

Course Withdrawals

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MAR 23 2012

GRADUATE STUDIES

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

1. Request submitted by (Department or Program Name): Department of Biological and Agricultural Engineering
 2. Course prefix, number and complete title of course: BAEN 610: Spatial Technology for Site-Specific Crop Management

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

3. Change requested

a. Prerequisite(s): From: _____ To: _____
 b. Withdrawal (reason): course no longer being offered
 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)										
Lect.	Lab	SCI	CIP and Fund Code			Admin. Unit	FIC Code			Level		
							0	0	3	6	3	2

b. Change to:

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

Approval recommended by:

Stephen W. Searcy *Stephen W Searcy* 2/29/12
 Department Head or Program Chair (Type Name & Sign) Date

[Signature] 3/21/12
 Chair, College Review Committee Date

[Signature] 3/21/12
 Dean of College Date

[Signature] 6-20-12
 Chair, GC or UCC Date

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

the 1990s, the number of people aged 65 and over in the United States is projected to increase from 20 million to 35 million (U.S. Census Bureau 1996).

As the number of people aged 65 and over increases, the number of people aged 75 and over is also expected to increase. In 1990, there were 10 million people aged 75 and over in the United States. By 2000, the number of people aged 75 and over is projected to increase to 15 million (U.S. Census Bureau 1996).

As the number of people aged 75 and over increases, the number of people aged 85 and over is also expected to increase. In 1990, there were 3 million people aged 85 and over in the United States. By 2000, the number of people aged 85 and over is projected to increase to 5 million (U.S. Census Bureau 1996).

As the number of people aged 85 and over increases, the number of people aged 95 and over is also expected to increase. In 1990, there were 1 million people aged 95 and over in the United States. By 2000, the number of people aged 95 and over is projected to increase to 2 million (U.S. Census Bureau 1996).

As the number of people aged 95 and over increases, the number of people aged 100 and over is also expected to increase. In 1990, there were 200,000 people aged 100 and over in the United States. By 2000, the number of people aged 100 and over is projected to increase to 400,000 (U.S. Census Bureau 1996).

As the number of people aged 100 and over increases, the number of people aged 105 and over is also expected to increase. In 1990, there were 20,000 people aged 105 and over in the United States. By 2000, the number of people aged 105 and over is projected to increase to 40,000 (U.S. Census Bureau 1996).

As the number of people aged 105 and over increases, the number of people aged 110 and over is also expected to increase. In 1990, there were 2,000 people aged 110 and over in the United States. By 2000, the number of people aged 110 and over is projected to increase to 4,000 (U.S. Census Bureau 1996).

As the number of people aged 110 and over increases, the number of people aged 115 and over is also expected to increase. In 1990, there were 200 people aged 115 and over in the United States. By 2000, the number of people aged 115 and over is projected to increase to 400 (U.S. Census Bureau 1996).

As the number of people aged 115 and over increases, the number of people aged 120 and over is also expected to increase. In 1990, there were 20 people aged 120 and over in the United States. By 2000, the number of people aged 120 and over is projected to increase to 40 (U.S. Census Bureau 1996).

As the number of people aged 120 and over increases, the number of people aged 125 and over is also expected to increase. In 1990, there were 2 people aged 125 and over in the United States. By 2000, the number of people aged 125 and over is projected to increase to 4 (U.S. Census Bureau 1996).

As the number of people aged 125 and over increases, the number of people aged 130 and over is also expected to increase. In 1990, there were 0 people aged 130 and over in the United States. By 2000, the number of people aged 130 and over is projected to increase to 0 (U.S. Census Bureau 1996).

As the number of people aged 130 and over increases, the number of people aged 135 and over is also expected to increase. In 1990, there were 0 people aged 135 and over in the United States. By 2000, the number of people aged 135 and over is projected to increase to 0 (U.S. Census Bureau 1996).

As the number of people aged 135 and over increases, the number of people aged 140 and over is also expected to increase. In 1990, there were 0 people aged 140 and over in the United States. By 2000, the number of people aged 140 and over is projected to increase to 0 (U.S. Census Bureau 1996).

COLLEGE OF GEOSCIENCES

Sarah Bednarz
Associate Dean for Academic Affairs



May 1, 2012

MEMORANDUM

TO: Graduate Curriculum Committee

FROM: Dr. Sarah Witham Bednarz
Associate Dean for Academic Affairs

SUBJECT: College of Geosciences Courses to Be Deleted

*Approved Graduate Council
6-20-12
[Signature]
Mark S. Zo
Chair*

S. Bednarz

The College of Geosciences wishes to withdraw the following graduate courses from our course inventory. This request has gone through appropriate department and college-level approval processes.

Thank you for your consideration. Please contact me if you have any questions.

- | | | |
|------|-----|-------------------------------------|
| ATMO | 605 | Atmospheric Phenomena |
| ATMO | 621 | Atmospheric Science |
| ATMO | 638 | Dynamics of Convective Clouds |
| ATMO | 666 | Agricultural Meteorology |
| ATMO | 635 | Atmospheric Thermodynamics |
| GEOG | 641 | Hist. Geography of the World System |
| GEOG | 646 | Periglacial Geomorphology |
| GEOL | 646 | Biogeochemical Cycling |
| GEOL | 667 | Structural Geology II |
| GEOP | 630 | Interactive Seismic Interpretation |

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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. This includes not only sales and purchases but also expenses, income, and any other financial activities. The text suggests that a consistent and thorough record-keeping system is essential for identifying trends, managing cash flow, and providing a clear picture of the company's financial health to stakeholders.

Furthermore, the document highlights the need for transparency and accountability. By maintaining detailed records, management can demonstrate to investors, creditors, and other interested parties that the company's financial reporting is accurate and reliable. This transparency is crucial for building trust and maintaining the company's reputation in the market. The text also notes that accurate records are necessary for compliance with various regulatory requirements and tax laws, helping to avoid penalties and legal issues.

In addition, the document discusses the role of technology in modern record-keeping. It mentions that while traditional paper-based systems were once common, the use of digital accounting software has become increasingly prevalent. These systems offer numerous advantages, such as faster data entry, automatic calculations, and the ability to generate reports and charts in real-time. However, the text also cautions that digital systems must be implemented carefully to ensure data security and accuracy. Regular backups and secure storage are essential to protect the company's financial information from loss or theft.

Overall, the document stresses that record-keeping is a fundamental aspect of sound financial management. It is not just a bureaucratic task but a strategic tool that provides valuable insights into the company's performance and helps in making informed decisions. By adopting best practices and leveraging technology, companies can ensure that their financial records are accurate, complete, and easy to access, ultimately contributing to their long-term success and growth.

COLLEGE OF EDUCATION
AND HUMAN DEVELOPMENT

Office of the Dean



April 24, 2012

MEMORANDUM

TO: Dr. Karen Butler-Purry
Associate Vice President for Graduate Studies

FROM: George B. Cunningham
Associate Dean for Academic Affairs

SUBJECT: GC Agenda Item

Approved GC:
[Signature] 4-20-12

[Signature]

The College of Education and Human Development would like GC to review the attached request for course withdrawal of SPSY 629. The request was approved by the college GIC at its April 20th meeting. Please let me know if you have any questions or concerns.

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College Station, TX 77843-4222

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www.cehd.tamu.edu

To: GIC

From: Dr. Victor Willson
Professor and Head, Educational Psychology

A handwritten signature in blue ink, appearing to read 'Victor Willson'.

Through: Dr. George Cunningham
Associate Dean, College of Education and Human Development

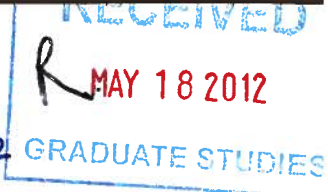
Re: Course Withdrawal for SPSY 629

Date: April 3, 2012

This memo is to request the withdrawal for SPSY 629: Psychosocial Variables in the Education of Minority Children from the Graduate Catalog. This course is no longer a required for School Psychology Students and we have no future plans to teach the course.

COLLEGE OF LIBERAL ARTS

Office of the Dean



May 15, 2012

Approved CC. 6-20-12
PA Hurley

MEMORANDUM

TO: Dr. Mark Zoran, Chair, Graduate Council

FROM: Patricia A. Hurley, Associate Dean of Liberal Arts
and Chair, College of Liberal Arts Graduate Instruction Committee

RE: Additional courses to eliminate from catalog for the College of Liberal Arts

The following course has not been taught in five years and should be removed from the catalog:

MODL 645 Studies in Modern and Classical Literatures

The following courses were all associated with the MA degree in Comparative Literature and Culture. This program was formally canceled through appropriate university approval channels last year. It was on the list of low-producing programs. The courses associated with the program were not canceled at the same time, but should be removed from the catalog.

- COML 603 Introduction to Comparative Literature**
- COML 645 Studies in Comparative Literature and Culture**
- COML 685 Directed Studies**
- COML 689 Special Topics in Comparative Literature and Culture.**
- COML 691 Research**
- COML 697 Methodology of Teaching English and Foreign Language and Literatures.**

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