

# **Course Changes**

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GRADUATE STUDIES

Texas A&M University

Departmental Request for a Change in Course Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

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ESSAP

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

2. Course prefix, number and complete title of course: NUEN 618 Multiphysics Computations in Nuclear Science & Engineering

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

a. Prerequisite(s): From: Math 609 & NUEN 602 To: MATH 609 & NUEN 606

b. Withdrawal (reason):

c. Cross-list with:

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

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

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

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

5. Complete current course title and current catalog course description:

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

7. a. As currently in course inventory:

Prefix	Course #	Title (excluding punctuation)																								
N	U	E	N	6	1	8	M	U	L	T	I	P	H	Y	S	C	O	M	P	N	U	C	L	S	C	I
Lect.	Lab	SCII	CIP and Fund Code										Admin. Unit	ECE Code			Level									
0	2	0	2	0	3	1	4	2	3	0	1	0	0	0	6	2	0	9	0	0	0	3	6	3	2	6

b. Change to:

Prefix	Course #	Title (excluding punctuation)																													
N	U	E	N	6	1	8	M	U	L	T	I	P	H	Y	S	C	O	M	P	N	U	C	L	S	C	I					
Lect.	Lab	SCII	CIP and Fund Code										Admin. Unit	Acad. Year	ECE Code			Level													
0	3	0	0	0	3	1	4	2	3	0	1	0	0	0	6	2	0	9	0	1	3	-	1	4	0	0	3	6	3	2	6

Approval recommended by: [Signature] 2-12-2013

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

[Signature] 2/20/13

Chair, College Review Committee Date

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

[Signature] 2/20/13

Dean of College Date

Submitted to Coordinating Board by:

[Signature] 3-25-13

Chair, GC or UCC Date

Associate Director, Curricular Services

Date Effective Date

DWIGHT LOOK COLLEGE OF ENGINEERING

Department of Nuclear Engineering



February 12, 2013

To Whom it May Concern:

NUEN 618 Multiphysics Computations in Nuclear Science and Engineering incorrectly list the prerequisites as MATH 609 and NUEN 602. The following courses are a prerequisite:

- MATH 609
- NUEN 606

The change is made from NUEN 602 to NUEN 606 because NUEN 602 is no longer offered by our department. We would like this change to be reflected with the most recent catalog.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robb Jenson', followed by a horizontal line.

Robb Jenson  
Program Coordinator - Graduate Programs  
[robb.jenson@tamu.edu](mailto:robb.jenson@tamu.edu)



Course title and Number: NUEN 618 - Multiphysics computations in nuclear science and engineering.  
Term: Fall 2011  
Meeting times and location: MW 4:10-5:25 (3 credit-hours)

## Course Description and Prerequisites

This course introduces tightly coupled multiphysic simulation techniques and their application to typical problems arising in nuclear science and engineering (e.g., reactor dynamics and safety transients, conjugate heat transfer, radiative transfer, fluid structure interaction).

Most of the numerical methods currently in use in nuclear reactor safety analysis, for instance, trace back to the late 1970's through the late 1980's. At that time, multiphysics phenomena were computed and analyzed through a "divide and conquer", whereby each physic component was treated using mono-disciplinary codes and coupling among the intertwined physical processes was weak and often done a priori using envelope values. With advances in computer software and hardware (e.g., the message passing interface paradigm from the mid 1990's), computer codes have been increasingly coupled to one another, so as to model reality with a higher degree of fidelity. However, this coupling was performed in an explicit fashion, whereby some physic components was lagged in time, a mathematical approach known as operator-splitting that resulted inconsistent coupling schemes. Over the last decade, a new approach, based on a monolithic view of the whole multiphysics problem, has successfully been applied to a wide range of problems, from plasma physics to hemodynamics. These techniques, based on a derivative-free approach to Newton's method, are now being applied to problem of interest in nuclear science and engineering.

This course focuses on advanced numerical techniques for nonlinear coupled multiphysics applications: this includes a review of operator-splitting technique and their advantages and drawbacks, a presentation of derivative-free Newton's technique for a monolithic approach to multiphysics simulations, a description of recent trends and issues in multiphysics code development.

Multiphysics examples treated in class or as homework will include: nuclear reactor transients and accidents (such as rod ejections and loss of pump flow), radiative transfer, conjugate heat transfer, and nuclear fuel swelling and deformation. All of these applications include several physic components and are examples where an accurate treatment of the multiphysic coupling is required. The various physic component include: neutronics, thermal-hydraulics, heat conduction, mechanics of stress and deformation.

This course is intended for second-year Master students and Ph.D. students who wish to pursue a career in computational physics and/or reactor coupled neutronics/thermal-hydraulics analyses.

The course pre-requisites are MATH 609 and NUEN 606. A brief list of the knowledge and tools acquired in the two pre-requisite courses (and their pre-requisites) is given below, for informational purposes:

1. Neutronics/thermal-hydraulics:
  - a. Neutron balance equation, delayed neutrons;
  - b. Point Reactor Kinetics Equations (PRKEs), in-hour equation, some simple approximations to the PRKEs such as constant delayed source, prompt jump, etc...
  - c. Heat conduction in a fuel pellet;
  - d. Convective heat exchange;
  - e. Conservation laws of thermal-hydraulics (mass, momentum, energy);
2. Numerical analysis:
  - a. Laplace transforms;
  - b. Solving a system of linear equations (i.e., how to invert a matrix using Gaussian elimination, LU decomposition or any iterative methods);
  - c. Solving a system nonlinear equations using Newton's method;
  - d. Time-dependent ODEs and simple time discretizations (explicit Euler, implicit Euler, Crank-Nicholson, explicit Runge-Kutta methods);
  - e. Knowledge of spatial discretization schemes (e.g., finite differences);
  - f. Knowledge of eigenproblems .

### **Learning Outcomes or Course Objectives**

The students will be introduced to state-of-the-art modeling of multiphysic methods development and their applications to nuclear science and engineering.

Class time will be divided between:

- understanding of the mathematical aspects of multiphysics simulation techniques,
- understanding the various physical phenomena taking place in various multiphysics applications typically found in nuclear science and engineering.

Upon completion of this course, students will be equipped with the necessary tools to continue education and pursue a career as a computational physicist, with a solid knowledge of current trends in multiphysic simulation techniques and depth in understanding coupled phenomena occurring in nuclear applications.

### **Instructor Information**

Name: Dr. Jean C. Ragusa  
Telephone Number: 979-862-2033

Email address: ragusa@ne.tamu.edu  
Office Hours: TBA  
Office Location: Zachry, 335-O

### **Textbook and/or Resource Materials**

No textbooks are required for this class. Students are expected to take notes during lectures; some class notes may be typed and posted on the instructor's webpage. Recent research articles will be reviewed and discussed in class to present some mathematical techniques for multiphysics simulations and their applications.

#### Supplementary Reactors Physics Texts:

- Karl O. Ott and Robert J. Neuhold, "Introductory Nuclear Reactor Dynamics", ANS1985 (ISBN: 0-89448-029-4)
- G. Keepin, "Physics of nuclear kinetics", Addison Wesley, 1965
- K. Ott and W. Bezella, "Introductory Nuclear Reactor Statics", ANS, 1989
- J. Duderstadt and L. Hamilton, "Nuclear Reactor Analysis", John Wiley & Sons, 1976
- W. Stacey, "Nuclear reactor physics", John Wiley & Sons, 2001
- T. M. Sutton and B. N. Aviles, "Diffusion Theory Methods for Spatial Kinetics Calculations", Progress in Nuclear Energy, Vol. 30, No. 2, pp. 119-182, (1996)

#### Supplementary Numerical Methods Texts:

- Joe Hoffmann, "Numerical Methods for Engineers and Scientists", Second edition, ISBN: 0-8247-0443-6
- Hairer, Norsett, Wanner, "Solving Ordinary Differential Equations I. Non stiff Problems", Springer Series in Comput. Mathematics, Vol. 8, Springer-Verlag 1987, Second revised edition 1993
- Hairer, Wanner, "Solving Ordinary Differential Equations II. Stiff Problems", Springer Series in Comput. Mathematics, Vol. 14, Springer-Verlag 1991, Second revised edition 1996
- G. Golub, C. Van Loan, "Matrix Computations", John Hopkins Univ. Press, 1989
- W. Hackbusch, "Iterative Solution of Large Sparse Systems of Equations", Springer-Verlag, 1994

Also note that (1) our library (<http://library.tamu.edu/>) has many reactor physics/numerical methods books and (2) we have access to online journals, such as Elsevier (<http://www.sciencedirect.com/>).

### **Grading Policies**

Homework assignments will be assigned every week or every other week. Homework assignments will be due at the beginning of class on their due date. Late homework will be deducted 10% per day

after the due date (in portion of 24 hours). The Aggie Honor Code will be strictly enforced: "An Aggie does not lie, cheat, or steal or tolerate those who do." The Code forbids the following:

- Cheating: Attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise.
- Fabrication: Making up data or results; submitting fabricated documents.
- Falsification: Manipulating results such that research is not accurately represented in the research record.
- Multiple Submissions: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from instructors.
- Plagiarism: Using another person's ideas, work, processes, results, writings, words, etc. without giving appropriate credit.
- Complicity: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty.

Exams: One mid-term exam may be scheduled (in early November). A take-home final project will be given in lieu of a final exam.

The grades will be determined on the usual scale:

$A \geq 90$   
 $80 \leq B < 90$   
 $70 \leq C < 80$   
 $60 \leq D < 70$   
 $F < 60$

Grades will be computed according to the weight distribution given below.

Assignments    50% (or 70% if no mid-term)  
 Mid-term        20%  
 Final            30%

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

Week	Topic
1	1. course overview, 2. examples of multiphysics problem sin nuclear engineering, 3. review of neutron balance equations (transport, diffusion, energy-dependent, multigroup, eigenvalue problem, extraneous source problem), 4. review of heat conduction and single-phase fluid conservation laws
2	1. Adjoint neutronic equations, 2. Heuristical derivation of the PRKEs, 3. physical basis of neutron kinetics and control (fission principle, delayed

	neutrons precursors, delayed neutrons, Doppler effect, moderator effect)
3	<ol style="list-style-type: none"> <li>1. Exact derivation of the PRKEs from the space-time equations,</li> <li>2. Choice of weighting function and flux factorization ,</li> <li>3. The two notations for PRKEs,</li> <li>4. Analytical solutions of the PRKEs w/o feedback (Nordheim equation, Laplace transforms)</li> </ol>
4	<ol style="list-style-type: none"> <li>1. Approximate solutions of the PRKEs w/o feedback (Constant precursors approx., small reactivity linearization, Prompt jump, Ramps, Periodic variations)</li> </ol>
5	<ol style="list-style-type: none"> <li>1. Amplitude and shape equations, quasi-statics methods,</li> <li>2. Feedback effects in the PRKEs and the space-time settings</li> </ol>
6	<ol style="list-style-type: none"> <li>1. Numerical techniques for initial value problems (IVPs)</li> <li>2. Mono- and multi steps methods,</li> <li>3. Error analysis, step size control</li> </ol>
7	<ol style="list-style-type: none"> <li>1. Feedback physics, Doppler effect, temperature coefficients, types of reactors</li> <li>2. Analytical and numerical solution of the PRKEs w/ feedback</li> </ol>
8	<ol style="list-style-type: none"> <li>1. Numerical methods for nonlinear system of equations and nonlinear IVPs</li> <li>2. Jacobian-free Newton Krylov techniques for non linear systems</li> </ol>
9	<ol style="list-style-type: none"> <li>1. Coupled neutronics/heat conduction</li> </ol>
10	<ol style="list-style-type: none"> <li>1. Conjugate heat transfer</li> </ol>
11	<ol style="list-style-type: none"> <li>1. Radiative heat transfer</li> </ol>
12	<ol style="list-style-type: none"> <li>1. Fuel deformation and swelling</li> </ol>
13	<ol style="list-style-type: none"> <li>1. Space-time kinetics for reactor accidents</li> </ol>
14	<ol style="list-style-type: none"> <li>1. Fluid structure interaction</li> </ol>
15	<ol style="list-style-type: none"> <li>1. Review, help with the final take home exam, and wrap-up</li> </ol>

### **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://www.tamu.edu/aggiehonor>



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

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry, no matter how small, should be recorded to ensure the integrity of the financial statements. The second part covers the various methods used to record transactions, including the double-entry system and the use of journals and ledgers. It also discusses the importance of regular reconciliations to identify and correct any errors. The third part of the document deals with the classification of transactions into different accounts, such as assets, liabilities, and equity. It explains how these transactions affect the accounting equation and how they are recorded in the general ledger. The final part of the document discusses the preparation of financial statements, including the balance sheet, income statement, and statement of cash flows. It provides a detailed explanation of how these statements are derived from the accounting records and how they provide a comprehensive view of the company's financial performance.

In conclusion, the document highlights the significance of a strong internal control system in ensuring the accuracy and reliability of financial information. It stresses the need for a clear understanding of accounting principles and procedures, as well as the importance of regular audits and reviews to detect and prevent any potential fraud or misstatements. The document serves as a valuable resource for anyone involved in the financial management of a business.

# Texas A&M University

## Departmental Request for a Change in Course

### Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

**Form Instructions**

- Request submitted by (*Department or Program Name*): Bush School of Government and Public Service
- Course prefix, number and complete title of course: PSAA 617, State and Local Government: Institutions and Policy

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

- Change requested
  - Prerequisite(s): From: \_\_\_\_\_ To: \_\_\_\_\_
  - Withdrawal (reason): \_\_\_\_\_
  - Cross-list with: \_\_\_\_\_

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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
  - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. Attach a course syllabus.
- For informational purposes only, please indicate course number if this course will be stacked: \_\_\_\_\_

5. Complete current course title and current catalog course description:  
 State and Local Government: Institutions and Policy  
 Professional masters students gain a practical, working knowledge of the institutions and processes through which state and local policy is made and implemented. Students also learn about and apply the theoretical and empirical tools used to evaluate policy at the state and local levels. Prerequisite: Graduate classification.

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
 U.S. State and Local Government: Institutions and Policy  
 Professional masters students gain a practical, working knowledge of the institutions and processes through which U.S. state and local policy is made and implemented. Students also learn about and apply the theoretical and empirical tools used to evaluate policy at the U.S. state and local levels. Prerequisite: Graduate classification.

- As currently in course inventory:

Prefix		Course #		Title (excluding punctuation)																										
P	S	A	A	6	1	7	S	T	A	T	E		A	N	D		L	O	C	A	L		G	O	V	R	N	M	N	T
Lect.	Lab	SCH		CIP and Fund Code						Admin. Unit				FICE Code						Level										
0	3	0	0	0	3	4	4	0	5	0	1	0	0	0	1	1	3	6	4	0	0	3	6	3	2					6

- Change to:

Prefix		Course #		Title (excluding punctuation)																										
P	S	A	A	6	1	7	U	S		S	T	A	T	E		A	N	D		L	O	C	A	L		G	O	V	T	
Lect.	Lab	SCH	CIP and Fund Code						Admin. Unit				Acad. Year			FICE Code														
0	3	0	0	0	3	4	4	0	5	0	1	0	0	0	1	1	3	6	4	1	3	-	1	4	0	0	3	6	3	2

Approval recommended by: \_\_\_\_\_ Level 6

Department Head or Program Chair (*Type Name & Sign*) William F. West 11/28/12 Date  
 Chair, College Faculty Committee Samuel 2/25/13 Date

Department Head or Program Chair (*Type Name & Sign*) Andrew H. Card, Jr. 2/25/13 Date  
 Dean of College

Submitted to Coordinating Board by: \_\_\_\_\_ 3-25-13 Date  
 Chair, GC or UCC

Associate Director, Curricular Services \_\_\_\_\_ Date \_\_\_\_\_ Effective Date \_\_\_\_\_



**Statement of Support  
Justification for Title and Course Description Changes for PSAA 617**

The attached Course Change Form is for PSAA 617, "State and Local Government: Institutions and Policy". We request changes in the course title and description to incorporate the phrase "U.S." to more accurately depict that the course content is confined to domestic state and local government.

## **U.S. State and Local Government: Institutions and Policy**

**PSAA 617-600**

**Monday 1:30-4:20 Allen 1017**

**Instructor:** Dr. Ann Bowman

**Office:** Allen 1089    **Office Hours:** Monday 10-12, Tuesday 1-3, and by appointment

**Contact Information:** E-mail: [abowman@bushschool.tamu.edu](mailto:abowman@bushschool.tamu.edu)    **Phone:** 979 862 4779

### **Course Description**

This course offers a comprehensive overview of the field of state and local government. In line with the catalog description, it “provides a practical working knowledge of the institutions and processes through which state and local policy is made and implemented.” Policy is a central focus, but we will address institutions and management in states and localities as well. Thus the class is useful for MPSA students, regardless of track.

### **Prerequisites**

Graduate classification.

### **Course Objectives**

This course is designed for students who anticipate employment at the state, regional, or local levels of government. Therefore, it aims to provide (a) relevant theory and background, (b) contemporary research on governmental functions and policies, (c) exposure to actual jurisdictions and policymakers, and (d) opportunities for students to develop and apply appropriate skills.

### **Texts (required)**

Erie, Steven P., Vladimir Kogan, and Scott A. MacKenzie. 2011. *Paradise Plundered: Fiscal Crisis and Governance Failures in San Diego*. Stanford: Stanford University Press.

Karch, Andrew. 2007. *Democratic Laboratories: Policy Diffusion among the American States*. Ann Arbor: University of Michigan Press.

Olshfski, Dorothy R. and Robert Cunningham. 2008 *Agendas and Decisions: How State Government Executives and Middle Managers Make and Administer Policy*. Albany: State University of New York Press.

Stenberg, Carl W. and Susan Lipman Austin. 2007. *Managing Local Government Services: A Practical Guide*. Washington, DC: International City/County Management Association.

### **Class Environment**

1. **Respect** is key to an effective learning environment. Please arrive on time and prepared to contribute. Turn off cell phones during class. Respect, in this setting, requires that (a) you are prepared and (b) your contributions reflect that preparation.
2. **We will operate with a “screens down” approach to laptops during class, except as indicated by your instructor.**
3. **All assigned readings are to be completed before the class for which they are assigned.**

4. Please **check email and e-learning regularly**. I will communicate with you via email, both individually and as a class, and via the course website on ELearning. You are responsible for being aware of the information distributed through these media.

5. For **writing assignments**, use conventional fonts in either 11 or 12 point. All written work should be single-spaced, normal margins, and comply with instructions and Bush School standards. Assignments should be submitted electronically as Word documents to the e-learning website by **noon on Monday** of the week it is due (except the Quick Turnaround Memos). Include your name in the document's name for each assignment. Students are to work independently on all assignments, with the exception of the Local Government Policy & Implementation paper, which will involve 2-3 person teams. *NOTE: writing quality matters. Poorly-written papers containing the same substantive information as well-written papers will receive lower grades.*

## **Assignments**

The maximum number of points possible in this class is 100.

### **State and Local Governments in the News**

(5 points)

Each week, 2 students will select and distribute in class a news article about policy or management in state (first half of the semester) or local (second half) government(s) that appeared in the popular press during the preceding month. ("Popular press" includes national newspapers, major Texas city newspapers, news magazines, not blogs or ideological rants.) The students are responsible for bringing copies to distribute to other class members, and for leading the class discussion about the article. The point of this assignment is to acquaint you with some of the issues currently facing states and localities and to give you an opportunity to develop your interacting-with-an-audience skills.

Due dates: variable (see list on e-learning)

### **Weekly Reading Synopses**

(20 points)

This assignment requires students to summarize the class readings each week. The summary does not require the use of outside sources and should be original to you. This is not group work. Analyses should be 2 pages in length and submitted to the e-learning website before noon on Monday. Grade penalty for late submissions

Due dates: weekly beginning Class 2 (but not classes 7 or 14)

### **Discussion questions**

(5 points)

Each week, 2 students will prepare a list of 3 discussion questions (individually) related to the reading. They should be thoughtful, important, and not simply opinion-seeking. These questions are to be posted and published on the e-learning site by noon on Monday. These questions will assist in guiding our in-class discussion of the readings.

Due dates: variable (see list on e-learning)

### **Quick Turnaround Memo**

(10 points)

Each student will write a memo to a state agency head or a city manager (your choice, depending on your interest in the two levels of government) on an actual hot-button issue (selected by your instructor) facing the agency or the city, respectively. You will have 24 hours to write the memo.

The memo should identify the fault lines associated with the issue and advise the agency head or city manager on alternative courses of action. Consider the push back from various interests.  
Paper length: 2 pages.

Due dates: State agency head memo – Class 5 (Assigned Feb 20, due Feb 21)

City manager memo – Class 12 (Apr 16, due Apr 17)

**Paper: Comparative state policy & management white paper**  
(25 points)

Texas state government serves as our benchmark. Each student will select a public policy issue or a management issue relevant to Texas for research. (Instructor approval required.) Develop a white paper in which you: provide background on the issue, compare TX to other states, recommend and defend a course of action, and discuss the likely constraints and consequences associated with your recommendation.

Paper length: 6 pages.

Due date: Class 7 (March 5)

**Paper: Local government policy & management**  
(25 points)

Students will be assigned to a 2 or 3 person team to research a local public policy issue (determined by your instructor) in three jurisdictions: a large non-Southwestern U.S. city, a large city in the Southwest (but not San Diego), and the local B-CS area. (It could be city policy toward business attraction, affordable housing, infrastructure development, etc.) For the non B-CS jurisdictions, the research will involve the cities' official websites (and e-mail correspondence with relevant officials) as well as published materials. In the B-CS area, students are expected to conduct interviews with local officials involved in the policy, as well as consult available documents. The paper will describe each jurisdiction's approach to the policy issue and analyze relative strengths and weaknesses, and discuss implementation issues. In the final section of the paper, the team will develop, present, and justify its own original approach to addressing the policy issue. (Be creative but within the realm of possibility.)

Paper length: 9 pages + bibliography, tables, graphs, etc.

Due date: Class 14 (April 30)

**Class contribution**  
(10 points)

Students are expected to participate in class. This means having read the week's readings and being prepared to take part in discussions about the readings. It also means bringing new (and relevant) issues into the discussion. Some students are more talkative than others, but if we learn to discuss issues effectively, we will learn from *all* class members. In addition, students in PSAA 617 are expected to be active participants in Bush School brown-bags and presentations related to state and local government. (Attendance at the CEIPPAM lecture on Feb 28 is required.)

## Grading Policies

90 – 100 = A

Demonstrates consistently exceptional performance. Demonstrates a thorough understanding of the material. Assignments are professional, clear, concise, well written. Appropriately helps others to advance their learning. Supports class knowledge through positive interaction.

Demonstrates a mastery of the material.

80 – 89.99 = B

Meets requirements of the course. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at an acceptable level.

Contributes to class discussions.

70 – 79.99 = C

Demonstrates modest understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.

60 – 69.99 = D

Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.

< 60 = F

## Course Schedule

Course Schedule Class	Date	Topic	Readings and Assignments
1	Jan. 23	Introduction to State and Local Government and Policy	1. Instructor's in-class handouts
2	Jan. 30	The complex "big picture:" Interactions among N-S-L governments	1. Bowman, "American Federalism on the Horizon," <i>Publius: The Journal of Federalism</i> 32:2 (Spring 2002), pp. 3-22. 2. Gamkhar & Pickerill, "The State of American Federalism 2010-2011: The Economy, Healthcare Reform..." <i>Publius: The Journal of Federalism</i> 41:3 (Summer 2011), pp. 361-395. 3. Conlan & Posner, "Inflection Point? Federalism and the Obama Administration," <i>Publius: The Journal of</i>



			<i>Federalism</i> 41:3 (Summer 2011), pp. 421-447.
3	Feb. 6	State government: policy change & diffusion	1. Karch, <i>Democratic Laboratories</i> , chapters 1-3 2. Wiener & Koontz, "Shifting Winds: Explaining Variation in State Policies to Promote Small-Scale Wind Energy," <i>Policy Studies Journal</i> 38: 4 (Nov 2010), pp. 629-651.
4	Feb. 13	State government: policy change & diffusion	1. Karch, <i>Democratic Laboratories</i> , chapters 4-6 2. Frenreis and Tatalovich, "A Hundred Miles of Dry," <i>State Politics &amp; Policy Quarterly</i> 10: 3 (Fall 2010), pp. 302-319.
5	Feb. 20	State government: Problems & decisions	1. Olshfski & Cunningham, <i>Agendas and Decisions</i> chapters 1-3 and Appendix 2. Grading the States '08 <a href="http://www.pewcenteronthestates.org/gpp_report_card.aspx">http://www.pewcenteronthestates.org/gpp_report_card.aspx</a>
6	Feb. 27	State government: Policy implementation & evaluation	1. Olshfski & Cunningham, <i>Agendas and Decisions</i> , chapters 4-7, 2. Lu, Willoughby, & Arnett, "Performance Budgeting in the American States," <i>State &amp; Local Government Review</i> 43 (2) (2011), pp. 79-94
7	Mar. 5	Comparative state governance & policy	Presentations: State government research papers
8	Mar. 19	State-local issues: authority, finance & the public	1. Bowman & Kearney, "State-Local Relations," Chapter 10, <i>State &amp; Local Government: The Essentials</i> , 5/e. 2. Bowman & Kearney, "Taxing & Spending"

			Chapter 12, State & Local Government: The Essentials, 5/e. 3. Bowman & Kearney, "Are US Cities Losing Power?" Urban Affairs Review (forthcoming) 4. Wolak & Palus, "The Dynamics of Public Confidence in U.S. State and Local Government," State Politics & Policy Quarterly 10: 4 (Winter 2010), pp. 421-445
9	Mar. 26	Local government: the basics	1. Stenberg & Austin, chapters 1-5
10	Apr. 2	Local government: Public services I	1. Stenberg & Austin, chapters 6-10
11	Apr. 9	Local government: Public services II	1. Stenberg & Austin, chapters 6-10
12	Apr. 16	Local government: Opportunity & crisis	1. Erie, et al., chapters 1-4
13	Apr. 23	Local government: Crisis & future	1. Erie, et al., chapters 5-8
14	Apr. 30	Policy & management in local government	Presentations: Local government research papers

### **Academic Integrity Statement: AGGIE HONOR CODE**

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

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

For work submitted electronically in PSAA 617, please include this statement at the end of the assignment: "In submitting this assignment I affirm that, on my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work."

### **Plagiarism**

The University Student Rules define plagiarism 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,"(p. 19).

Plagiarism is an extremely serious form of academic dishonesty and could have severe consequences for any individual who engages in such practices including course failure and dismissal from the Bush School and the university. It is critically important that each student understand the correct manner in which to cite material quoted or paraphrased from another source including material drawn from public or electronic sources.

If a student is uncertain as to where and how to acknowledge material drawn from another source, it is imperative that he or she obtain guidance from the appropriate faculty member or the Bush School writing consultant before making a presentation or submitting a paper that uses material from others. Students working together on team projects should be careful to make certain that other members of their group have conformed to correct citation practices. Failure to do so can make all members of the group responsible for a collectively submitted work. It is important that everyone understand that plagiarism is not only about academic integrity, it is also about intellectual property rights and respect for others.

### **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 the Department of Student Life, Services for Students with Disabilities or call 845-1637. For additional information, visit <http://disability.tamu.edu>

The first part of the document discusses the importance of maintaining accurate records of all transactions. It emphasizes that every entry should be supported by a valid receipt or invoice. This not only helps in tracking expenses but also ensures compliance with tax regulations. The second part of the document provides a detailed breakdown of the company's revenue streams. It identifies the primary sources of income and analyzes their contribution to the overall financial performance. The third part of the document focuses on the company's operating expenses. It categorizes these expenses into fixed and variable costs, providing a clear picture of the company's cost structure. The final part of the document summarizes the key findings and offers recommendations for improving financial efficiency and profitability.

# 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*): Bush School of Government and Public Service
  2. Course prefix, number and complete title of course: PSAA 661, Public Personnel Administration
- Attach a brief supporting statement for changes made to items 3a thru 3d, and 6 below.
3. Change requested
    - a. Prerequisite(s): From: Graduate Classification and approval of MPSA and MPIA director. To: 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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
  - e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. **Attach a course syllabus.**
4. For informational purposes only, please indicate course number if this course will be stacked: \_\_\_\_\_
  5. Complete current course title and current catalog course description:  
Public Personnel Administration  
 Organization and operation of civil service personnel systems in American governments. Prerequisites: Graduate classification and approval of MPSA or MPIA director.
  6. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
Human Resources Management in Government and Public Service

7. a. As currently in course inventory:

Prefix			Course #			Title (excluding punctuation)																				
P	S	A	A	6	6	1	P	U	B	L	I	C	P	E	R	S	O	N	E	L	L	A	D	M	I	N
Lect.	Lab	SCH		CIP and Fund Code					Admin. Unit				FICE Code				Level									
0	3	0	0	0	3	4	4	0	4	0	1	0	0	0	1	1	3	6	4	0	0	3	6	3	2	6

b. Change to:

Prefix			Course #			Title (excluding punctuation)																								
P	S	A	A	6	6	1	H	R	M	G	M	T	G	O	V	T	A	N	D	P	U	B	S	E	R					
Lect.	Lab	SCH		CIP and Fund Code					Admin. Unit				Acad. Year				FICE Code													
0	3	0	0	0	3	4	4	0	4	0	1	0	0	0	1	1	3	6	4	1	3	-	1	4	0	0	3	6	3	2

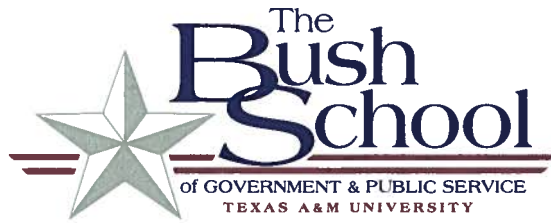
Approval recommended by: \_\_\_\_\_ Level 6

Department Head or Program Chair (Type Name & Sign) William F. West Date 11/28/12
 Chair, College Review Committee Samuel A. ... Date 2/25/13

Department Head or Program Chair (Type Name & Sign) \_\_\_\_\_ Date \_\_\_\_\_
 Dean of College Andrew M. Card, Jr. Date 2/25/13

Submitted to Coordinating Board by: \_\_\_\_\_ Date \_\_\_\_\_
 Chair, GC or UCC \_\_\_\_\_ Date 3-25-13

Associate Director, Curricular Services \_\_\_\_\_ Date \_\_\_\_\_
 Effective Date \_\_\_\_\_



## **Statement of Support Justification for Title and Prerequisite Changes for PSAA 661**

The attached Change in Course Form is for PSAA 661, “Public Personnel Administration”. We request a change in the course title to “Human Resources Management in Government and Public Service” to better reflect current terminology and course content.

We also request a change in the prerequisite listing from “Graduate Classification and approval of MPSA and MPIA director” to simply “Graduate Classification”, as the approval of the program director is no longer necessary for course enrollment.

# Human Resource Management in Government and Public Service

PSAA 661-600

Tuesday, 1:30-4:20 PM, Spring 2013

Room 1041

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**Instructor:** Prof. Blease Graham

**Office:** Allen 1105

**Office Hours:** Tuesdays 4:30 pm to 5:30 pm and by appointment

**Contact Information:** E-mail: [bgraham@bushschool.tamu.edu](mailto:bgraham@bushschool.tamu.edu) Phone: 979-458-8028

---

## **Course description:** PSAA 661: *Human Resources in Public Administration*

Examines the organization and operation of public personnel (civil service) systems. While some technical matters are considered, the primary emphasis is on the public personnel function as a whole, especially from the perspective of line managers.

### **Course objectives:**

1. to understand of the general principles of human resources management;
2. to develop a practical framework that relates the history and theories of human resource management to best practices through in-class discussion of field observations, case studies and problem exercises;
3. to explain the impact of political, social, technical, and economic influences on contemporary practices;
4. to convey an understanding of these influences and their implications through development of an annotated model employee handbook; and
5. to evaluate the most important trends and controversies in human resources administration

### **Texts (required):**

1. Berman, Evan M., James S. Bowman, Jonathan P. West, and Montgomery R. Van Wart, *Human Resource Management in Public Service*, 3<sup>rd</sup> edition. Los Angeles: Sage, 2010. ISBN 978-1-4129-6743-3
2. Hays, Steven W., Richard C. Kearney, and Jerrell D. Cogburn. *Public Human Resource Management*, 5<sup>th</sup> edition. New York: Longman, 2009. ISBN 978-0-13-603769-9

### **Class environment and Due Dates:**

1. **Respect** is important for an effective learning environment. Please be prepared to demonstrate thorough preparation in your class contributions. It is difficult to contribute if you are eating. Please arrive on time. Please turn pagers and phones to silent mode. Please do not interrupt others during class discussions, including impatient comments or electronic alarms or vibrations.
2. You have no need to text, tweet, facebook, or use other social media in this class.
3. **We will operate with a "screens down" approach to laptops during the class, except as indicated by your instructor.**
4. **Readings are to be completed before the class for which they are assigned.**
5. For **writing assignments**, use either Times New Roman (11 or 12 point) or Arial (10 or 11 point). All written work should be double-spaced and comply with instructions and Bush School standards. Writing quality is an important skill for public administrators. Poorly written papers, even with quality contents, will be graded lower.
6. For **Powerpoint presentations**, please send to me and class members before the class meeting to which it applies.

**Assignments:** The maximum number of points possible in this class is 100.

**I. Case Discussion Questions**

**(2 cases from the Berman text @ 7.5 points each for 15 points total)**

Each case has discussion questions. Please prepare answers to these questions, independently, before the paper is due. Individual papers should not exceed five (5) pages. Please submit a printed copy of your individual responses before the class meeting. Note the assigned week for each case. The cases will be discussed thoroughly in class.

For each case study response, a number value on a 100 point scale will be assigned based on:

**Substantive content:** [reflects accurate, thorough, and direct answers through use of text and/or relevant additional readings with appropriate citation of sources] = 50%

**Commentary:** [student's interpretation/discussion of material] = 30%

**Examples:** [how student relates materials beyond text (current events or illustrations) to other jurisdictions, cases, or questions] = 20%. Current websites will be rich sources to be cited for examples. Some will be provided in class. Governing magazine and newspapers also offer examples.

**II. Powerpoint Presentations**

**(2 presentations @ 10 points each for 20 points total):** (Note: There are 20 selections in the reader.

The assignment is to pair the selection in the reader with a current article. Some journals are Public Administration Review and Review of Public Personnel Administration. Thus, with 10 students there will be 2 presentations each to cover all 20. Once the class convenes, we will make a schedule for the powerpoint presentations. The number of presentations will vary given the final enrollment total.)

- Each presentation of the reader and the updated article will be graded by the class instructor as well as students in the class. A grading sheet will be provided.
- Presentations should capture the essential elements in the reading and the article should last approximately ten minutes, roughly 6-8 slides. The number of slides will vary depending on the content of the readings.
- The presentation should be e-mailed to the instructor one day before the class meeting for which it is assigned.

**III. Human Resource Management Tools (10 points total):**

- a. **Sample Job Description (5 points).** Note: A handout will be provided.
- b. **Sample Employee Evaluation Form (5 points).**

**IV. Annotated Model Handbook Research Paper (25 points)**

- i. The Handbook is due Week 14 and each will be discussed in Class Week 14.
- ii. The Handbook is a draft of a human relations department publication that you may be asked to produce or revise were you a staff member. There are model handbooks available for a municipality or a state government. There are several sources for similar information for an employee of the national government or a non-profit organization. Each student should choose a level of government or a non-profit context for the draft Model Handbook. **Each section should be documented with research citations.** More details will be provided in class.

**V. Class contribution (10 points):** Students are expected to participate positively in class, including having read the week's readings and being prepared to take part in discussions about the cases, the readings, and the handbook. **Instructor will assess weekly. See Class Environment and Due Dates.**

**IV. Final examination (20 Points)** Mixture of short answer and essay questions to be given as scheduled by the Bush School.



**SPECIAL NOTE:** Each element of the course must be completed by its specified deadline to receive course credit. Late assignments are not accepted. For unavoidable absences, please submit assignments by e-mail before class and follow up with printed copy. Punctual and thorough completion of work and regular class attendance indicate a professional perspective and demonstrate vital professional work habits.

**Grade standards:**

Points	Grade	Standard / Benchmark
90 – 100	A	Demonstrates consistently exceptional performance. Demonstrates a clear, thorough understanding of the material. Assignments are professional, clear, concise, well written. Supports class knowledge through positive interaction with other students. Demonstrates a mastery of the material.
80 – 89.99	B	Meets requirements of the course satisfactorily. Solid performance demonstrates proficiency and understanding of the material. Assignments are written and edited at a level that is acceptable. Contributes to class discussions.
70 – 79.99	C	Demonstrates a minimal understanding of the material or satisfies the minimal requirements of assignments. Assignments may be poorly written or edited, or their logic may be faulty. Quality of work may be uneven.
60 – 69.99	D	Performance indicates a substandard understanding of the material. Most assignments lack the quality that is expected of a student in graduate school. Research is inadequate, as is the presentation of the ideas orally or in writing.
< 60	F	

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

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

For work submitted electronically in PSAA 661, please include this statement at the end of the assignment:

*In submitting this assignment I affirm that, on my honor as an Aggie, I have neither given nor received unauthorized aid on this academic work.*

## **Plagiarism**

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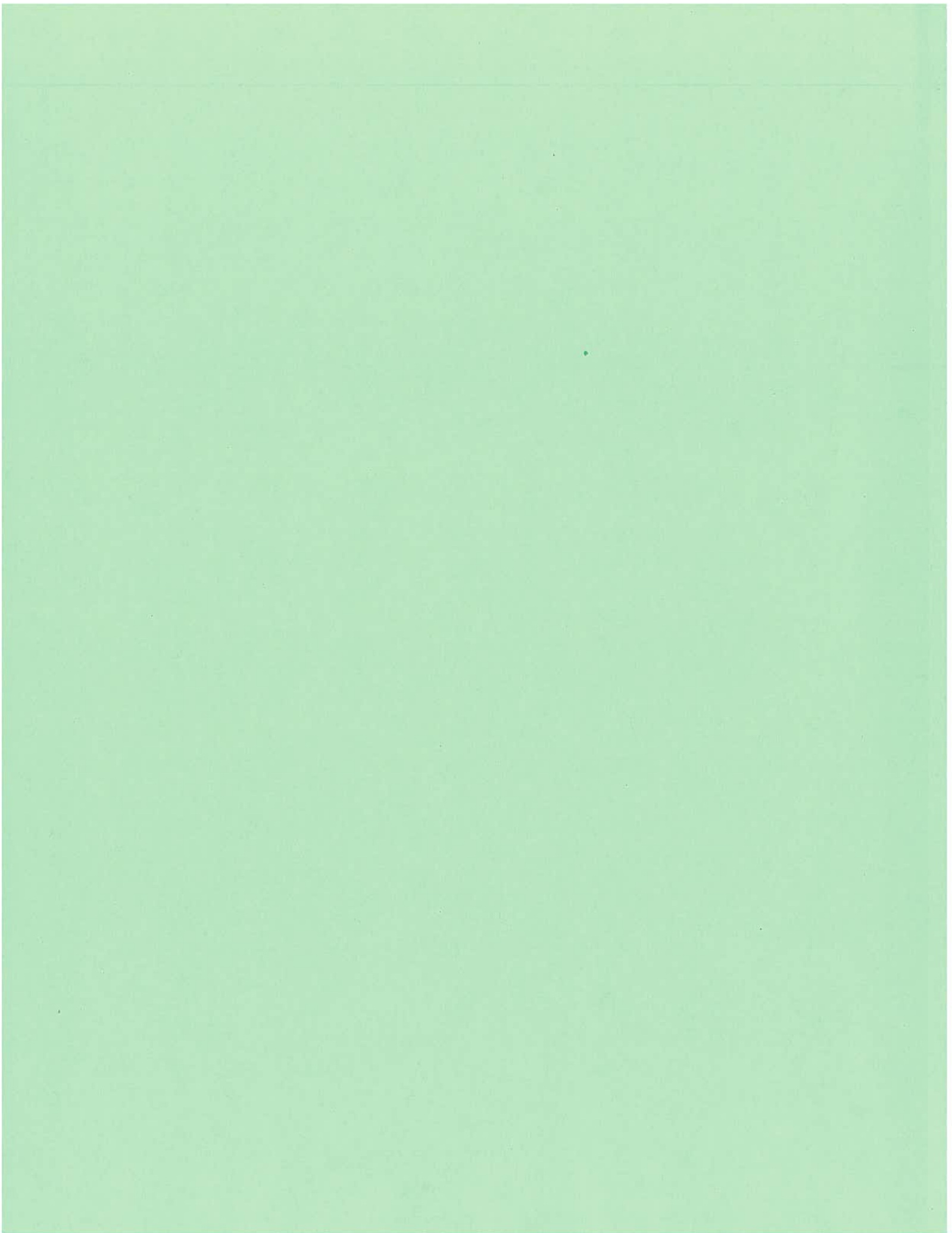
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## Course Schedule

Dates	Topic	Readings
Week 1	Introduction to the course Review of Syllabus Introduction of Major Themes, Issues	<ul style="list-style-type: none"> <li>▪ Reading #1, Competing Perspectives on Public Personnel Administration</li> </ul>
Week 2	Public Service Heritage Personnel Manager and the Constitution Laws Governing the Workplace	<ul style="list-style-type: none"> <li>▪ Text, Chapter 1, pp. 1-21</li> <li>▪ Text, Chapter 2</li> <li>▪ Reading #2,</li> </ul>
Week 3	Personnel Manager and the Constitution Laws Governing the Workplace	<ul style="list-style-type: none"> <li>▪ Text, Chapter 2, continued</li> <li>▪ Reading #14, 15</li> </ul>
Week 4	Intergovernmental Context	<ul style="list-style-type: none"> <li>▪ Reader, 3, 4, 5</li> <li>▪ Due: 1<sup>st</sup> Case: item #15 text p. 38</li> </ul>
Week 5	Recruitment	<ul style="list-style-type: none"> <li>▪ Text, Chapter 3</li> <li>▪ Reading #6, 7</li> </ul>
Week 6	Selection	<ul style="list-style-type: none"> <li>▪ Text, Chapter 4</li> <li>▪ Reader, #11, 12</li> </ul>
Week 7	Position Management	<ul style="list-style-type: none"> <li>▪ Text, Chapter 5</li> <li>▪ Due: Job Description</li> </ul>
Week 8	Motivation	<ul style="list-style-type: none"> <li>▪ Text, Chapter 6</li> <li>▪ Reader: 10</li> </ul>
Week 9	Compensation	<ul style="list-style-type: none"> <li>▪ Text, Chapter 7</li> <li>▪ Reader, 19</li> <li>▪ Due: 2<sup>nd</sup> Case item #5, text p. 173</li> </ul>
Week 10	Benefits	<ul style="list-style-type: none"> <li>▪ Text, Chapter 8</li> <li>▪ Reader, 9</li> </ul>
Week 11	Training	<ul style="list-style-type: none"> <li>▪ Text, Chapter 9</li> <li>▪ Reader, 16</li> </ul>
Week 12	Appraisal	<ul style="list-style-type: none"> <li>▪ Text, Chapter 10</li> <li>▪ Reader, 8</li> <li>▪ Due, Employee Evaluation Form</li> </ul>
Week 13	Unions	<ul style="list-style-type: none"> <li>▪ Text, Chapter 11</li> <li>▪ Reader 18, 13</li> </ul>
Week 14	Handbook presentations and discussion	<ul style="list-style-type: none"> <li>▪ No additional reading</li> </ul>
Week 15	Review for Final Exam	<ul style="list-style-type: none"> <li>• Due: Annotated Handbook</li> </ul>
	Final Examination As Scheduled	



# Texas A&M University Departmental Request for a Change in Course Undergraduate ♦ Graduate ♦ Professional

• Submit original form and attachments •

Form Instructions

- Request submitted by (*Department or Program Name*): Visualization
- Course prefix, number and complete title of course: VIZA 630 Contemporary Art Studio/Seminar I

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

- Change requested
  - Prerequisite(s): From: MFA in Visualization or approval of instructor; graduate classification. To: MFA or MS in Visualization status or approval of instructor; graduate classification.
  - Withdrawal (reason): \_\_\_\_\_
  - Cross-list with: \_\_\_\_\_

**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 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
  - Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. **Attach a course syllabus.**
- For informational purposes only, please indicate course number if this course will be stacked: \_\_\_\_\_
- Complete current course title and current catalog course description: \_\_\_\_\_

- Complete proposed course title and proposed catalog course description (not to exceed 50 words): \_\_\_\_\_

- As currently in course inventory:

Prefix		Course #					Title (excluding punctuation)																										
V	I	Z	A	6	3	0	C	O	N	T			A	R	T			S	T	U	D	I	O	/	S	E	M		I				
Lect.	Lab	SCH		CIP and Fund Code													Admin. Unit				FICE Code				Level								
0	2	0	4	0	4	5	0	0	7	0	2	0	0	0	3	2	9	3	8	0	0	3	6	3	2		6						

- Change to:

Prefix		Course #					Title (excluding punctuation)																									
Lect.	Lab	SCH		CIP and Fund Code													Admin. Unit				Acad. Year				FICE Code							
																				-					0	0	3	6	3	2		

**Approval recommended by:**

Tim McLaughlin  
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

Leslie Feigenbaum   
Chair, College Review Committee     2/5/13     Date

Jorge Vanegas   
Dean of College     2/5/13     Date

\_\_\_\_\_  
Chair, GC or UCC     3-25-13     Date

\_\_\_\_\_  
Date     Effective Date     3-25-13


RECEIVED



FEB 07 2013

GRADUATE STUDIES

**MEMORANDUM**

TO: Prof. Leslie Feigenbaum, Asst. Dean for Academic Affairs  
FROM: Prof. Tim McLaughlin, Department Head   
DATE: January 7, 2013  
SUBJECT: Prerequisite Change for VIZA 630 Contemporary Art Studio/Seminar I

We are requesting this prerequisite change to be similar to the VIZA 631 prerequisite in regards to the MS or MFA in Visualization student status.



the 1990s, the number of people in the world who are undernourished has increased from 600 million to 800 million (FAO 2001).

There are a number of reasons for this increase. One of the main reasons is the increase in the world population. The world population is expected to increase from 6 billion in 1999 to 9 billion by 2050 (United Nations 2000). This increase in population is expected to be concentrated in the developing countries, where the population is expected to increase from 4 billion in 1999 to 7 billion by 2050 (United Nations 2000). This increase in population is expected to be concentrated in the developing countries, where the population is expected to increase from 4 billion in 1999 to 7 billion by 2050 (United Nations 2000).

Another reason for the increase in the number of people who are undernourished is the increase in the number of people who are living in poverty. The number of people who are living in poverty is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000). This increase in poverty is expected to be concentrated in the developing countries, where the number of people who are living in poverty is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000).

A third reason for the increase in the number of people who are undernourished is the increase in the number of people who are living in rural areas. The number of people who are living in rural areas is expected to increase from 2 billion in 1999 to 3 billion by 2050 (United Nations 2000). This increase in rural population is expected to be concentrated in the developing countries, where the number of people who are living in rural areas is expected to increase from 2 billion in 1999 to 3 billion by 2050 (United Nations 2000).

A fourth reason for the increase in the number of people who are undernourished is the increase in the number of people who are living in urban areas. The number of people who are living in urban areas is expected to increase from 2 billion in 1999 to 3 billion by 2050 (United Nations 2000). This increase in urban population is expected to be concentrated in the developing countries, where the number of people who are living in urban areas is expected to increase from 2 billion in 1999 to 3 billion by 2050 (United Nations 2000).

A fifth reason for the increase in the number of people who are undernourished is the increase in the number of people who are living in coastal areas. The number of people who are living in coastal areas is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000). This increase in coastal population is expected to be concentrated in the developing countries, where the number of people who are living in coastal areas is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000).

A sixth reason for the increase in the number of people who are undernourished is the increase in the number of people who are living in mountainous areas. The number of people who are living in mountainous areas is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000). This increase in mountainous population is expected to be concentrated in the developing countries, where the number of people who are living in mountainous areas is expected to increase from 1 billion in 1999 to 2 billion by 2050 (United Nations 2000).

# 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*): Visualization
2. Course prefix, number and complete title of course: VIZA 631 Contemporary Art Studio/Seminar II

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

3. Change requested
 

	MFA or MS in Visualization status and VIZA 630 Contemporary Art Studio/Seminar I or approval of instructor; graduate classification.
a. Prerequisite(s): From: <u>MFA in Visualization or approval of instructor; graduate classification.</u>	To: <u>approval of instructor; graduate classification.</u>
b. Withdrawal (reason): _____	
c. Cross-list with: _____	

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

  - d. Change in course title and description. Enter complete current course title and current course description in item 5; enter proposed course title and proposed course description in item 6. Complete item 7 for change in title.
  - e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 7. **Attach a course syllabus.**
4. For informational purposes only, please indicate course number if this course will be stacked: \_\_\_\_\_
5. Complete current course title and current catalog course description: \_\_\_\_\_

6. Complete proposed course title and proposed catalog course description (not to exceed 50 words): \_\_\_\_\_

7. a. As currently in course inventory:

Prefix			Course #			Title (excluding punctuation)																				
V	I	Z	A	6	3	1	C	O	N	T	A	R	T	S	T	U	D	I	O	/	S	E	M	I	I	
Lect.	Lab	SCH				CIP and Fund Code						Admin. Unit				FICE Code				Level						
0	2	0	4	0	4	5	0	0	7	0	2	0	0	0	3	2	9	3	8	0	0	3	6	3	2	6

- 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:**

Tim McLaughlin  
 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:**

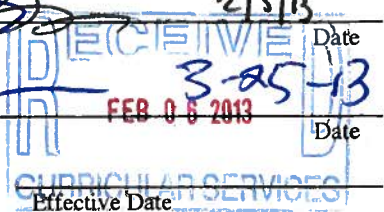
\_\_\_\_\_  
 Associate Director, Curricular Services      Date

Leslie Feigenbaum      2/5/13  
 Chair, College Review Committee      Date

Jorge Vanegas      2/5/13  
 Dean of College      Date

\_\_\_\_\_  
 Chair, GC or UCC      Date


\_\_\_\_\_  
 Date      Effective Date





## MEMORANDUM

TO: Prof. Leslie Feigenbaum, Asst. Dean for Academic Affairs

FROM: Prof. Tim McLaughlin, Department Head 

DATE: January 7, 2013

SUBJECT: Prerequisite Change for VIZA 631 Contemporary Art Studio/Seminar II

We are requesting this prerequisite change to help with the sequencing of the VIZA 630 and VIZA 631 courses in the Visualization curriculum.

C108 Langford Center  
3137 TAMU  
College Station, TX 77843-3137

Tel. 979.845.3465 Fax. 979.862.2705  
[www.viz.tamu.edu](http://www.viz.tamu.edu)

