tamu.edu
MEOB 210 | Graduate Advising/ http://engineering.tamu.edu/mechanical
Current MEEN students can schedule an advising appointment by clicking here.

Please include your UIN on your correspondence. This is best practice, no matter what office you are contacting.