New Courses
Texas A&M University

**Departmental Request for a New Course**
Undergraduate • Graduate • Professional

- Submit original form and attach a course syllabus.

<table>
<thead>
<tr>
<th>Form Instructions</th>
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<tbody>
<tr>
<td>1. Request submitted by <em>(Department or Program Name):</em></td>
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<tr>
<td>2. Course prefix, number and complete title of course:</td>
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<tr>
<td>3. Catalog course description (not to exceed 50 words):</td>
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<table>
<thead>
<tr>
<th>4. Prerequisite(s):</th>
<th>None</th>
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<tbody>
<tr>
<td>Cross-listed with:</td>
<td>SCSC 635</td>
</tr>
<tr>
<td>Stacked with:</td>
<td>N/A</td>
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| Cross-listed courses require the signature of both department heads. |
|-------------------|------|
| 5. Is this a variable credit course? | ☐ Yes | ☒ No |
| If yes, from _______ to _______ |
| 6. Is this a repeatable course? | ☐ Yes | ☒ No |
| Will this course be repeated within the same semester? | ☐ Yes | ☒ No |
| If yes, this course may be taken _______ times. |

| 7. This course will be: |
|-------------------|------|
| a. required for students enrolled in the following degree program(s) *(e.g., B.A. in history)* |
| b. an elective for students enrolled in the following degree program(s) *(e.g., M.S., Ph.D. in geography)* |
| any master's or doctoral program |

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

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<tr>
<th>9. Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<td>AGEC 639</td>
<td>COMP GLOBAL STD FOOD SYS</td>
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<th>Lect.</th>
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<th>Approval recommended by:</th>
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<tr>
<td>Department Head or Program Chair <em>(Type Name &amp; Sign)</em></td>
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<tr>
<td>Chair, College Review Committee</td>
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<tr>
<td>Department Head or Program Chair <em>(Type Name &amp; Sign)</em></td>
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<tr>
<td>Dean of College</td>
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<tr>
<td>Submitted to Coordinating Board by:</td>
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<tr>
<td>Associate Director, Curricular Services</td>
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</tbody>
</table>

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Agricultural Economics

2. Course prefix, number and complete title of course: AGEC 639 Comparative Global Standards in Food Systems

3. Catalog course description (not to exceed 50 words): Laws, regulations and standards governing the production, distribution, processing, and marketing of food across regions of the world; international standard setting bodies and risk assessment committees; regulatory equivalency and harmonization; product approval procedures; cost/benefits of global standards and trade agreements.

4. Prerequisite(s): None

5. Cross-listed with: SCSC 635

6. Stacked with: N/A

7. Is this a variable credit course? □ Yes □ No If yes, from ________ to ________.

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

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

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

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

   any master's or doctoral program

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CH and Fund Code | Admin. Unit | Acad. Year | EICE Code | Approval recommended by:
---|---|---|---|---|---|---|---|---|---|
AGEC | 639 | COMPGLOBALSTDFOODSYS | 0 | 3 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 5 | 1 | 2 | 0 | 0 | 3 | 6 | 3 | 2 | Chair, College Review Committee | Date
AGEC | 639 | COMPGLOBALSTDFOODSYS | 0 | 3 | 0 | 0 | 3 | 0 | 1 | 0 | 0 | 0 | 5 | 1 | 2 | 0 | 0 | 3 | 6 | 3 | 2 | Dean of College | Date
Submitted to Coordinating Board by:
Associate Director, Curricular Services | Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Comparative Global Standards in Food Systems
AGEC 639/SCSC 635 | Fall 2012
Dr. Victoria Salin (v-salin@tamu.edu)

Instructor:
Dr. Victoria Salin, Associate Professor
Department of Agricultural Economics
Phone: (979) 845-1121
Fax: (979) 845-1389
E-mail: v-salin@tamu.edu

Dr. Tim Herrman, Professor
Department of Soil & Crop Sciences
State Chemist and Director Office of the Texas
State Chemist
Phone: (979) 845-1121
Fax: (979) 845-1389
E-mail: tih@otsc.tamu.edu

Course Description:
Laws, regulations and standards governing the production, distribution, processing, and
marketing of food across regions of the world; international standard setting bodies and risk
assessment committees; regulatory equivalency and harmonization; product approval
procedures; cost/benefits of global standards and trade agreements.

Student Credit Hours: 3

Prerequisites: None

Course Goals:
After completing this course, students will possess a working knowledge of feed and food law,
regulations, and standards in different regions of the world including product approval
procedures. The course is intended to equip the student with breadth of knowledge needed to
make decisions about which standards apply and under which circumstances based on
economic, public health and safety, and quality management factors.

Key Topics:
This course will address the following topics:

- Globalization and Standards Development
- Principles of Standards Development
- Food Laws and Regulations – by Region
  - European Union
  - Canada
  - Latin America
  - Australia
  - Asia
  - Africa
- Impact of Food Law and Regulations on Trade, Food Security, and Food Protection
- Emerging issues
Course Tools:
Blackboard Learning Management System
All course materials and activities will be presented using the Blackboard Learning Management System. You access Blackboard by logging into http://elearning.tamu.edu
Before you access course materials, please perform Vista Browser Check by clicking on the Check Browser button.

Textbooks:
International Standards for Food Safety (2000)
Ensuring Global Food Safety [electronic resource]: exploring global harmonization/edited by Christine Boisrobert et al. (online)

Additional Readings:
Readings will be taken from other reference materials including government publications and standards. Most readings will be available in Blackboard in .pdf format. Other readings will be available online, with a hyperlink provided in Blackboard.

Presentations
Online slide presentations with audio or each module can be accessed from Blackboard. The slides for each presentation will be provided as a .pdf file which can be downloaded and printed. Participants will also receive a packet of materials, which includes course materials on CD, via mail.

Course Activities:
Every week, you will be expected to complete the following:
- View all presentations
- Complete all readings
- Participate in course discussion
- Submit quiz for the week’s readings and presentation

Quizzes: Each week there will be a short quiz on the week’s readings and presentation. All quizzes will be administered through the course management system.

Exams: There will be a midterm and final exam which will be administered through the course management system.

Projects/ Final Paper: Course projects include evaluating a global standard, how the Codex Alimentarius standard is developed (look at the organization and its relationship to the other stakeholders) and writing a white paper.

Discussions: Course discussions will be held on the discussion forum on the course management system. These discussions are good way for you to communicate with other students and the instructor and to share ideas and insights. If you need an immediate answer, please e-mail me directly.
Grading
Your grades will be determined as follows:

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<tr>
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<th>20% of total grade</th>
<th>≥ 90%</th>
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<tr>
<td>Quizzes</td>
<td>40% of total grade</td>
<td>B &lt;90% ≥80%</td>
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<tr>
<td>Exams</td>
<td>40% of total grade</td>
<td>C &lt;80% ≥70%</td>
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<tr>
<td>Projects</td>
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<td>D &lt;70% ≥60%</td>
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<td>F &lt;60%</td>
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Grading Policy
Class assignments, quizzes, and final exam must be completed on the dates set by the instructor on the course website unless prior approval has been granted by the instructor.

Attendance, Homework and Make-up Exam Policy
Due to the participatory nature of this Web-based class, regular log-in to the course Web site is expected. Excused absences are subject to TAMU rules and guidelines please see: http://student-rules.tamu.edu/rule7.htm for details.

Instructor/ Student Communication
Please send all e-mails to the email address: tih@otsc.tamu.edu. I will not be using the Blackboard Mail Tool.

Please post any questions you have about the material to the discussion board so other students can respond to it and/or benefit from the ensuing discussion. I will be reading the discussion board and will reply to messages when necessary.

University Policies
American Disability 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.

Copyright
Course packets and all other materials generated and/or used during this course are copyrighted. Because these materials are copyrighted, you do not have the right to copy the course packets, unless the instructor expressly grants permission.

Academic Integrity Statement
"An Aggie does not lie, cheat, or steal or tolerate those who do." For more information, read the Honor Council Rules and Procedures at http://www.tamu.edu/aggiehonor
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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| 1    | **Unit 1 Globalization and Standards**  
Global Food Chain  
- Trade flows  
- Resource base  
- Population  
Public Health and Safety |
| 2    | Codex Alimentarius and the role of  
- Harmonization  
- Equivalency  
- Transparency |
| 3    | **Unit 2 Principles of Standards Development**  
Legal systems  
- Liability orientation versus regulatory orientation  
- Precautionary principle  
- Science-based standards  
- Litigation-recent history in U.S. food system |
| 4    | 3rd party certification and audit  
- GFSI  
- SQF level 3  
- AIB  
- NSF Cook and Therber |
| 5    | **Unit 3 Food Laws and Regulations – by Region**  
European Union |
| 6    | European Union |
| 7    | Canada, Latin America |
| 8    | Australia |
| 9    | China-Japan |
| 10   | Africa |
| 11   | **Unit 4 Impact of Food Law and Regulations on Trade, Food Security, and Food Protection**  
Trade policy regimes  
- GATT-WTO  
- MFN |
| 12   | Regional customs unions |
| 13   | Regional customs unions |
| 14   | **Unit 5 Emerging Issues**  
Global sourcing of food and feed ingredients |
| 15   | Final Exam |
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Anthropology
   ANTH 608: Skills in Maritime Archaeology

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

3. Catalog course description (not to exceed 50 words):
   Themes and tools of maritime archaeology. Topics covered include remote sensing and mapping as well as interpreting, recording, and storing data used in maritime archaeological surveys.

4. Prerequisite(s):
   Cross-listed with: ____________________________
   Stacked with: ____________________________
   Cross-listed courses require the signature of both department heads.

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

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

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

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

9. Prefix Course # Title (excluding punctuation)
   ANTH 608 SKILLS IN MARITIME ARCH
   
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   Approval recommended by:

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

   Dean of College Date
   Chair, GCC 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 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Skills in Maritime Archaeology

ANTH 6XX (600)
SYLLABUS

SPRING 2016 <<DATE/TIME>>
ANTH 209 (CSFA Conference Room) & Harrington Tower Room XXX

Shelley Wachsmann, Ph.D.
Meadows Professor of Biblical Archaeology
Nautical Archaeology Program, Department of Anthropology, Texas A&M University

Office hours: Wednesdays 3:00-5:00 PM. Generally, I will be in my office (ANTH 121) on most weekday afternoons. Feel free to drop by. If you want to confirm a meeting, I can be reached by telephone (W) 979 847-9257, (M) 979 574-7693 or by e-mail (swachsmann@tamu.edu).

COURSE DESCRIPTION

Students seeking a future in maritime archaeology require a wide knowledge of techniques, tools and methods used in the field. This seminar is intended to introduce students to themes and tools in maritime archaeology. It will acquaint participants with remote sensing and mapping, interpreting, recording, and storing data used in maritime archaeological surveys. Students will study the theory pertaining to these topics and will also have opportunities to practice the required skills in exercises.

COURSE OBJECTIVES

Specifically, this course will familiarize students with the following: A) concepts associated with remote sensing, B) basic methodologies for mapping an archaeological site, C) basic software available to map and record an archaeological site, D) fundamental ethical questions and legislation related to the survey and excavation of submerged cultural resources, E) advanced methods of recording artifacts, F) the most common analysis and sciences associated with the interpretation of a submerged site.

Topics covered in this course include aspects of maritime museum curatorship, maritime cultural resource management and deep-submergence archaeology, as well as relevant technologies pertaining to field work and artifact study such as GIS, remote-sensing technologies, laws pertaining to maritime cultural resources, documentation tools (Faro Arm and X-ray fluorescence [XRF]) and methods. During Spring Break (<<DATES>>) there will be a remote-sensing field trip.

Some meetings will include practical training in handling equipment and recording archaeological sites, learning specific computer software, and developing a clear vision of the problems associated with underwater survey and excavation. Students will be required at the end of the course to submit a seminar paper and an essay.

During the course students will have the opportunity to interact directly with leaders in the various themes that compose the field of maritime archaeology as well as with experts in the technologies that makes this research possible. Some of these meetings will be
carried out via Texas A&M University's videoconferencing facilities, others will be presentations by visiting professionals. Approval of the instructor is a prerequisite for participation in this course.

PREREQUISITE
Graduate classification; approval of the instructor.

SYSTEM OF GRADING
Grades in this course will be based on your class participation (20 percent), on a seminar paper (50 percent) and an essay (30 percent). Students will be expected to give presentations in classes on select topics within the overall subject under discussion. In those classes in which we will be having presentations by external experts I will expect you to have read the references and to display a clear knowledge of the subject matter. Letter grades assigned will follow the standard TAMU scale: 100-90 = A, 89-80 = B, 79-70 = C, 69-60 = D, 59 and below = F.

PAPERS
Eighty percent of your grade will be based on your two papers:

The research seminar paper.—This paper, about 5,000 words/20 double-spaced pages, allows you to demonstrate your proficiency in one of the aspects of the course. The choice of a topic for your paper is yours and I am open to any and all reasonable proposals as long as they fit within the limits of the seminar: I recommend finding a topic in which you wish to develop an expertise or that you find particularly interesting. The paper should be carefully researched, using primarily original sources and focused on a well-defined topic. Use American Journal of Archaeology (AJA) reference style: download a copy of the style instructions here (http://www.ajaonline.org/submissions). Whatever your choice, you must use Endnote for references. This program is free (https://software.tamu.edu/Default.aspx) from the Texas A&M University software store. See the tutorial that covers the basics of Endnote (http://endnote.com/training/tutorials/EndNote_Basics/EndNote%20Basics.htm). Tutorials are also available on YouTube (http://www.youtube.com/endnotetraining). The AJA Endnote style is available on the endnote website (http://www.endnote.com/support/Endstyles.asp). Include a copy of your Endnote library on a CD with your seminar paper. Also list at least five keywords in each Endnote reference. With the exception of books, almost all the readings required for this course are available online at the Electronic Course Reserves and/or at specified URLs (see below). I encourage you to meet with me regularly outside of class hours to ensure that you are keeping up with the material and are on schedule to complete your course requirements.

The essay.—This paper, about 2,000 words/4 double-spaced pages, should be a thoughtful discussion of any aspect related to maritime archaeology. Essay topics may include, but are not limited to, for example, the significance of a particular shipwreck, aspects of maritime museum conservancy, technological issues, etc.

Note that your seminar paper and proposal cannot deal with the same topic
**Topic selection and abstract.**—As topic selection can be a difficult process, and lead to procrastination, I encourage you to look over the material that we will cover and select a topic early in the semester. Please drop by to discuss your topic ideas with me. To help you in selecting topics so that you will have time to work on them I require that you submit to me 250-word abstracts together with a preliminary bibliography for both the seminar paper and the essay (two abstracts) no later than our third meeting (<<DATE>>). Remember, deadlines are our friends. Note that these abstracts should be statements of intent that describe the topics and explain why they are important.

**Due date.**—Seminar papers and essays are due in my mailbox no later than 5 PM on the last day of class, (<<DATE>>). Late submissions will automatically be docked a letter grade. (If both papers are late, only one letter grade will be docked.) Given human nature, I highly recommend that you aim to submit your seminar paper and proposal a week or two earlier.

**Notification of final grades.**—At the conclusion of the semester each student will receive a letter with the student’s final grade and an evaluation of class work. No grades will be posted.

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**ACADEMIC INTEGRITY**

*An Aggie does not lie, cheat or steal, or tolerate those who do.* For more information regarding academic integrity, please visit the Honor Council Rules and Procedures on the web: http://aggiehonors.tamu.edu).

**THE 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 the Office of Support Services for Students with Disabilities in Room 126 of the Koldus Services Building, or call 845-1637.

**STATEMENT ON DIVERSITY**
Respect for cultural and human biological diversity is a core concept of Anthropology. In this course, each voice in the classroom has something of value to contribute to class discussion. Please respect the different experiences, beliefs and values expressed by your fellow students and instructor, and refrain from derogatory comments about other individuals, cultures, groups, or viewpoints. The Anthropology Department supports the Texas A&M University commitment to Diversity, and welcomes individuals of all ages, backgrounds, citizenships, disabilities, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences (See http://diversity.tamu.edu/).
SCHEDULE SPRING 2016

Week 1: Introduction

Week 2: Geographic Information Systems (GIS). Part I

Week 3: Geographic Information Systems (GIS). Part II

Week 4: Recording Artifacts. Applied Exercises with the FARO Arm

Week 5: Characterizing Artifacts. Introduction to X-Ray Fluorescence (XRF)

Week 6: Introduction to Underwater Remote Sensing

Week 7: Sidescan Sonar and Hypack software

Week 8: The Magnetometer

Week 9 (Spring Break): Remote-Sensing Field Trip

Week 10: Introduction to Deep Submergence Archaeology

Week 11: Laws Pertaining to Submerged Cultural Resources

Week 12: So You Want to Be a State Maritime Archaeologist

Week 13: Maritime Cultural Resource Management in the Oil Industry

Week 14: Curating a Maritime Museum

Week 15: Reports on Seminar Papers & Essays
READINGS

There is no specific textbook for this course: in the place of a textbook, we will use the following materials:

**Week 1: Introduction**

*On writing*


**Weeks 2-3: Geographic Information Systems (GIS). Parts I-II**

*General*

Getting Started with GIS
http://training.esri.com/gateway/index.cfm?fa=catalog.webCourseDetail&courseid=2500

The Geospatial Revolution
http://geospatialrevolution.psu.edu/trailer.php

ORBIS, the Stanford Geospatial Network Model of the Roman World
http://orbis.stanford.edu/

*GIS in Marine Archaeology*


The Titanic
http://storymaps.esri.com/stories/titanic/
http://edcommunity.esri.com/resources/arclessons/lessons/e/exploring_the_titanic_with_gis

**Week 4: Recording Artifacts. Applied Exercises with the FARO Arm**

*FARO ARM Users Manual.*

**Week 5: Characterizing Artifacts. Introduction to X-Ray Fluorescence (XRF)**

*XRF Users Manual.*

**Week 6: Introduction to Underwater Remote Sensing**


**Week 7: Sidescan Sonar and HyPack Software**

*Hypack Users Manual.*

**Week 8: The Magnetometer**


WEEK 9 (SPRING BREAK): REMOTE SENSING FIELD TRIP

WEEK 10: INTRODUCTION TO DEEP SUBMERGENCE ARCHAEOLOGY


WEEK 11: LAWS PERTAINING TO SUBMERGED CULTURAL RESOURCES


WEEK 12: SO YOU WANT TO BE A STATE MARITIME ARCHAEOLOGIST...


Little, B. and P. Shackel. eds. 2007. Archaeology as a Tool of Civic Engagement. Lanham, MD: AltaMira.


**WEEK 13: MARITIME CULTURAL RESOURCE MANAGEMENT IN THE OIL INDUSTRY**


**WEEK 14: CURATING A MARITIME MUSEUM**


**Week 15: Reports on Seminar Papers & Essays**
1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN 612 Tools for Highway Materials and Pavement Design

3. Catalog course description (not to exceed 50 words):
Theory and practice in pavement design; pavement performance; structural design of pavement layers; types of materials used in pavement layers; characterization of pavement layer materials; concepts of pavement management; hands-on application of pavement design computational tools.

4. Prerequisite(s):

Cross-listed with: 

Stacked with: CVEN 418

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

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

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

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

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

M.S., M.E., and Ph.D. in civil engineering

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

9. Prefix Course # Title (excluding punctuation):

<table>
<thead>
<tr>
<th>CVEN</th>
<th>612</th>
<th>TOOLS FOR PAVEMENT DESIGN</th>
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Approval recommended by: [Signature] 1 Nov 2013

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

Dean of College Date

Submitted to Coordinating Board by: [Signature] 12-12-13

Chair, GC or UCC Date

Associate Director, Curricular Services Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 5/10
Highway Materials and Pavement Design
/Tools for Highway Materials and Pavement Design

CVEN 418/612 (3 credit)
Every Spring Semester
Lecture 3 hrs /week

TEXAS A&M UNIVERSITY

YOUR INSTRUCTOR
Dr. Philip Park
Office: CE/TTI 503G Phone: (979) 847-5690
E-mail: ppark@civil.tamu.edu (Use [CVEN 418] in your subject line)
Office Hours: TR 11:00 am – 12:00 pm, or by appointment

COURSE DESCRIPTION

This course addresses the theory and practice in pavement design, pavement performance, structural design of pavement layers, types of materials used in pavement layers, characterization of pavement layer materials. Concepts of pavement management will be introduced. Pavement design computational tools will be introduced and applied.

This course focuses on pavement design procedures currently available to practicing engineers, the concepts on which these procedures are based, and the factors that affect pavement performance. While the concepts will be applicable to airport and industrial facilities pavements, the discussions will be limited to roadway pavement design.

Students are expected to attend and participate in all lectures and discussions. The information discussed in class is critical for tests and assignments. Past experience has indicated that failure to attend class will result in a poor understanding of the topics covered, difficulty in completing assignments, and ultimately poor grades.

EXTRA WORK FOR CVEN 612: Students taking CVEN612 will be required to perform extra work (beyond the requirements of CVEN418). This extra work includes advanced application and sensitivity analysis of the Mechanistic-Empirical Pavement Design Guide (MEPDG) software. Additional information about this work will be provided during the semester.

COURSE LEARNING OBJECTIVES

Students will be able to:
1. Recognize the differences and similarities between empirical and mechanistic-empirical pavement design procedures
2. Identify and describe key performance indicators for pavements
3. Identify and describe primary factors that affect pavement performance
4. Determine appropriate values for climate, reliability, traffic, soil, and material design inputs
5. Design flexible and rigid pavements for roadways using common procedures and computational tools
6. Develop and evaluate alternative pavement designs for any given roadway project

PREREQUISITES
CVEN418: CVEN 307 and 342.
CVEN612: Classification of graduate student in civil engineering or approval of the instructor.
**Course Overview**

- **Design Considerations**
- **Performance Indicators**
  - Traffic Inputs by AASHTO 1993
  - Traffic Inputs by MEPDG
- **Materials**
  - Subgrade & Unbound Materials
  - Rigid Pavement: PCC Materials
  - Flexible Pavement: HMA Materials
- **Design Procedures**
  - Flexible Pavement Design by AASHTO 1993
  - Rigid Pavement Design by AASHTO 1993
  - Flexible Pavement Design by MEPDG
  - Rigid Pavement Design by MEPDG
- **Additional Topics**
  - Pavement Design Reliability
  - Tire Noise
  - Pavement Surface Friction

---

**Grading Policy**

**Exams (60%)** There will be one mid-term exam and one final comprehensive exam. Mid-term exams will be held during one of the classes.

**Project (20%)** 5% for interim presentation and 15% for final report.

**Homework (15%)** Assignments are due at the beginning of class. Late submissions for homework without proper excuse will be penalized 20%. No homework will be accepted after the assignment has been graded and returned to other students. Be neat and show your work to justify your answers.

**Evaluation (5%)** The improvement, attendance, and efforts you put into meeting the course objectives will be evaluated by the instructor.

---

**Grading Scale**

- A ≥ 90
- 90 > B ≥ 80
- 80 > C ≥ 70
- 70 > D ≥ 60
- 60 > F

**Course Materials**

No text currently available is completely adequate for this course. Extracts from several sources will be used and provided to students. These sources include:

- Washington State Department of Transportation (WSDOT) Pavement Guide.
- Texas Department of Transportation (TxDOT) Pavement Design Guide

Unless otherwise notified, eCampus ([http://ecampus.tamu.edu/](http://ecampus.tamu.edu/)) will be used to communicate with students and post class materials (lectures, homework assignment, project requirements, etc.).
ABSENCES

Some absences may be excused by reasons provided in Section 7 Attendance of the Student Rules (http://student-rules.tamu.edu/), but this does not relieve the student of the responsibility for understanding the material and completing assigned work. Communication with the instructor by email about any planned laboratory session conflict or excused absence will facilitate the development of available options for making up the missed activity. Unexcused absences in laboratory sessions will result in a zero being assigned for the corresponding activity.

### Course Calendar (Subject to Change)

<table>
<thead>
<tr>
<th>Date</th>
<th>Lecture Topic</th>
<th>HW</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO CLASS&lt;br&gt;Course introduction, overview of pavement types, and overview of pavement design methods</td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Pavement Performance Indicators: Distress Types, Surface Roughness, Skid Resistance, and Noise&lt;br&gt;Traffic Inputs to AASHTO 1993 Procedure</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Traffic Inputs to MEPDG&lt;br&gt;Review of Traffic Inputs and Analysis for Pavement Design</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Characterization of Subgrade and Unbound Materials&lt;br&gt;Discussion of Class Project</td>
<td>HW 1 Due</td>
</tr>
<tr>
<td>Week 5</td>
<td>Characterization of Portland Cement Concrete (PCC) Materials</td>
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<tr>
<td>Week 6</td>
<td>Characterization of Hot Mix Asphalt (HMA) Materials</td>
<td></td>
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<tr>
<td>Week 7</td>
<td>Pavement Design using AASHTO 1993 Procedure</td>
<td>HW 2 Due</td>
</tr>
<tr>
<td>Week 8</td>
<td>Review for midterm exam (time permits)&lt;br&gt;Midterm Exam</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>SPRING BREAK</td>
<td></td>
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<tr>
<td>Week 10</td>
<td>Discuss Solutions to Midterm Exam&lt;br&gt;One-on-One Meetings with Project Teams</td>
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<tr>
<td>Week 11</td>
<td>Project Interim Presentations</td>
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<tr>
<td>Week 12</td>
<td>Flexible Pavement Design using MEPDG</td>
<td></td>
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<tr>
<td>Week 13</td>
<td>Jointed Rigid Pavement Design using MEPDG&lt;br&gt;Joint Design for Rigid Pavement</td>
<td>HW 3 Due</td>
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<tr>
<td>Week 14</td>
<td>Continuously Reinforced Concrete Pavement Design using MEPDG&lt;br&gt;Pavement Design Reliability</td>
<td></td>
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<tr>
<td>Week 15</td>
<td>Pavement-Tire Noise&lt;br&gt;Pavement Surface Friction (Skid Resistance)&lt;br&gt;-418 &amp; 612 students: Submit Group Project Final Report (paper and electronic copies)&lt;br&gt;-612 students: Submit individual term paper (paper and electronic copies)</td>
<td>HW 4 Due</td>
</tr>
<tr>
<td>Week 16</td>
<td>NO CLASS (Redefined Day)</td>
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**NOTES:** 1) This schedule is tentative and may change during the semester. Revised schedule of topics and assignments will be posted on eLearning. 2) HW assignments are fairly comprehensive and somewhat long; make sure to start working on them as soon as possible.

**MIDTERM EXAM:** TBD, 9:35-10:50 am  **FINAL EXAM:** As scheduled by University
ABET Outcomes Addressed

The following established ABET outcomes are addressed in this course:

a. Ability to apply knowledge of mathematics through differential equations, science (including physics, chemistry, and one additional area of science), and engineering
b. Ability to design a civil engineering system, component, or process to meet desired needs while incorporating engineering standards and realistic constraints such as those based on economic, environmental, sustainability, constructability, ethical, health and safety, social, and political issues in more than one civil engineering context
c. Ability to identify, formulate and solve civil engineering problems
d. Ability to communicate effectively in oral and written forms
e. Ability to use modern tools, techniques, and computation methods necessary for civil engineering practice

Official Notices

Americans with Disabilities Act (ADA) Policy Statement

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

Academic Integrity Statement

“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/

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

The handouts used in this course are copyrighted. By “handouts,” I mean all materials generated for this class, which include but at not limited to syllabi, notes, quizzes, exams, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts unless I expressly grant permission.

Cheating on quizzes and exams will not be tolerated. Cheating will be reported and handled in accordance with the Aggie Honor System Process. Some or all examinations will be closed book; “looking at another student’s examination or using external aids (for example, books, notes, calculators, conversation with others, or electronic devices)” during these examinations is a violation of Texas A&M Aggie Honor Code. Cheating, unless specifically allowed in advance by the instructor.

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus. *

1. Request submitted by (Department or Program Name):
   Department of Electrical and Computer Engineering

2. Course prefix, number and complete title of course:
   ECEN 764 Medical Imaging

3. Catalog course description (not to exceed 50 words):
   Physics and signals in medical imaging systems; focus on magnetic resonance imaging, x-ray computer
   tomography, ultrasonography, nuclear medicine imaging, and optical imaging; includes system architecture, source
   generation, energy-tissue interaction, image formation and clinical examples.

4. Prerequisite(s):
   ECEN 314 or equivalents, or approval by the instructor.
   Cross-listed with:
   ECEN 410
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      None
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.S., Ph.D. in Electrical Engineering; Biomedical Engineering; Medical Physics; Nuclear Engineering

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

9. Prefix | Course # | Title (excluding punctuation)
   ECEN | 700 | MEDICAL IMAGING

<table>
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<th>Lab</th>
<th>S.H.</th>
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<th>Admin. Unit</th>
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Approval recommended by:
C. Singh
Department Head or Program Chair (Type Name & Sign)

Chair, College Review Committee

Department Head or Program Chair (Type Name & Sign) (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 – 3/10
ELEN 764
Medical Imaging

Overview:
This course covers major medical imaging systems, with a focus on magnetic resonance imaging (MRI), x-ray computer tomography (CT), ultrasound imaging (US), optical imaging and nuclear medicine imaging. The students will learn the imaging system architectures, how external energy sources are injected as stimuli, how signals carrying biological information are generated, and how images are formed subsequently. The engineering principles and basic physics of the various imaging modalities will be described, with plenty of examples. Advantages/disadvantages of various imaging modalities will also be discussed in the context of clinical applications. Graduate students will have opportunities to study a few additional, selected topics on cutting-edge systems, algorithms, and applications under the guidance. They will also perform additional mini-projects to gain in-depth knowledge of signal formation and processing in US, MRI and CT.

After this course, you are expected to be able to:
1. Describe the system and instrumentation of MRI, CT, UltraSound, SPECT/PET, and optical imaging devices.
2. Explain the physical principles of, and the signal processing in, each modality.
3. Know how to process the data, reconstruct images, and extract information in each modality.
4. Understand the characteristics of each imaging modality and major applications of each imaging modality.
5. (For graduate students), know the current trends and emerging technologies in medical imaging
6. (For graduate students), know how to interpret and process the US, MRI and CT signals from the scanners.

Instructor: Jim Ji, WEB 309E, (979) 458-1468 E-mail: jimji@tamu.edu
Teaching Assistant: TBD

Office Hours:
TA: TBD
Instructor: TBD
Stop by any time when I am in the WEB office. Some days I work in the Magnetic Resonance Systems Lab (http://mri.tamu.edu) at USB 109 or west campus. Email me or see me after class to make an appointment.

Lectures: TBD
Computer and Imaging Labs: TBD
MRI and Ultrasound lab tour: TBD

URL:
http://bi.tamu.edu
Grades will be posted on http://ecampus.tamu.edu. Use you neo id and passwd to get access.

Prerequisite:
ECEN 314 or ECEN 444 (or equivalents), or approval by the instructor.

Text:
Prince & Links, Medical Imaging: Signals and Systems, Prentice Hall
Classnote package (lecture slides) can be purchased from Texas Aggieland Bookstore on South Texas Avenue (next door to Copy Corner), or at the MSC Bookstore in the MSC for about $13.70 (tax included). Classnote will be needed for this class.

References:
- Shung, K.Kirk Ed. Principles of Medical Imaging
- Cho, Jones, and Singh, Foundations of Medical Imaging, Wiley & Sons
- Guy and Ffytche, An Introduction to the Principles of Medical Imaging, Imperial College Press
  (Online book that you can download from TAMU Library: To access the online e-book, you must be on campus network, either physically or through a VPN connection. You can setup VPN on Windows computer by going to “add a new network connection”, or simply logging into http://connect.tamu.edu. You can also add VPN to iPad). The book can be located on website http://library.tamu.edu by searching “Introduction to the Principles of Medical Imaging Guy”.

Text and References are reserved at Evans Library under ECEN 410

Groups:
You will form groups of 3-4 members each. Each group will have class discussion & quiz together.

Grading:
The final grade will be determined from the weightings

<table>
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<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exams + Quiz</td>
<td>40 %</td>
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<tr>
<td>HWs, Matlab project, and Final Projects</td>
<td>40 %</td>
</tr>
<tr>
<td>Computer labs</td>
<td>20 %</td>
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</table>

Guaranteed: 90-100 A, 80-89 B, 70-79 C, 60-69 D, Below 60 F.

Homework and Projects:
The hw will be assigned approximately each Tuesday, which will typically be due on the next Tuesday and must be handed in at the beginning of the class. NO LATE HW will be accepted except those covered under the University Policies on Excused Absences. Grades will be posted on E-campus.
You will have an opportunity to work on a short project on medical imaging and present it to the class (final project).
Graduate students will also be given additional reading assignments and mini-projects on MRI, US and CT. Mini-project scores will be incorporated in second item in the above formula.

Test:
There will be two closed book exams. You are allowed to bring a two-sided 8.5 by 11-inch handwritten note to the first test and one additional note (totally two) to the final exam.

Midterm 1: Thursday, October 3, 5:30-7:00pm
Midterm 2: Thursday, November 14, 5:30-7:00pm

Topics:

- Overview of medical imaging technologies and applications (1)
- Review of some basic math and physics (2)
- Principle of tomographic imaging (3)
- X-ray Computer Tomography (CT) (6)
  a. CT imaging systems
  b. Mechanisms of absorption and scattering of x-rays in biological samples
  c. Backprojection reconstruction and iterative algebraic reconstruction
  d. Clinical applications
  e. Emerging CT technologies
  f. VetMed lab tour
  g. Computer labs
- Magnetic Resonance Imaging (9)
  a. MRI systems & Applications
  b. Classical vector model of nuclear spin system
  c. Radio frequency excitation
  d. Free induction decay and echo
  e. Fourier imaging
  f. Contrast mechanism
  g. Lab tours
  h. Computer labs
- Ultrasound Imaging (5)
  a. Instrumentations and systems
  b. Generation and propagation of acoustic waves
  c. Scattering, absorption and attenuation of ultrasound in biological samples
  d. Linear array and beam forming
  e. A-mode, B-mode and real time imaging
  f. Clinical applications
  g. Computer labs
- Nuclear Imaging (4)
  a. Positron emission tomography (PET) and single photon emission computer tomography (SPECT) systems
  b. Radioactivity
  c. Tissue attenuation
  d. Biological activity and biodistribution of radio nuclides
  e. Applications
- Optical Imaging (notes) (4)
  a. Optical imaging systems and principles: confocal microscope, optical coherent tomography
  b. Property of lights (coherence and diffraction)
  c. Spectrum window of light in biological samples
d. Optical sources, detectors and modulators
e. Applications
   • Evaluation of quality: resolution, SNR, contrast and speed (2)
   • Literature review project presentation (2)
   • Course review (2)

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

Students Needing Support Services:
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 in Cain Hall, Rm. B118, or call 845-1637.

Classroom Behavior: Please be courtesy to your classmates and instructor. Setting your cellphone
and beeper to mute mode is required in class.

Online Advising
Current students should also visit the advising course on eLearning to find out about
scholarship, internship and research opportunities.

Login through: http://elearning.tamu.edu/ and navigate to:
   Advising for Electrical Engineering Majors or
   Advising for Computer Engineering Majors (EE – Track)
Texas A&M University

Departmental Request for a New Course
Undergraduate  ·  Graduate  ·  Professional

· Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: ECON 675: Capstone for Financial Economics/Financial Econometrics

3. Catalog course description (not to exceed 50 words):
   Students integrate the knowledge they have gathered in their coursework, including micro- and macro-economics, financial economics, econometrics, forecasting, and other analytical tools; culminates in the production of a major group research paper, utilizing professional literature, both printed and electronic, and published data.

4. Prerequisite(s): Graduate level; 2nd year master's student enrolled in the master's program in the department of economics.

Cross-listed with:  

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

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

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

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

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

9. Prefix  Course #  Title (excluding punctuation)
   ECON  675  CAPSTONE  FIN ECON / ECON

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<th>Acad. Year</th>
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Approval recommended by:

Timothy J. Greenberg
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 UOE  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 – 3/10
MASTER OF SCIENCE IN ECONOMICS
WITH A CONCENTRATION IN FINANCIAL ECONOMICS OR ECONOMETRICS

Capstone for Financial Economics and Econometrics
ECON 675
Class time: TBA
Location: ALLN 1002

Instructors:

Dr. Li Gan, Professor
Department of Economics
3035 Allen Building, TAMU 4228
Office: Allen 3086.
Phone: 862-1667
Office Hours: by appointment only
Email: gan@econ.tamu.edu

Course Description and Prerequisites

This class is restricted to graduate level; 2nd year master’s students enrolled in the master's program in the Department of Economics.

The course provides students the opportunity to work with the instructors in an examination of their earlier course work in both concentrations, financial economics and financial econometrics. As a capstone class, students will integrate the knowledge they have gathered in their coursework, including micro- and macro-economics, financial economics, econometrics, forecasting, and other analytical tools. This work will culminate in the production of a major group research paper, utilizing professional literature, both printed and electronic, and published data.

Students in this class will be organized into groups of from 1 to 6 individuals to work on an approved research project. The optimal group size is 4-5 students. Although all students in a group are expected to work together on each project, every student must make their own contribution, and author a section of the final paper. At the end of the class, every student will make a presentation on his/her own work. Students are required to register their groups with Dr. Doug Eckel, Program Coordinator by [date TBA].

Student Learning Objectives

Students are expected to use many of the techniques and knowledge acquired through their coursework in the program in the capstone project. Upon completion of this course, the student will be able to:

1. Identify and clearly describe a research project’s objectives.
2. Identify the relevant & valid information/data sources to support an in-depth economic study.
3. Analyze the data and all background material effectively, using the skills and tools studied during program coursework, and generate valid report findings.
4. Organize a convincing summary description of study findings and/or conclusions.
5. Prepare professional written reports and presentations describing report findings, with well-designed visual aids and confident personal presentation skills, and
6. Exhibit excellent teamwork skills through the appropriate delegation and fulfillment of responsibilities, and the support of team morale and cohesiveness.

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<tr>
<th>Date</th>
<th>Work Item</th>
<th>Percent of Course Grade</th>
<th>Description</th>
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<tr>
<td>Early Summer</td>
<td>Select topics, finalize groups, and file degree plans</td>
<td></td>
<td>Register a group, propose a topic, have it approved by the instructor no later than TBA.</td>
</tr>
<tr>
<td>First day of class</td>
<td>Two page proposal</td>
<td>10%</td>
<td>A description of the project and your own individual contribution to the project, related literature, and the sources of the data.</td>
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<tr>
<td>First Week of Class</td>
<td>Group meeting with Instructors</td>
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<td>All students meet as a group to discuss their projects with the instructor.</td>
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<tr>
<td>Fifth Monday of Class</td>
<td>Mid-term report</td>
<td>10%</td>
<td>In addition to an updated description of the project and the literature, includes a review of the available data, the model or analysis that will be used, and the hypotheses or conjectures to be tested.</td>
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<tr>
<td>Following Week</td>
<td>Group meeting with Instructors</td>
<td></td>
<td>All students meet as a group to discuss their mid-term reports with the instructor.</td>
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<tr>
<td>Mid-November</td>
<td>Final Presentations</td>
<td>40%</td>
<td>All students are expected to participate in presenting their final paper.</td>
</tr>
<tr>
<td>Later in November</td>
<td>Final Paper</td>
<td>40%</td>
<td>See Description and Format below.</td>
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**Final Grade Scale:** 90% - 100% – A, 80% - 89% – B, 70% - 79% – C, below 70% – F.

**Description of Final Product:** Please refer to the grading rubric on the last two pages of the syllabus for a clear understanding of what we expect for the content of the report, your communication skills and your ability to work on a team.

**Report Length and Format:** Not less than 12 pages, NOT including the cover sheet. The cover sheet should include the title of the paper, the names of all of the students in the group, and the section(s) of the report for which they were primarily responsible. The paper MUST have margins that do not exceed one inch on all sides. The font size should not exceed 12 point and pages should be double-spaced. We will return as unacceptable any paper with spelling or grammatical errors, or that does not meet these formatting standards.

There is no final exam in this class; however, the final grade for the course will be based on the material and work you do on your capstone report.

**Suggested Research Topics**

**The exchange rate determination between US$ and China CNY**


**The effect of the TARP program on the US financial system**

Evidence of non-rational behavior in China’s and US stock market
Journal of Banking and Finance, January 2009
(a special issue about China's banking and financial market)

A comparative study of housing markets in the US and China
Deng, Yongheng, Randall Morch, Jing Wu, and Bernard Yeung." Monetary and Fiscal Stimuli, Ownership Structure, and China's Housing Market" NBER Working Paper #16871

China banking reform
Journal of Banking and Finance, January 2009
(a special issue about China's banking and financial market)

China and US corporate cash saving

US and China household saving behavior

Purchasing-power-parity driven exchange rate and the Big-Mac-Index

Thick-tailed daily equity returns and price limits in China

Risk aversion and private information in insurance markets
Maritime studies on Chinese ports (work with Professor Grace Wang at Texas A&M University, Galveston)

Course Policies and Instructor Expectations

- We expect you to have read the syllabus before you begin developing your group project.
- We always expect you to check your university email regularly and promptly read all messages from the department or the course instructors.
- If you experience any problems doing this assignment, or if you have any issues that might impact your completion of the requirements for this course, please contact the instructors immediately.

Academic Honesty

The Aggie Honor Code is: "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: www.tamu.edu/aggiehonor/

ADA 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, in Cain Hall or call 845-1637.
<table>
<thead>
<tr>
<th>Component</th>
<th>Sophisticated (10 points)</th>
<th>Competent (8 points)</th>
<th>Not yet Competent (6 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research &amp; Report Design</strong></td>
<td>All important major and minor questions in the research are identified and clearly described.</td>
<td>All major questions are identified but one or two considerations are missing or poorly outlined.</td>
<td>Major study questions are not identified, and those identified are either unimportant or not clear.</td>
</tr>
<tr>
<td>Identifies and clearly describes project objectives</td>
<td>All relevant information/data is obtained and all data sources are valid.</td>
<td>Sufficient information is obtained and most sources are valid.</td>
<td>Insufficient information is obtained and/or sources lack validity.</td>
</tr>
<tr>
<td>Identifies relevant &amp; valid information/data sources to support study.</td>
<td>The report analysis and the use of all tools is appropriate and correct and conclusions flow directly from the research.</td>
<td>Appropriate analyses and tools are selected but analyses include some errors</td>
<td>Inappropriate analyses are selected and/or major procedural and conceptual errors are made.</td>
</tr>
<tr>
<td>Shows competence in selecting and utilizing analytical tools</td>
<td>The report summary links analysis back to problem identification, and answers the major and minor questions identified.</td>
<td>The report summary is mostly reasonable; further analysis of some of the data or findings might impact the conclusions. Only brief reference to report introduction.</td>
<td>Limited conclusions are offered or obvious findings ignored or incompletely analyzed. Summary does not reference the introductory problem statement.</td>
</tr>
<tr>
<td>Generates and reports valid conclusions and/or findings</td>
<td>Report is well organized and clearly written. The underlying logic is clearly articulated and easy to follow. Words are chosen that precisely express the intended meaning and support reader comprehension. Diagrams or analyses enhance and clarify presentation of ideas. Sentences are grammatical and free from spelling errors.</td>
<td>Report is organized and clearly written for the most part. In some areas the logic or flow of ideas is difficult to follow. Words are well chosen with some minor exceptions. Diagrams are consistent with the text. Sentences are mostly grammatical and only a few spelling errors are present but they do not hinder the reader.</td>
<td>Report lacks an overall organization. Reader has to make considerable effort to understand the underlying logic and flow of ideas. Diagrams are absent or inconsistent with the text. Grammatical and spelling errors remain in the text.</td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Slides are error-free and logically present the main components of the process and recommendations. Material is readable and the graphics highlight and support the main ideas.</td>
<td>Slides are error-free and logically present the main components of the process and recommendations. Material is mostly readable and graphics reiterate the main ideas.</td>
<td>Slides contain errors and lack a logical progression. Major aspects of the analysis or recommendations are absent. Diagrams or graphics are absent or confuse the audience.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Oral Presentation</td>
<td>Speakers are audible and fluent on their topic, and do not rely on notes to present or respond. Speakers respond accurately and appropriately to audience questions and comments.</td>
<td>Speakers are mostly audible and fluent on their topic, and require minimal referral to notes. Speakers respond to most questions accurately and appropriately.</td>
<td>Speakers are often inaudible or hesitant, often speaking in incomplete sentences. Speakers rely heavily on notes. Speakers have difficulty responding clearly and accurately to audience questions.</td>
</tr>
<tr>
<td>--------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Body Language</td>
<td>Body language, as indicated by appropriate and meaningful gestures, eye contact with audience, and confident movements, demonstrates a high level of comfort and connection with the audience.</td>
<td>Body language, as indicated by a slight tendency to repetitive and distracting gestures (e.g., tapping a pen, wringing hands, waving arms, clenching fists, etc.) and breaking eye contact with audience, demonstrates a slight discomfort with the audience.</td>
<td>Body language, as indicated by frequent, repetitive and distracting gestures, little or no audience eye-contact, and/or stiff posture and movement, indicate a high degree of discomfort interacting with audience.</td>
</tr>
<tr>
<td>Team Work</td>
<td>(Based on peer evaluation, observations of group meetings and presentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delegation and fulfillment of Responsibilities</td>
<td>Responsibilities delegated fairly. Each member contributes in a valuable way to the project. All members always attended meetings and met deadlines for deliverables.</td>
<td>Some minor inequities in the delegation of responsibilities. Some members contribute more heavily than others but all members meet their responsibilities. Members regularly attend meetings with few absences, and deadlines for deliverables were met.</td>
<td>Major inequities in delegation of responsibilities. Group has obvious freeloaders who fail to meet their responsibilities or members who dominate and prevent others from contributing. Members would often miss meetings, and/or deadlines were often missed.</td>
</tr>
<tr>
<td>Team morale and cohesiveness</td>
<td>Team worked well together to achieve objectives. Members enjoyed interacting with each other and learned from each other. All data sources indicated a high level of mutual respect and collaboration.</td>
<td>Team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.</td>
<td>Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.</td>
</tr>
</tbody>
</table>

**Report Sections Required Outline:** Background - *Problem Statement*, Literature Review (with all in text citations), Model, Hypotheses, Description of Data - Summary Statistics, Scatter Plots, stationarity and cointegration (Engle and Granger, 1987) and other relevant specification tests, Results - models across top, variables down the side of the tables, Conclusions (include: *Economic Intuition*), and Works Cited (see citation formats next slice).

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

Form Instructions

1. Request submitted by (Department or Program Name): Hispanic Studies

2. Course prefix, number and complete title of course: HISP 668 Modern Latin American Poetry from 1850-2010

3. Catalog course description (not to exceed 50 words): Study of poetry written in Latin America between 1850 and 2010 with particular emphasis on "poesia gauchesca", Romanticism, Modernism and avant-garde, along with neobaroque, barroccó, language poetry, and cyber- and textual poetry.

4. Prerequisite(s): Graduate classification

Cross-listed with: Stacked with:

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

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

6. Is this a repeatable course? Yes □ No ☒ If yes, this course may be taken _____ times.

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

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

   NA

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

   Ph.D. in Hispanic Studies

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

9. Prefix Course # Title (excluding punctuation):

<table>
<thead>
<tr>
<th>Prefix</th>
<th>HISP</th>
<th>668</th>
<th>MODERN</th>
<th>LATIN</th>
<th>AMER</th>
<th>POETRY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>

Approval recommended by:

Maria Irene Moya □ Type Name & Sign 11/9/13
Department Head or Program Chair

Patricia A. Hurley □ Type Name & Sign 11/25/13
Chair, College Review Committee

Date

Date

Date

Date

Date

Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10

Effective Date

CUL 036

11/19/11
TEXAS A&M UNIVERSITY
Department of Hispanic Studies
Course Information Sheet

HISP 668: MODERN LATIN AMERICAN POETRY FROM 1850-2010

Dr. Eduardo Espina  ACAD 322B  845-2125  Fall 2014
Office hours: TR 11:30 - 12:30 and by appointment  edespina@tamu.edu

Prerequisites: Graduate classification
*****************************************************************************

Policy on equal access:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides
for persons with disabilities. Among other things, this legislation requires that all students with
disabilities be guaranteed a learning environment that provides for reasonable accommodation of
their disabilities. If you believe you have a disability requiring an accommodation, please
contact the Department of Student Life, Services for Students with Disabilities in B118 of Cain
Hall. The phone number is 845-1637.

Policy on plagiarism:

Academic integrity is essential to the academic life of this or any university. For that reason, the
rules of academic integrity will govern the conduct of this course. Students at Texas A & M
University assume the important responsibility of promoting the Aggie Honor Code. The ideals
of the Code refer to cheating, one of the worst of academic violations. If you have any
questions about cheating or other forms of scholastic dishonesty and the consequences of
breaches of integrity, please consult the Aggie Honor System web site at
http://www.tamu.edu/aggiehonor/.

*****************************************************************************

Course description:

This class studies poetry written in Latin America between 1850 and 2010. One of the objectives
is to develop the interpretative and analytical capacity of students in reference to poetic
language. It focuses on the study of rhetorical strategies which were considered radical for their
times and which impose a formal rapture with the poetry of their times. This class studies the
different tendencies of lyrical writing which develop during the historical period indicated such as
poesía gauchesca, Romanticism, Modernismo and avant-garde. It also studies the most recent
original aesthetic practices among which include neobaroque, barroco, language poetry, and
cybertextual poetry. Among the theoretical topics to be included figure: modernization, off the
margin lyrical writing, paratactic/avant-gardes, neo/ modernity, and trans-territorialization. The
class will give priority to those poems that challenge the active participation of reason and
logical linear thinking.
Objectives of the course: At the end of this course, the student should be able to

- demonstrate knowledge and understanding of modern Latin American poetry
- identify lyrical strategies
- describe the process of poetry writing and interpretation
- write a publishable paper on poetry (20 pages long)

Books/Readings (on reserve at Evans Library):


Student responsibilities: The following components will enter into the determination of a final course grade.

One final paper 70%
One oral presentation 30%

Attendance policy: Weekly class attendance is expected and required except in the case of a university-excused absence. University rules related to excused and unexcused absences are located on-line at: http://student-rules.tamu.edu/rule07.

Make-up guidelines: Make-up work will only be assigned or accepted in the case of a university-excused absence.

Grading scale:

100-90 = A
89-80 = B
79-70 = C
69-60 = D
below 60 = F

CALENDAR

Week 1  The romantic failure, a success
Week 2  Bartolomé Hidalgo; Hilario Ascasubi; José Hernández; Estanislao del Campo: “language is a virus” (the free oral enterprise of “Gauchesca” poetry)
Week 3  José Martí: Poetry must speak in a different way or remain mute
Week 4  Rubén Darío: the electrician and the short circuit; others (Julián del Casal, Manuel Gutiérrez Nájera)
Week 5  Julio Herrera y Reissig; first avant-garde poet (the dispute with Lugones, the dispute with language); Delmira Agustini: something is fine with the body
Week 6  César Vallejo (Trilce), Vicente Huidobro (Altazor): language just wants to talk about itself; the experience of syntax
Week 7  Pablo Neruda (Residencia en la tierra); Surrealism (César Moro, Enrique Molina, Olga Orozco, other styles)
Week 8  José Lezama Lima (Muerte de Narciso) y José Gorostiza (Muerte sin fin): Last baroque poets or first neo-baroque? The wrong answer is the correct answer

Week 9  Oliverio Girondo: poetry is everything that is not, and more

Week 10  Octavio Paz ("Nocturno de San Ildefonso"), Marosa di Giorgio; modernity fabricated the disassembly of language

Week 11  Gerardo Deniz, Enrique Lihn, Rodolfo Hinojosa: something happened in our times, or just in language?

Week 12  Neobaroque

Week 13  Language Poetry

Week 14  Cybertextual Poetry
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Course prefix, number and complete title of course:
   NUEN 640 Severe Accident Analysis of Nuclear Facilities

3. Catalog course description (not to exceed 50 words):
   Severe accident phenomena from initial fuel heat up to the source term; complexity of accident progression and safety issues; severe accident codes with respect to the modeling philosophy, techniques, assumptions and limitations; development of skills in analysis methodologies/techniques.

Graduate classification in the college of engineering or approval of instructor

4. Prerequisite(s):

Cross-listed with:

Stacked with:

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

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

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

   None

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

   Any master’s or doctoral program

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

9. Prefix  Course #  Title (excluding punctuation)
    NUEN 640  Severe Accident Analysis of Nuclear Facilities

   Lecture  Lab  SCH  CP and Fund Code  Admin. Unit  Acad. Year  HEC Code
   0 3 0 0 0 3 1 4 2 3 0 1 0 0 6 2 0 9 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:

   Yassin A. Hassan
   Department Head or Program Chair (Type Name & Sign)
   Date  9-24-13  11/04/13
   Chair, College Review Committee
   Date

   Department Head or Program Chair (Type Name & Sign)
   Date  11/04/13
   Dean of College
   Date

   Submitted to Coordinating Board by:

   Chair, GC or UGC
   Date  12-12-13

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8209 or sandra.williams@tamu.edu
Curricular Services – 3/10

RECEIVED
OCT 09 2013
ESSAP
Course title and Number: NUEN 640 Severe Accident Analysis of Nuclear Facilities
Term (e.g., Fall 200X): Spring 2014
Meeting times and location: MWF, 10:20-11:10am, Room TBA

Course Description and Prerequisites
This course will be offered as a 3-credit graduate-level course. Severe accident phenomena will be introduced starting with initial fuel heat up and following hypothetical event progression out to the source term. Published experimental programs will be discussed to provide an understanding of the complexity of severe accidents, the safety issues and the phenomena themselves. To aid in synthesis of the course material, lectures will be included to cover the TMI-2, Chernobyl and Fukushima Dai-ichi event sequences. Finally, severe accident codes will be described with respect to the modeling philosophy, techniques, assumptions and limitations. A class project requiring the students to develop their own analysis methodologies/techniques for open-ended problems will be assigned. This thinking exercise is intended to equip students with the analytical capabilities and creativity needed to promote new reactor designs and address unforeseen safety issues.

Graduate student in College of Engineering or consent of the instructor.

Learning Outcomes or Course Objectives
1. Basic comprehension of severe accident phenomena and their implications
2. Familiarity with severe accident analysis tools, their capabilities and limitations
3. Ability to choose and/or develop appropriate modeling methods and tools
4. Intellectual flexibility and creativity to find solutions to new problems

Instructor Information
Name: Karen Vierow
Telephone Number: 458-0600
Email address: vierow@tamu.edu
Office Hours: Monday through Friday, mornings
Office Location: Zachry 335S

Textbook and/or Resource Materials
Textbook: None. Reading assignments will be provided during the semester.
Resource Materials:
Technical journals such as Nuclear Engineering and Design and Nuclear Technology
NRC website for online data including Code of Federal Regulations, Regulatory Guides, NUREG’s.
http://www.nrc.gov/reading-rm.html
NRC ADAMS data collections.
http://www.nrc.gov/reading-rm/adams.html
Grading Policies

Grading:
- Homework: 30%
- Exam 1: 20%
- Project: 30%
- Final Exam: 20%

It is anticipated that the course grades will be assigned as:
- A: 90% or above
- B: 80%-89%
- C: 70%-79%
- D: 60%-69%
- F: as warranted

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 13, 15, 17</td>
<td>Safety goals&lt;br&gt;Design Basis Accident vs. severe accident&lt;br&gt;Current severe accident issues&lt;br&gt;Regulatory requirements for prevention and analysis</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 22, 24</td>
<td>Perspective of severe accidents in the context of nuclear safety Severe accident phenomena – initiating events</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 27, 29, 31</td>
<td>Severe accident phenomena – core degradation&lt;br&gt;Severe accident phenomena – late phase events</td>
</tr>
<tr>
<td>4</td>
<td>Feb. 3, 5, 7</td>
<td>Severe accident phenomena – late phase events (cont.)&lt;br&gt;Severe accident phenomena – steam explosions</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 10, 12, 14</td>
<td>Overview of severe accident modeling approaches&lt;br&gt;MELCOR severe accident analysis computer code</td>
</tr>
<tr>
<td>6</td>
<td>Feb. 17, 19, 21</td>
<td>Other contemporary severe accident analysis computer codes&lt;br&gt;TMI-2 accident progression</td>
</tr>
<tr>
<td>7</td>
<td>Feb. 24, 26, 28</td>
<td>Assessment of Chernobyl accident and safety culture&lt;br&gt;Fukushima Dai-ichi accident</td>
</tr>
<tr>
<td>8</td>
<td>Mar. 3, 5, 7</td>
<td>Exam 1&lt;br&gt;Model development techniques</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 17, 19, 21</td>
<td>In-vessel severe accident experimental insights and modeling</td>
</tr>
<tr>
<td>10</td>
<td>Mar. 24, 26, 28</td>
<td>Containment severe accident experimental insights and modeling</td>
</tr>
<tr>
<td>11</td>
<td>Mar. 31, Apr. 2, 4</td>
<td>Beyond containment severe accident progression and modeling&lt;br&gt;SOARCA study</td>
</tr>
<tr>
<td>12</td>
<td>Apr. 7, 9, 11</td>
<td>Case studies</td>
</tr>
<tr>
<td>13</td>
<td>Apr. 14, 16</td>
<td>Computational Fluid Dynamics (CFD)&lt;br&gt;Risk-informed analysis for severe accidents</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 21, 23, 25</td>
<td>Severe accident goals for future reactors; future regulatory demands&lt;br&gt;Project presentations; project report due</td>
</tr>
<tr>
<td>15</td>
<td>Apr. 28, 29</td>
<td>Project presentations</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

The class project will include an oral presentation at the end of the semester.

There may be some restrictions for non-US citizens on the use of severe accident computer codes for use in the class project.

Attendance Policy

The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments. If a student misses an examination or an examination
deadline due to illness or a religious holiday, a reasonable accommodation will be made upon request. In all such cases, a student will be expected to submit a "Texas A&M University Explanatory Statement for Absence from Class" form available at http://attendance.tamu.edu.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

For additional information please visit: http://www.tamu.edu/aggiehonor
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

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

2. Course prefix, number and complete title of course: PETE 658-Energy and Sustainability

3. Catalog course description (not to exceed 50 words): Overview of energy resources and use with emphasis on long-term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

4. Prerequisite(s): Graduate classification

Cross-listed with: Stacked with: PETE 458

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

5. Is this a variable credit course? □ Yes ☒ No If yes, from ______ to ______

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

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

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

   M.S., M.E., or Ph.D. in Petroleum Engineering or related Engineering

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

9. Prefix | Course # | Title (excluding punctuation) | Lect. | Lab | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
---|---|---|---|---|---|---|---|---|---
PETE | 658 | ENERGY & SUSTAINABILITY | 0 | 3 | 0 | 0 | 3 | 1 | 4 | 2 | 5 | 0 | 1 | 0 | 0 | 6 | 2 | 2 | 1 | 0 | 1 | 4 | - | 1 | 5 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course title and number  Energy and Sustainability – PETE 458/658
Term (e.g., Fall 200X)  Spring 2014
Meeting times and location  MW, 1:50-3:50 p.m., RICH 308

Course Description and Prerequisites

Overview of energy resources and use with emphasis on long term sustainability; considers fossil, nuclear, and alternative energy sources, electricity and transportation, energy conversions, energy efficiency, energy security, energy policy, and environmental impact.

Learning Outcomes or Course Objectives

The outcomes of the course are for students to be able to:

1. Find and use scholarly information about energy and the environment.
2. Apply energy conversions to comparing energy resource and use options.
3. Quantify energy and environment costs and benefits for fossil fuels and alternative energy sources.
4. Quantify the potential energy security implications of various energy options.
5. Quantify the potential costs and benefits of carbon constraints.

Instructor Information

Name  Dr. Christine Economides
Telephone number  (979) 458-0797
Email address  caee@tamu.edu
Office hours  TBD
Office location  710F Richardson Building

Occasional guest lecturers

Textbook and/or Resource Material


Grading Policies

Undergraduates:

Examinations (2) .................................................. (40%)
Project .......................................................... (30%)
Homework/Other ............................................. (20%)
Class Participation ........................................... (10%)
Total ................................................................ (100%)
Graduates:

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examinations (2)</td>
<td>(40%)</td>
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<tr>
<td>Project</td>
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</tr>
<tr>
<td>Homework/Other</td>
<td>(20%)</td>
</tr>
<tr>
<td>Class Participation</td>
<td>(10%)</td>
</tr>
<tr>
<td>Total</td>
<td>(100%)</td>
</tr>
</tbody>
</table>

The class will meet twice per week with one day focused on discussion of assigned reading material and the other day focused on presentation and discussion of homework assignments. Project work and homework will be done in teams. For the Class Participation and Homework parts of the grade individual students will be asked to present homework in class and to participate in class discussion. The homework grade will be based on student readiness to present homework when requested in class after the specified homework due date. The class project work will be done over the course of the semester and will require a written report at the end of the semester. For any team including at least one graduate student the team project report must be suitable for meeting or journal publication. Undergraduate team report requirements will be less demanding. Examinations will be the same for both undergraduate and graduate students and based on individual (not team) efforts.

Late Work Policy

Because the class requires student participation in discussion and homework presentations, students must alert the professor when they know they will be unprepared for class. If this occurs more than 3 times during the semester, class participation and homework grades will be discounted.

Attendance Policy

Students must attend class and must have homework ready on time. The student is expected to alert the professor beforehand when he/she will be unable to come to a class, and will be required to bring a doctor’s note when missing class because of illness.

See: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
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<td>C</td>
<td>70-79%</td>
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<td>D</td>
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<td>F</td>
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Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>January 13 and 15</td>
<td>Energy and sustainability</td>
</tr>
<tr>
<td>2</td>
<td>January 20 and 22</td>
<td>Engineering fundamentals</td>
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<tr>
<td>3</td>
<td>January 27 and 29</td>
<td>Fossil energy</td>
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<tr>
<td>4</td>
<td>February 3 and 5</td>
<td>Nuclear Energy</td>
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<tr>
<td>5</td>
<td>February 10 and 13</td>
<td>Biomass</td>
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<tr>
<td>6</td>
<td>February 17 and 19</td>
<td>Exam 1</td>
</tr>
<tr>
<td>7</td>
<td>February 24 and 26</td>
<td>Hydroelectric and geothermal</td>
</tr>
<tr>
<td>8</td>
<td>March 3 and 5</td>
<td>Ocean energy storage</td>
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<tr>
<td>9</td>
<td>March 10 and 12</td>
<td>Wind energy</td>
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<tr>
<td>10</td>
<td>March 17 and 19</td>
<td>Solar energy</td>
</tr>
<tr>
<td>11</td>
<td>March 24 and 26</td>
<td>Exam 2</td>
</tr>
<tr>
<td>12</td>
<td>March 31 and April 1</td>
<td>Energy carriers</td>
</tr>
<tr>
<td>13</td>
<td>April 7 and 9</td>
<td>Energy management</td>
</tr>
<tr>
<td>14</td>
<td>April 14 and 16</td>
<td>Informed energy choices</td>
</tr>
<tr>
<td>15</td>
<td>April 21 and 23</td>
<td>Final project reports</td>
</tr>
</tbody>
</table>

Other Pertinent Course Information

This course will be approved as a substitute for the ENGR 101 course for undergraduate students enrolled in the Energy Engineering Certificate, and enrollment will be guaranteed to those in the certificate program. The course will be offered simultaneously to graduate students enrolled in the Energy Sustainability Certificate. Undergraduates will have the option to form teams of undergraduates or to participate in teams involving graduate students.

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

1. Request submitted by (Department or Program Name): Philosophy and Humanities
   PHIL624 Latin American Philosophy

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

3. Catalog course description (not to exceed 50 words):
   Students will read and examine the philosophical writings of some of the most important Latino/as (or Hispanic) contributors to the history of philosophy.

4. Prerequisite(s):

   Cross-listed with:

   Stacked with:

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

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

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

9. Prefix Course # Title (excluding punctuation)

   PHIL 624 LATIN AMERICAN PHILOSOPHY

   Lect. Lab SCH CRP and Fund Code
   0 3 0 0 0 3 3 8 0 1 0 1 0 0 1 2 2 4 0 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:

   Gary Varnier 11/26/13
   Department Head or Program Chair (Type Name & Sign)
   Date

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

   Chair, College Review Committee Date
   Patricia A. Hurley 11/25/13
   Dean of College Date
   Patricia A. Hurley 12-12-13
   Chair, GC or UCC

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
PHIL 624: Latin American Philosophy
2:20 pm-3:35 pm
YMCA 115

Dr. Gregory F. Pappas

Office- YMCA 413

Office Hours- 11:00-12:30 TTH and by appointment.

E-mail: goyo_pappas@sbcglobal.net

Course Description:

In this course, we will read the philosophical writings of some of the most important contributions of Latino/as (or Hispanics) to the history of philosophy. Latin American philosophers have presented and defended philosophically plausible and unique answers to: 1) some of the fundamental problems of philosophy, and 2) philosophical problems that have arisen out of their unique historical circumstances. These philosophers constitute a tradition with its own historical development. We will consider this development and examine the views of Latin American philosophers on the nature of reality, humans, philosophy, values, identity, and other issues that have faced them from the colonial period to the present day.

The emphasis in this course will be on 20th Century thought and philosophical issues. However, some texts will require that we become acquainted with the common historical circumstances that have shaped the experience of Hispanics in Latin America and the United States. In other words, we will combine a historical and a thematic approach. Moreover, the focus will be of evaluating philosophically the positions considered and determining their contemporary relevance.

Course Prerequisites:

None

Course Objectives:

1. To demonstrate awareness of the scope and variety of works in Latin American philosophy (EEO 1).

2. To understand the values of Latin American Philosophers as expressions of their historical circumstances (EEO 2).

3. To respond critically to works in Latin American philosophy and appreciate their relevance for today (EEO 3).

Required Texts:

Gracia & Millán-Zaibert, eds. LATIN AMERICAN PHILOSOPHY FOR THE 21ST CENTURY, Amherst,


Jose Ortega Y Gasset, SOME LESSONS IN METAPHYSICS (W W Norton & Co Inc (Np); New Ed edition (June 1976)


Risieri Frondizi, WHAT IS VALUE?: AN INTRODUCTION TO AXIOLOGY, trans. Solomon Lipp (La Salle, 1962; 2nd ed., 1971)


Packet of readings (available at Notes & Quotes, University Ave.) (Identified in outline as ‘P’)

Outline of the Course:

Week 1: Pre-Colonial Philosophies, Scholasticism, and Latin American Positivism

James Maffie “Pre-Colombian Philosophies” (P)

“Scholasticism”, “Positivism”, pp.179-193 (N)

“Sor Juana”, pp.51-60 (G)

José Enrique Rodó selections from “Ariel” (P)

Leopold Zea “Positivism in Mexico” (P)

Week 2-3: Philosophy of Life and Metaphysics

Jorge Gracia “Metaphysics in Latin America” (P)

Jose Ortega Y Gasset SOME LESSONS IN METAPHYSICS

Miguel de Unamuno “Tragic Sense of Life” (P)

John Haddox “Carlos Vaz Ferreira: Uruguayan Philosopher” (Journal of Inter-American Studies, Vol. 8, No. 4, Special Issue: Argentina - Uruguay (Oct., 1966), pp. 595-600))
Samuel Ramos, selections from “Hacia un Nuevo Humanismo” (P)

Risieri Frondizi, selections from “El Punto de Partida de la Filosofia” (P)

**Week 4: Philosophical Anthropology (on Human Nature)**

Romero “A Theory of Man” (P)

Samuel Ramos selections from “Hacia un Nuevo Humanismo” (P)

Risieri Frondizi, *The Nature of the Self: A Functional Interpretation*

**Week 5-6: Value Theory**

Introduction, pp.161-166 (G)

Risieri Frondizi, *What is Value?: An Introduction to Axiology*

Alejandro Korn, pp. 167-180 (G); Alejandro Deustua, pp.181-192 (G)

**Week 7-8: Identity: Race and Ethnicity**

Vasconcelos, “The Cosmic Race Introduction”, pp.219-229 (G)

Jorge J. E. Gracia, selections from “Hispanic/Latino Identity: A Philosophical Perspective” (P)


Gloria Anzaldua “From Borderlands”(P)

Ofelia Schutte, pp.335-354 (G)

Linda Martin Alcoff, pp.311-334 (G)

**Week 9: Philosophy of education and of religion**

Gutiérrez, selections from “A Theology of Liberation”; “Homilies of Romero” (P)

Paulo Freire “Pedagogy of the Oppressed” (P)

**Week 10-14: Socio-Political Philosophy: Justice, Democracy, and the Philosophy of Liberation**

Jose Carlos Mariategui, pp. 257-265 (G)

Enrique Dussel, Philosophy of Liberation

Mendicta, ed. Latin American Philosophy: Currents, Issues, Debates

Evaluation:


30 % 5 Critical Reactions: These are short essays (try to keep it no longer than 1 page) by means of a list group on the Internet.

10 % Participation: includes attendance, contributions to in-class, and cyberspace discussion. Attendance will be taken every class period. If you exceed four unexcused absences, your final grade will be lowered up to one full letter grade for each additional absence. See http://student-rules.tamu.edu/rule07 for more information, including about university-excused absences.

20 % 1 Report: There are two components to the report:

(1) a brief outline of what is (are) the main argument or points made by the author.

(2) some critical questions (or general evaluation) with the goal of opening a class discussion.

40 % Final Paper (10 to 15 pages). This is your own personal inquiry about some issue or philosopher relevant to the class. You are welcome to consult with me early in the semester to see if I can guide you regarding the research or general outline of your paper.

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

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 604, Plant Bacterial Diseases

3. Catalog course description (not to exceed 50 words): Bacterial diseases of fruit and vegetable crops, field crops and ornamental plants; structure and function of plant pathogenic bacteria; dissemination of bacterial pathogens and methods of control

4. Prerequisite(s): Introduction to Plant Pathology PLPA 301/601

Cross-listed with: Stacked with:

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

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

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken ______ times.

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

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

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

9. Prefix Course # Title (excluding punctuation) PLPA 604 PLANT BACTERIAL DISEASES

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<th>Admin. Unit</th>
<th>Acad. Year</th>
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Approval recommended by:

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

[Signature]
Chair, College Review Committee Date

[Signature]
Dean of College Date

[Signature]
Chair, GC or UCC Date

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number: Plant Bacterial Diseases, PLPA 604
Term: Spring 2014
Meeting times and location: TR 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites

Bacterial diseases of fruit and vegetable crops, field crops and ornamental plants; structure and function of plant pathogenic bacteria, dissemination of the pathogen and methods of control.

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

Course Objectives: Students will learn about the diversity of plant pathogenic bacteria and the diseases they cause. To ensure that students understand important principles in plant-pathogen interactions, students will study bacterial cell structure and function. This will lead to an overview of the major genera of plant pathogenic bacteria with an emphasis on their ecology using examples of significant bacterial diseases in the USA.

Key Course Learning Outcomes:
1. You will master current principles for plant-associated bacteria relevant to their ecology, physiology, and pathogenicity.
2. You will understand concepts unique to the cell biology of plant pathogenic bacteria.
3. You will continue your development of critical thinking skills through critiques of current literature
4. You will exercise good social practice through team participation exercises.

Instructor Information

Name
Telephone No.
Email address
Office hours
Office location
Dr. Dennis C. Gross
979-458-0637
d-gross@tamu.edu
Mon, Wed. 2:00-3:00 pm
202E, L.F. Peterson

Textbook and/or Resource Material

None: Contemporary literature will be assigned and distributed electronically by the instructor.

Grading Policies

Grading Policy Final Exam 1 Literature Reviews and Participation
80%
20%
Total 100%
<table>
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<td>70-77%</td>
<td>C</td>
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<td></td>
<td>60-69%</td>
<td>D</td>
</tr>
<tr>
<td></td>
<td>59 and below</td>
<td>F</td>
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</table>

**Exams:**

Exam #1 (80%) Exam covering all aspects of the course, given in the final meeting of the class.

**Regrades:**

Regrade requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem. No regrades will be accepted after that time.

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

**Week 1:**
- Tues: Introduction to plant bacteria; bacterial structure
- Thurs: Bacterial structure; bacterial growth and nutrition

**Week 2:**
- Tues: *Agrobacterium* and crown gall
- Thurs: *Erwinia* and related species; fire blight of pome fruit trees

**Week 3:**
- Tues: Soft rot diseases caused by *Pectobacterium* and *Dickeya*
- Thurs: *Pseudomonas* pathovars (leafspot and canker pathogens); *Ralstonia* (bacterial wilt) and *Burkholderia*

**Week 4:**
- Tues: *Xanthomonas* pathovars and *Xylella*; citrus canker
- Thurs: Gram-positive plant pathogenic bacteria; ring rot disease of potato

**Week 5:**
- Tues: Mollicute plant pathogens (*Spiroplasma* and phytoplasmas); *Liberibacter*
- Thurs: Phloem-limited bacteria
- Final exam

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**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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

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

If you are caught cheating on an exam, or plagiarizing any portion of your writing assignments you will receive a zero for that assignment and will be reported for scholastic dishonesty. As commonly defined plagiarism consists of claiming the ideas, words, writings etc. of another person as your own work. This means you are committing plagiarism if you copy another person and turn it in as your own, even if you have permission of that person. Plagiarism is one of the worst academic sins. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section: Scholastic Dishonesty*. 

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 605, Molecular Plant Virology

3. Catalog course description (not to exceed 50 words): Focus on biology and molecular genetics of plant viruses; historical information and recent developments discussed to illustrate how viruses establish an infection; control measures presented; use as tools in biotechnology.

4. Prerequisite(s): PLPA 301/601

Cross-listed with: Stacked with:

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation) |
<table>
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<tbody>
<tr>
<td>PLPA</td>
<td>605</td>
<td>MOLECULAR PLANT VIRIOLOGY</td>
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Lect. | Lab | SCI | CIP and Fund Code | Admin. Unit | Acad. Year | IUC Code |
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</table>

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curriculum Section 3/10

RECEIVED
NOV 25 2013

GRADUATE STUDIES
Course title and number  PLPA 605  Molecular Plant Virology
Term  Spring 2014
Meeting times and location  TR 11:10 – 12:25, Room 308 L.F.Peterson Bldg

Course Description and Prerequisites

The topics of this course focus on the biology and molecular genetics of plant viruses. Historical information and recent developments will be discussed in order to provide insight on how viruses establish an infection and can possibly be controlled, or used as tools in biotechnology.

Prerequisites

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

1. Become familiar with the most important plant viruses
2. Be able to explain virus structure
3. Be able to explain how viruses replicate and express genes
4. Develop a good understanding of virus movement, silencing and suppression
5. Comprehend how viruses can be controlled or used as tools in biotechnology

Instructor Information

Name  Herman B. Scholthof
Telephone number  (979) 862-1495
Email address  herscho@tamu.edu
Office hours  upon appointment
Office location  117 B Peterson Bldg

Textbook and/or Resource Material

Recommended Resource Material
ICTV Virus Taxonomy (will be provided as e-copy)
Comparative Plant Virology by Roger Hull. Academic Press. Available in classroom
Plant Virology by Roger Hull. Academic Press. Available in classroom
General Scientific articles, as suggested during the course

Grading Policies

The course will be graded according to the following percentages:
Quiz 1  15%
Quiz 2  15%
Exam  70%
Total %: <59=F; 60-69=D; 70-79=C; 80-89=B; 90-100=A.
Course Topics, Calendar of Activities, Major Assignment Dates

**Week 1:**

- Tues: Overview
- Thurs: Virus structure
- Self-study: Structure for assigned viruses (AVs)

**Week 2:**

- Tues: Viral strategies and examples
- Thurs: Replication and gene expression
- Self-study: Replication and gene expression strategy for AVs

**Week 3:**

- Tues: 15 min quiz on properties of AVs week 1-2 Transcription/Translation
- Thurs: Movement
- Self-study: Movement strategy for AVs

**Week 4:**

- Tues: Silencing and Suppression
- Thurs: Transmission and Control
- Self-study: Suppressor mode of action for AVs Transmission of AVs species

**Week 5:**

- Tues: 15 min quiz on properties of AVs week 3-4 Giruses, Viroids, Subviral Agents, and Tools
- Thurs: Exam

Other Pertinent Course Information

Self-Study Instruction on Assigned Viruses (AVs)

- Using the e-distributed ICTV Taxonomy of Viruses reference textbook, you have to learn the basics listed under self-study for the assigned viruses (AVs) below. You are certainly allowed to obtain the information from alternative sources (for instance the Hull textbook); but when using online resources, make sure you are consulting reliable information.

- You will generate your own "virus property sheet" and build on it each week.

- The name in italics is the family and the acronym represents the species. You need to be familiar with the full name of each and know which one belongs to which family.

<table>
<thead>
<tr>
<th>Family</th>
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</tr>
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<tbody>
<tr>
<td>Bromoviridae</td>
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</tr>
<tr>
<td>Virgaviridae</td>
<td>TMV</td>
</tr>
<tr>
<td>Closteroviridae</td>
<td>CTV</td>
</tr>
<tr>
<td>Potyviridae</td>
<td>PVY</td>
</tr>
<tr>
<td>Luteoviridae</td>
<td>BYDV</td>
</tr>
<tr>
<td>Caulimoviridae</td>
<td>CaMV</td>
</tr>
<tr>
<td>Geminiviridae</td>
<td>TYLCV</td>
</tr>
<tr>
<td>Rhabdoviridae</td>
<td>PYDV</td>
</tr>
<tr>
<td>Bunyaviridae</td>
<td>TSWV</td>
</tr>
</tbody>
</table>

- For movement and suppression you will likely have to consult recent literature in addition to the ICTV reference book.

Americans with Disabilities Act (ADA)

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 606, Fungal Biology

3. Catalog course description (not to exceed 50 words): Morphological and molecular systematic survey of kingdom of Fungi; emphasis on modern concepts and disease control.

4. Prerequisite(s): PLPA 301/601

Cross-listed with: 

Sacked with: 

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

6. Is this a repeatable course? □ Yes ☒ No If yes, this course may be taken _____ times.

Will this course be repeated within the same semester? ■ Yes ☒ No

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

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

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

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

   Chair, College Review Committee Date

   Dean of College Date

   Chair, GC or UGC Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number  Fungal Biology, PLPA 606  
Term  Spring 2014  
Meeting times and location  TR 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites

Morphological and molecular systematic survey of kingdom Fungi with emphasis on modern concepts.

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives

Course Objectives: This course is designed to introduce advanced students to the Kingdom Fungi. Topics include taxonomy, phylogenetics, and classification schemes used by contemporary mycologists based upon the NSF funded Fungal Tree of Life Project. Although students will be exposed to the entire kingdom Mycota, each phylogeny will be covered to only a limited extent. Therefore, I intend to focus on the conceptual framework of modern research in fungal biology rather than a comprehensive exploration of mycology nomenclature and systematics.

Key Course Learning Outcomes:
1. You will master current high level classification schemes that will allow you to be conversant in fungal systematics
2. You will understand concepts unique to the cell biology of fungi.
3. You will continue your development of critical thinking skills through criticism of current literature
4. You will exercise good social practice through team participation exercises.

Instructor Information
Name  Dr. Brain D. Shaw
Telephone number  862-7518
Email address  bdshaw@tamu.edu
Office hours  Wed. 1:00-3:00 pm
Office location  302B L.F. Peterson

Textbook and/or Resource Material

Contemporary literature will be assigned and distributed electronically by the instructor.

Grading Policies

<table>
<thead>
<tr>
<th>Grading Policy</th>
<th>Exam 1 (Taxonomy/Systematics)</th>
<th>Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>90%</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

Grade Scale

- 90-100% A
- 80-89% B
- 70-79% C
- 60-69% D
- 59 and below F
Exams:
Exam #1 (90%) Exam covering all aspects of the course, given in the final meeting of the class.

Regrades:
Regrade requests must be made in writing no later than one week after the exam is handed back. The entire exam will be subject to regrade, not just a specific problem; No regrades will be accepted after that time.

Course Topics, Calendar of Activities, Major Assignment Dates

Taxonomy / Systematics
Week 1: Class 1 Introduction: What is a fungus?

Class 2 Overview of higher level classification of fungi. Classification schemes are based on: Hibbett et al. 2007. A higher-level phylogenetic classification of the Fungi. Mycological Research 111: 509-547 (We will discuss only pages 509-515 today. (Please try to save a tree and not to print this paper, unless you really want a printed copy) Also. Stajich et al. The Fungi. Current Biology. Volume 19, Issue 18, 29 September 2009, Pages R840–R845.

Week 2: Class 3 Survey of the Former Chytridiomycota
Including: Chytridiomycota, Blastocladiomycota

Class 4 Survey of the Former Zygomycota
Including: Mucoromycotina, and Glomeromycota.

Week 3: Class 5 Survey of Ascomycota
Including Pezizomycotina

Class 6 Survey of Ascomycota continued
Including all other ascomycetes

Week 4: Class 7 Mitosporic fungi and the Anamorph/Teleomorph concept. Implications of One Fungus, One Name.

Class 8 Survey of Basidiomycota
Including: Agaricomycotina

Week 5: Class 9 Survey of Basidiomycota continued
Including: Pucciniomycotina and Ustilaginomycotina

Class 10 Exam

Americans with Disabilities Act (ADA)

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 607, Pathogen Strategies

3. Catalog course description (not to exceed 50 words): Molecular mechanisms that pathogens use of overcome innate immunity of the host plant; molecular events associated with the disease cycles of pathogens; pathogen-host-coevolution; pathogen virulence factors; pathogen countermeasures to plant defense mechanisms

4. Prerequisite(s): PLPA 301/601

Cross-listed with: Stacked with:

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

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

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

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

      Ph.D. Plant Pathology

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

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

9. Prefix Course Title (excluding punctuation)

   PLPA 607 Pathogen Strategies

   Lect. Lab SCI# COP and Fund Code Admin. Unit Acad. Year HIC Code
   0 0 1 0 1 1 0 5 0 0 5 2 3 1 8 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:

   Labeled S. Prov. 11/13

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

   Chair, College Review Committee

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

   (if cross-listed course)

   Dean of College

   Submitted to Coordinating Board by:

   Chair, GC or UCC

   Date

   Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
Course title and number  Pathogen Strategies, PLPA607
Term  Fall 2014
Meeting times and location  Tu/Thur 11:10-12:25, 308 L.F. Peterson Bldg.

Course Description and Prerequisites
Pathogen Strategies in Plant-Microbe Interactions. This course is designed to introduce students to the key molecular mechanisms that pathogens employ to overcome innate immunity of the host plant and the molecular events associated with the disease cycles of pathogens. Includes consideration of pathogen-host co-evolution, pathogen virulence factors, and pathogen countermeasures to plant defense mechanisms. Considers fungal, bacterial, and viral pathogens.
Prerequisites: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives
Key Course Learning Outcomes
1. Students will memorize key examples of phytotoxins and their mechanisms of action gain insight into the strategies employed to block host defense.
2. Students will understand the strategy, and memorize examples of, pathogen avoidance of and counter-measures against passive and active host defense.
3. Students gain insight about delivery of pathogen virulence factors and memorize examples of such delivery systems and the pathogens that utilize them.
4. Students will be able to explain mechanisms pathogens use for dissemination, adhesion to the host, penetration, establishment of infection, host colonization, and developmental pathways/stages involved in reproduction.
5. Students will assess examples of the evolutionary selective pressure associated with pathogenesis and bioinformatics approaches for detecting signatures of positive selection.
6. Students will evaluate primary literature and synthesize hypotheses to explain the basis for plant-pathogen interactions.

Instructor Information
Name  Professor Daniel Ebbole
Telephone number  845-4831
Email address  d-ebbole@tamu.edu
Office hours  By appointment
Office location  321 Peterson

Textbook and/or Resource Material
Notes and references provided by instructor.

Grading Policies
Grades will be based on a scale of >90% = A, 80-89 = B, 70-79 = C, 60-69 = D. >60 = F.
Grades will be based on one mid-term exam and one oral final exam, each worth 50% of the grade.

Course Topics, Calendar of Activities, Major Assignment Dates
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
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</table>
| 1    | Pathogen toxins as virulence determinants  
Non-selective and host-selective toxins and secondary metabolites |
| 2    | Overcoming physical and chemical barriers of the host  
Defense against pre-formed antimicrobials and phytoalexins |
Pathogen effectors in disease
Delivery and host targets

Pathogen life cycle: a molecular perspective

Origin of plant pathogens and co-evolution with host

**Americans with Disabilities Act (ADA)**

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**Academic Integrity**

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 608, Pathogen Perception and Signaling

3. Catalog course description (not to exceed 50 words): Molecular and biochemical basis of pathogen recognition; pathogen signaling initiation and transduction in hosts

4. Prerequisite(s): PLPA 301/601

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

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

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

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

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

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Course title and number: Pathogen Perception and Signaling, PLPA 608
Term: Fall 2014
Meeting times and location: Tu/Thur 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites
This course is designed to provide graduate students with most updated advance on the molecular and biochemical basis of pathogen recognition and signaling initiation/transduction in hosts.
Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives
- Master principles and general concepts of non-self-recognition and signaling mechanisms in host-microbe interaction.
- Define key molecular, biochemical, genetic and genomics concepts used in plant-microbe interaction.
- Comprehend the experimental approaches necessary for molecular plant-microbe interaction research.
- Develop comprehensive view of current status of molecular plant-microbe interaction.
- Develop a better understanding of the process of scientific inquiry
- Foster curiosity and critical thinking

Instructor Information
Name: Libo Shan
Telephone Number: 979-845-8818
Email address: lshan@tamu.edu
Office hours: By appointment only
Office location: Rm 136A, Norman E. Borlaug Center

Textbook and/or Resource Material
The course will be based on the recent literature and there are no designated textbooks required. The instructor will correspond with students by email. All students must therefore have email access, and check for messages from the instructor periodically. The reading materials should be downloaded from the scientific journals or distributed to the class by email attachment.

Grading Policies
Grading Policy
Exam 1: 90%
(Comprehensive close-book exam on microbial sensing and signal transduction)
Class Participation: 10%
Total: 100%

Grade Scale
90-100% A
80-89% B
70-79% C
60-69% D
59 and below F
Course Topics, Calendar of Activities, Major Assignment Dates

Class Schedule:

(Note: Detailed subject of each lecture is subjected to update with the most recent advance in host-microbe interaction research)

Week 1:  
Class 1 Introduction: Microbial sensing, non-self recognition and signaling  
Class 2 Elicitors, effectors, PAMPs and DAMPs

Week 2:  
Class 3 Plant plasma-membrane immune receptors  
Class 4 Signal transduction in PAMP-triggered immunity

Week 3:  
Class 5 Plant cytoplasmic immune receptors  
Class 6 Signal transduction in effector-triggered immunity

Week 4:  
Class 7 Divergence and convergence of plant PTI and mammalian TLR signaling  
Class 8 Comparison of plant ETI and mammalian NOD signaling

Week 5:  
Class 9 Modulation of immune signaling by pathogens.

Class 10 Exam

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

Form Instructions

1. Request submitted by (Department or Program Name): Department of Plant Pathology and Microbiology

2. Course prefix, number and complete title of course: PLPA 609, Defense Hormone Signals

3. Catalog course description (not to exceed 50 words): Molecular and biochemical mechanisms of plant hormone-mediated defense responses to pathogen invasion; major classes of defense-related proteins, phytoalexins and antibacterial secondary metabolites and signal transduction pathways

4. Prerequisite(s): PLPA 301/601

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

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

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

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

   Ph.D. Plant Pathology

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

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

   Approval recommended by:

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

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 3/10
Course title and number  Defense Hormone Signaling, PLPA 609
Term  Fall, 2014
Meeting times and location  Tu/Thur 11:10-12:25, 308 L.F. Peterson Bldg

Course Description and Prerequisites
This course is designed to provide graduate students with most critical review of the most current literature on molecular and biochemical mechanisms of plant hormone-mediated defense responses to pathogen invasion; overview of major classes of defense-related proteins, phytoalexins and antibacterial secondary metabolites and signal-transduction pathways such as those mediated by reactive oxygen species (ROS), salicylic acid (SA), nitric oxide (NO), brassinosteroids, abscisic acid (ABA), ethylene- and lipid-derived compounds such as jasmonic acid (JA).

Prerequisite: Intro to Plant Pathology (PLPA 301/601). The course is available to graduate students in any area of life sciences. Undergraduates welcome, with approval of instructor.

Learning Outcomes or Course Objectives
- Gain knowledge of pathogen induced biosynthesis of major defense hormones and signal transduction pathways regulated by specific hormones.
- Comprehend the concept and complexity and the cross-talk between defense hormones and the hormones involved in growth and development.
- Comprehend the experimental approaches necessary for molecular plant-microbe interaction research.
- Develop comprehensive view of current status of our knowledge of signaling events downstream of pathogen perception.
- Develop a better understanding of the process of scientific inquiry.

Instructor Information
Name  Mike Kolomiets
Telephone number  979-548-4624
Email address  kolomiets@tamu.edu
Office hours  By appointment only
Office location  Rm 308, Peterson bldg.

Textbook and/or Resource Material
The course will be based on the recent literature and there are no designated textbooks required. The instructor will correspond with students by email.

Grading Policies
Grading Policy  Exam 1 : (Comprehensive close-book exam)  90%
                 Class Participation  10%
Total  100%
Grade Scale

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

Course Topics, Calendar of Activities, Major Assignment Dates

Class Schedule:

(Note: Detailed subject of each lecture is subjected to update with the most recent advance in host-microbe interaction research)

Week 1:  Class 1 Introduction: Overview of host biochemical defense
          Class 2 Salicylic acid biosynthesis and signal transduction

Week 2:   Class 3 Reactive oxygen species and nitric oxide synthesis and signaling
          Class 4 Lipid-mediated signaling

Week 3:   Class 5 Jasmonic acid biosynthesis and signal transduction
          Class 6 Ethylene biosynthesis and signal transduction

Week 4:   Class 7 Abscisic acid, brassinosteroids, and auxin
          Class 8 Auxin, cytokinins, and gibberrellic acid

Week 5:   Class 9 Cross-talk of defense hormones.

Class 10 Exam

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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 619: U.S. Urban Policy and Management

3. Catalog course description (not to exceed 50 words): Overview of U.S. urban policy, management and institutions; theory and research on governmental functions and policies; exposure to actual policymakers and jurisdictions; for students who anticipate careers in regional or local levels of U.S. government.

4. Prerequisite(s): Graduate Classification Only; PSAA 601, PSAA 611 or approval of instructor or department head.

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

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

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

Master of Public Service and Administration Program

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

9. Submit your proposed course number to the Coordinating Board.

Approval recommended by:

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

Chair, College Review Committee Date

Dean of College Date

Chair, GC or ICC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
I have had the Department Head in LAUP review the proposal and they have no objection.

Thanks!

Leslie Feigenbaum
Assistant Dean for Academic Affairs
College of Architecture
Texas A&M University
979-845-7886

Leslie,

I spoke with you at our last GOC meeting. You indicated that you forwarded our proposal to the appropriate department head and that person gave their support. I just want to confirm this in writing. Let me know if this is incorrect.

Thanks for the help with this.

Leonard

Leonard Bright, Ph.D.
Associate Professor
Assistant Dean of Graduate Education
Bush School of Government and Public Service
Texas A&M University
College Station, TX
lbright@tamu.edu
Phone: 979-852-3028
My apologies for this late request. The Bush School’s MPSA program is proposing a new course on “U.S. Urban Policy and Management” (See Attached). I would like to know if you have any concerns and if we have your support. It would be great if you can let me know by the end of the day tomorrow. Again, I apologize for the lateness of this request.

Leonard,

________________________

Leonard Bright, Ph.D.
Associate Professor
Assistant Dean of Graduate Education

Bush School of Government and Public Service
Texas A&M University
College Station, TX
lbright@tamu.edu
Phone: 979-862-3028
U.S. Urban Policy and Management
PSAA 689
Spring 2014
1107 Allen Building

Instructor:  Dr. Ann Bowman
Office:  Allen 1089
Office Hours:  Tuesday 1-3, Wednesday 2-4, and by appointment
Contact Information:  E-mail: annbowman@tamu.edu  Phone: 979 862 4779

Course description:
This course offers a comprehensive overview of the field of U.S. urban policy and management. Policy is a central focus, but we will address institutions and management of localities as well. Therefore the class is useful for MPSA students, regardless of track.

Course prerequisites:
Graduate classification only.

Course objectives:
This course is designed for students who anticipate careers at the regional or local levels of government. The objective is to gain knowledge and acquire skills that will enhance student development. Therefore, it offers (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):


Class environment:
1. Respect contributes to an effective learning environment. Please arrive on time and prepared for class. It’s a professional responsibility.
2. We will operate with a "screens down" approach to laptops during class, except as indicated by your instructor. Also, put away your cell phones during class.
3. All assigned readings are to be completed before the class for which they are assigned.
4. Please check email and e-campus regularly. I will communicate with you via email, both individually and as a class, and via the course website on e-campus. 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, with normal margins, and comply with instructions and Bush School standards.

Assignments should be submitted electronically as Word documents to the e-campus website by **9:00 AM on Tuesday** of the weeks they are due (except the Quick Turnaround Memos). Grade penalties will be assessed for late submissions.

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 simulation.

**NOTE:** writing quality matters. Poorly-written papers of similar substance as well-written papers will receive lower grades.

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

**Weekly Reading Synopses**
(22 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. Synopses should be 2 pages in length.

Due dates: weekly beginning with Class 2 (but not classes 8 or 14)

**Discussion questions**
(10 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-campus site by 9 AM on Tuesday of the assigned week.

These questions will assist in guiding our in-class discussion of the readings.

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

**Quick Turnaround Memo**
(12 points)
Each student will write a memo to a city manager on an actual hot-button issue (selected by your instructor) facing the city. You will have 24 hours to write the memo. Students should work independently, not as a group. The memo should identify the fault lines associated with the issue and advise the city manager on alternative courses of action. Consider the push back from various interests. Cite sources.

Paper length: 2 pages (plus Works Cited page).

Due dates: Class 10

**Paper: Mayors as policy leaders and managers**
(25 points)
Each student will select two major U.S. cities (populations > 500,000) and research the role of the mayor as a policy leader and manager. (Instructor approval of mayors/cities is required by Class 3.) Items to be covered include the city context, structure of city government (especially the mayor’s influence on city agencies), mayoral power (formal and informal), the current mayor’s policy agenda, the current mayor’s relationship to the city council, the current mayor’s portrayal in the media, and so on. An in-class power point presentation of the paper is required.
Simulation: Local government policy & management
(21 points)
Imagine a city government confronting a crisis of some kind. Students will be assigned a role to play as the city grapples with the situation. The roles include city council members, assistant city managers, city agency staffers, interest group members, media, and concerned citizens. Students will be given background material about the crisis and their roles. Evaluation will be based on how effectively a student functions in his or her role. Note: this assignment will require advance preparation, the development of background materials (to be submitted to your instructor), and interaction with like actors, if appropriate.
Simulation date: Class 14

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 and ideas into the discussion. Some students are more talkative than others, but all students should be engaged in the class and but our goal is to learn from everyone. In addition, students in PSAA 689 are expected to be active participants in Bush School brown-bags and presentations related to local government.

<table>
<thead>
<tr>
<th>Grade standards:</th>
<th>Standard / Benchmark</th>
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<tbody>
<tr>
<td>Points</td>
<td>Grade</td>
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<tr>
<td>90 – 100</td>
<td>A</td>
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## Course Schedule

<table>
<thead>
<tr>
<th>Class</th>
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<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
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</table>
| 1     | Jan. 14  | Introduction to Urban Policy & Management  | 1. Instructor’s in-class handouts  
| 2     | Jan. 21  | Development and spatial form of cities     | 1. O’Sullivan, chapters 1-4                                                                                                                               |
| 3     | Jan. 28  | Changing urban economies                  | 1. O’Sullivan, chapters 5-9                                                                                                                               |
| 4     | Feb. 4   | Urban policy problems                     | 1. O’Sullivan, chapters 10-13                                                                                                                              |
| 5     | Feb. 11  | Tax & spending policies of local governments | 1. O’Sullivan, chapters 14-16                                                                                                                             |
| 6     | Feb. 18  | Urban governmental context                | 1. Euchner & McGovern, chapters 1-4  
2. Florida, "The Boom Towns and Ghost Towns of the New Economy," *The Atlantic*  
| 7     | Feb. 25  | Urban revitalization                      | 1. Euchner & McGovern, chapters 5-8  
<p>| 8     | Mar. 4   | Comparative mayors project                | <em>Presentations: Mayors as policy leaders and managers</em>                                                                                                      |</p>
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
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<tbody>
<tr>
<td>11</td>
<td>Apr. 1</td>
<td>Local government: Public services II</td>
<td>1. Stenberg &amp; Austin, chapters 11-16.</td>
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<tr>
<td>12</td>
<td>Apr. 8</td>
<td>Case study: urban opportunity &amp; crisis</td>
<td>1. Erie, et al., chapters 1-4.</td>
</tr>
<tr>
<td>14</td>
<td>Apr. 22</td>
<td>City government simulation</td>
<td><em>Simulation: City government decision making</em></td>
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</table>

**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 689, 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](http://disability.tamu.edu)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Request submitted by (Department or Program Name): Department of Educational Psychology

2. Course prefix, number and complete title of course: SEFB 630: Practicum In Applied Behavior Analysis

3. Catalog course description (not to exceed 50 words): University-supervised experience related to specializations in special education and behavior analysis

4. Prerequisite(s): Graduate Classification; SEFB 618; Approval of Department Head

Cross-listed with: ____________________________

Stacked with: ____________________________

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

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

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

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

This is an optional course for students seeking Applied Behavior Analysis certification. MED in Special Education and PHD students in Educational Psychology and School Psychology are the target students.

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

9. Prefix: SEFB, Course # 630, Title (excluding punctuation): Practicum In Applied Behavior Analysis

   Lect.  Lab  S/UH  CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   0  0  0  9  0  3  1  1  0  1  3  0  0  4  0  9  2  0  1  4 - 1  5  0  0  3  6  3  2

Approval recommended by:

[Signature]

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:

[Signature]

Associate Director, Curricular Services

[Signature]

Date Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
TEXAS A & M UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION PROGRAM

SYLLABUS: Practicum in Applied Behavior Analysis (Fall/Spring)
SEFB 630

(only graduate students who have begun BCBA coursework may enroll)

Dates/Times/Classroom: TBD

University Supervisor/Instructor* TBD
Instructor:
Office:
E-mail:
Phone:

*Supervisor will be one of the approved faculty members who offer the BCBA course sequence (doctoral level faculty)

Course Description

University-supervised experience related to specializations in special education and behavior analysis. Prerequisites:
Graduate classification; SEFB 618; approval of department head.

Course Objectives

- Students will be able to implement behavioral interventions correctly
- Students will be able to respond to corrective feedback by correcting errors in implementation of behavioral skills

Prerequisites

Onset of Experience: BCBA® applicants may not start accumulating experience until they have begun the coursework
required to meet the BACB coursework requirements.

This course is online. You will need to have access to the following equipment and have the following skills:

- Webcam, headset with microphone
- Computer with high-speed internet access
- Digital video recorder
- A scanner
- The ability to use eLearning tools, including uploading video and documents
- An email account that you check regularly and have forwarded messages from eLearning to that account, or check
eLearning regularly

Recommended Text Book


Attendance Policies/Hours for Credit

SEMINAR: Since this seminar will only meet for 45 min per week (minimum of 12 weeks) during this semester, it is
imperative that you attend each one. Seminars will be conducted online at the class’s scheduled meeting time. You must
log in at least 10 minutes ahead of time to ensure that you are in attendance for the entire hour. Lateness will result in
fewer hours accumulated toward your total. Please review the University attendance policy here: http://student-
rules.tamu.edu/rule07

PRACTICUM HOURS: A supervisory period is one week. In order to count experience hours within any given
supervisory period, you must be supervised at least once during that period for no less than 7.5 % of the total spent in
practicum. You must be at your practicum site for 20 hours per week. If you earned 20 hours of experience in that week, you must have at least 1.5 hours of supervision each week. When you must be absent (university excused only) and attend fewer than the set minimum hours, notify your university supervisor. You must be in your placement for a minimum of 240 practicum hours over the semester; however, no fewer than 10 hours but no more than 20 hours may be accrued per week (although the BACB allows larger numbers of hours per week, this limit is a requirement of this program).

Supervisees may accrue experience in only one category at a time (i.e., Supervised Independent Fieldwork or Practicum).

MAKE UP HOURS: Make up opportunities will only be allowed for University excused absences. Missing scheduled seminars, individual supervision appointments, or practicum hours will be very difficult to make up due to the compressed schedule and hours required for practica versus supervised independent fieldwork.

A passing grade requires a minimum of 9 hours of group meetings (seminar/supervised group experience), 9 hours of individual supervision, and 240 hours total/20 per week in practicum settings. The group meetings and individual supervision meetings schedules may be varied by the instructor at his or her discretion. For example, you may meet with the group every other week for 1.5 hours and the opposite weeks for individual supervision for 1.5 hr. No more than 50% of your supervision time may consist of group meetings.

*The Behavior Analyst Certification Board, Inc.® has approved the TAMU practicum and intensive practicum among the requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.*

<table>
<thead>
<tr>
<th>Placements</th>
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<tr>
<td>FALL/SPRING PRACTICA: Students are responsible for acquiring their own placements via full-time employment or 20 hour volunteer work.</td>
</tr>
</tbody>
</table>

Professionalism must be displayed with all students in the public schools or other educational settings, school personnel, parents, university supervisors, and instructors. This includes but is not limited to appropriate attire, language, written and oral communication (including e-mails), and demeanor. A student choosing not to display professionalism while representing Texas A&M can be dismissed from the Special Education Program. While on the practicum site, students should adhere to the *Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts* ©.

**APPROPRIATE EXPERIENCE ACTIVITIES:** The students' primary focus should be acquiring new behavior-analytic skills related to the BACB Third Edition Task List or the BACB Fourth Edition Task List as appropriate including:

- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

Examples of activities that are NOT APPROPRIATE as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

If a portion of your employment involves inappropriate BCBA experiences, you must ensure that you will be engaged in appropriate experiences for the minimum required hours.
APPROPRIATE CLIENTS: Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client’s primary caretaker. Applicants must work with multiple clients during the experience period.

Assignments/Requirements

*Because this course is online, you will need access to a scanner so you can scan and upload all forms to turn in to your supervisor. You will also need to upload videos, so you will need to have access to a digital video recorder and be able to use the computer proficiently.

DOCUMENTATION OF PRACTICUM HOURS: You will keep a log (see Practicum Hours Log attached) of your hours in attendance in your practicum throughout the semester. This log must document the number of hours required weekly (20/week in fall/spring). It must also be signed by your direct supervisor (e.g., principal, assistant principal, school director). This log must be turned in and be complete to earn credit for this course.

BACB FIELDWORK AND PRACTICUM EXPERIENCE SUPERVISION FORM: You will receive a supervision hour form each week after seminars and after each individual meeting with your supervisor. You are responsible for keeping track of these forms. You must turn in these forms (signed by you and your supervisor) at the end of the semester and you must have the minimum required hours to receive credit for the course. Overall evaluations (see bottom of form) must be rated “satisfactory” to get full credit. Ratings of “needs improvement” will not result in significant point reduction if later supervision sessions result in improvement. Ratings of “unsatisfactory” will result in proportional final point reductions. Fall/Spring semesters: 18 hours required; 9 of group supervision, 9 of individual.

WEEKLY ASSIGNMENTS: You must prepare for each weekly seminar. These assignments must be posted on eLearning a minimum of 1 hour prior to class time.
1. Every other week case summaries: Every other week, summarize, briefly, a challenge you’ve had with a client in the past two weeks. Include (at a minimum), a name (pseudonym), brief description of the individual (age, functioning, diagnosis), objectively defined behavior of concern, intervention attempted. We will discuss some of these in seminar.
2. Videos (every week): You will prepare a video and upload it each week, at least 1 hour prior to seminar. You and your classmates will rotate showing your videos for the seminar, but you will need to prepare one per week for your individual sessions. When possible, record videos related to the case studies and other assignments. DUE DATES: Weekly, 1 hour prior to seminar.
3. Additional assignments:
   a. Ethics assignment: Have the parents/guardians of any students you will video record through the semester and turn these in to your supervisor. Write a short paper (about 1 page) describing how you apply the following ethical considerations to the clients with which you are working. Be specific on how these issues apply to your current clients (but maintain confidentiality).
      i. Preparation via professional development (e.g., give examples of conferences/workshops you have attended or journals you have read).
      ii. Practicing within your professional competency limits.
      iii. Ethical interventions (e.g., use of reinforcement versus punishment)
   b. Functional analysis
   c. Reinforcement Checklist: Complete a reinforcement checklist on at least one client/student. Your supervisor will post one online for your use or you may use your own.
   d. Collect baseline data (at least 5 data points) on a behavior of concern. Define the behavior in objective terms. Thoroughly describe your method of measurement (e.g., frequency, duration). Graph the data using Excel or other graphing software.
   e. Choose an appropriate intervention or environmental manipulation (must be a positive behavior intervention/support). Implement your intervention, thoroughly describe your intervention in writing and graph the data. This should be a continuation of your baseline data.
   f. Inter-rater reliability: You must have a second observer independently collect data along with you at least three times. Calculate your inter-observer agreement (IOA) and share your results. Be prepared to discuss difficulties in obtaining high IOA or why you were particularly successful.
   g. Provide a written analysis of the results of your intervention. Also, discuss the limitations of this design (AB) compared to more stringent designs (reversal, multiple baseline).
INDIVIDUAL SUPERVISION: You will view your video with your supervisor, who will provide you individual feedback on your skills, as well as discussing assignments submitted for seminar. You will individually schedule these meetings with your supervisor for 45 min per week. Alternatively, if you work locally, the supervisor may be able to observe you on-site.

### Grading Policy

You must complete all of the required assignments to pass this course. If you have not completed all of the assignments, you will receive an F. If you complete all of the assignments, your grade will be calculated as follows:

**GRADE SCALE:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A = 90-100%</td>
<td>20%</td>
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<tr>
<td>B = 80-89%</td>
<td>20%</td>
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<td>C = 75-79%</td>
<td>20%</td>
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<tr>
<td>D = 70-74%</td>
<td>20%</td>
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<tr>
<td>F = &lt;70%</td>
<td>20%</td>
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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Practicum Hours Log</td>
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<td>20%</td>
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<tr>
<td>BACB Fieldwork and Practicum Experience Supervision Forms</td>
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<td>Weekly Video Uploads</td>
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<td>20%</td>
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<tr>
<td>Every-Other-Week Case Summaries</td>
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<td>20%</td>
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<tr>
<td>Additional Assignments</td>
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<td>20%</td>
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Practicum Hours Log

You must complete this and have it signed weekly by a supervisor (e.g., principal, assistant principal, school director). You are responsible for completing and documenting the required hours for the semester. For Fall or Spring semesters, you must log 20 hours per week (240 for the semester). You may not count extra hours in a given week toward the total (for example, though you may work in a classroom for 35 hours/week, you will log 20 hours that week).

APPROPRIATE EXPERIENCE ACTIVITIES include:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

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<tr>
<th>Week of (Date):</th>
<th>Hours for the Week</th>
<th>Signature of Supervisor</th>
<th>Cumulative Total Hours</th>
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Video Permission Form

Dear Parents,

I am pleased to let you know that I am working toward my Board Certification in Behavior Analysis® (BCBA®). As part of the requirements for certification, I will be mentored and supervised by an individual with experience in applied behavior analysis. Part of this mentoring involves video recording myself working with clients/students.

I'm writing to ask your permission to video record myself working with your child to show to my mentor and a group of others who are working toward their BCBA® as part of a college course. I will use these videos to demonstrate my skills and discuss how I can improve.

I will likely video record various aspects and events that occur in our class. For example, one on one instruction, small group instruction, inclusion, social groups, language activities, and behavior management techniques. I am requesting to video each student in order to demonstrate a variety of teaching methods.

Videos will only be shown to my supervisor and BCBA® trainees. Once the videos have been shown and discussed, the videos will be deleted.

If you would like to grant me permission to video your child, please complete and return the bottom portion of this form.

Thank you and I appreciate your support!

Sincerely,

________________________________________

<

I authorize ___________________________ to videotape my child during school hours and understand that these videos may be used for training purposes.

________________________________________

Child’s Name

________________________________________  Signature  Date

Printed Parent’s Name
ADA 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, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

Plagiarism Statement: As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, http://student-rules.tamu.edu, under the section "Scholastic Dishonesty".

Copyright Statement: The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

Scholastic Dishonesty: Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website www.tamu.edu/aggiehonor/.

Academic Integrity: 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 process of the Honor System. For additional information, please visit aggiehonor.tamu.edu Please print and sign the following on assignments and examinations:

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

Respect Statement: The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name): Department of Educational Psychology
2. Course prefix, number and complete title of course: SEFB 631: Intensive Practicum in Applied Behavior Analysis

3. Catalog course description (not to exceed 50 words): University-supervised intensive experience related to specializations in special education and behavior analysis

4. Prerequisite(s): Graduate Classification; SEFB 618; approval of department head
   Cross-listed with: ___________________________ Stacked with: ___________________________
   Cross-listed courses require the signature of both department heads.

5. Is this a variable credit course? [ ] Yes [X] No If yes, from _____ to _____
6. Is this a repeatable course? [X] Yes [ ] No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? [ ] Yes [X] No

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

   This is an optional course for students seeking Applied Behavior Analysis Certification. MED in Special Education and PHD students in Educational Psychology and School Psychology are the target students.

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

9. Prefix: SEFB
   Course #: 631
   Title (excluding punctuation): Intensive Practicum in ABA

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CHP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HFL Code</th>
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<td>0 9 2 0 1</td>
<td>4 - 1 5</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature]
Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign)
Date

[Signature]
George Cunningham, Ph.D.
Chair, College Review Committee
Date

[Signature]
George Cunningham, Ph.D.
Dean of College
Date

[Signature]
Mark Zoran, Ph.D.
Chair, GC or UCC
Date

Submitted to Coordinating Board by:

[Signature]
Associate Director, Curricular Services

[Signature]
Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
TEXAS A & M UNIVERSITY
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
SPECIAL EDUCATION PROGRAM

SYLLABUS: Intensive Practicum in Applied Behavior Analysis (Summer)
SEFB 631
(only graduate students who have begun BCBA coursework may enroll)

Dates/Times/Classroom: TBD

University Supervisor/Instructor* TBD
Instructor:
Office:
E-mail:
Phone:

*Supervisor will be one of the approved faculty members who offer the BCBA course sequence (doctoral level faculty)

Course Description

University-supervised intensive experience related to specializations in special education and behavior analysis. Prerequisites: Graduate classification; SEFB 618; approval of department head.

Course Objectives

- Students will be able to implement behavioral interventions correctly
- Students will be able to respond to corrective feedback by correcting errors in implementation of behavioral skills

Prerequisites

Onset of Experience: BCBA® applicants may not start accumulating experience until they have begun the coursework required to meet the BACB coursework requirements.

This course is online. You will need to have access to the following equipment and have the following skills:

- Webcam, headset with microphone
- Computer with high-speed internet access
- Digital video recorder
- A scanner
- The ability to use eLearning tools, including uploading video and documents
- An email account that you check regularly and have forwarded messages from eLearning to that account, or check eLearning regularly

Recommended Text Book


Attendance Policies/Hours for Credit

SEMINAR: Since this seminar will only meet for 45 min per week (minimum of 10 weeks) during this semester, it is imperative that you attend each one. Seminars will be conducted online at the class’s scheduled meeting time. You must log in at least 10 minutes ahead of time to ensure that you are in attendance for the entire hour. Lateness will result in fewer hours accumulated toward your total. Please review student rule 7 for information on the University attendance policy: http://student-rules.tamu.edu/rule07

INTENSIVE PRACTICUM HOURS: A supervisory period is one week. In order to count experience hours within any given supervisory period, you must be supervised at least twice during that period for no less than 10% of the total spent
in Intensive Practicum. You must be at your practicum site for 15 hours per week. If you earned 15 hours of experience in that week, you must have at least 1.5 hours of supervision each week. When you must be absent (university excused only) and attend fewer than the set minimum hours, notify your university supervisor. You must be in your placement for a minimum of 150 practicum hours over the semester; however, no fewer than 10 hours but no more than 15 hours may be accrued per week (although the BACB allows larger numbers of hours per week, this limit is a requirement of this program).

Supervisees may accrue experience in only one category at a time (i.e., Supervised Independent Fieldwork or Practicum).

MAKE UP HOURS: Make up opportunities will only be allowed for University excused absences. Missing scheduled seminars, individual supervision appointments, or practicum hours will be very difficult to make up due to the compressed schedule and hours required for practica versus supervised independent fieldwork.

A passing grade requires a minimum of 7.5 hours of group meetings (seminar/supervised group experience), 7.5 hours of individual supervision, and 150 hours total/15 per week in practicum settings. The group meetings and individual supervision meetings schedules may be varied by the instructor at his or her discretion. For example, you may meet with the group every other week for 1.5 hours and the opposite weeks for individual supervision for 1.5 hr. No more than 50% of your supervision time may consist of group meetings.

*The Behavior Analyst Certification Board, Inc.® has approved the TAMU practicum and intensive practicum among the requirements for eligibility to take the Board Certified Behavior Analyst Examination®. Applicants will have to meet additional requirements to qualify.*

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**Placements**

Summer Intensive PRACTICA: Students are responsible for acquiring their own placements via full-time employment or 15 hour volunteer work.

Professionalism must be displayed with all students in the public schools or other educational settings, school personnel, parents, university supervisors, and instructors. This includes but is not limited to appropriate attire, language, written and oral communication (including e-mails), and demeanor. A student choosing not to display professionalism while representing Texas A&M can be dismissed from the Special Education Program. While on the practicum site, students must adhere to the Behavior Analyst Certification Board Guidelines for Responsible Conduct for Behavior Analysts ©.

**APPROPRIATE EXPERIENCE ACTIVITIES:** The students’ primary focus should be acquiring new behavior-analytic skills related to the BACB Third Edition Task List or the BACB Fourth Edition Task List as appropriate including:

- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts’ performance. The supervisor will determine if activities qualify.

Examples of activities that are **NOT APPROPRIATE** as experience activities include: attending meetings with little or no behavior analytic content, providing interventions that are not based in behavior analysis, doing non-behavior analytic administrative activities, and completing non-behavioral assessments (e.g., diagnostic assessments, intellectual assessments), paperwork, documentation, billing, or any other activities that are not directly related to behavior analysis.

If a portion of your employment involves inappropriate BCBA experiences, you must ensure that you will be engaged in appropriate experiences for the minimum required hours.
APPROPRIATE CLIENTS: Clients may be any persons for whom behavior analysis services are appropriate. However, the applicant may not be related to the client or the client’s primary caretaker. Applicants must work with multiple clients during the experience period.

Assignments/Requirements

*Because this course is online, you will need access to a scanner so you can scan and upload all forms to turn in to your supervisor. You will also need to upload videos, so you will need to have access to a digital video recorder and be able to use the computer proficiently.

DOCUMENTATION OF INTENSIVE PRACTICUM HOURS: You will keep a log (see Intensive Practicum Hours Log attached) of your hours in attendance in your practicum throughout the semester. This log must document the number of hours required weekly (15/week in summer). It must also be signed by your direct supervisor (e.g., principal, assistant principal, school director). This log must be turned in and be complete to earn credit for this course.

BACB FIELDWORK AND INTENSIVE PRACTICUM EXPERIENCE SUPERVISION FORM: You will receive a supervision hour form each week after seminars and after each individual meeting with your supervisor. You are responsible for keeping track of these forms. You must turn in these forms (signed by you and your supervisor) at the end of the semester and you must have the minimum required hours to receive credit for the course. Overall evaluations (see bottom of form) must be rated “satisfactory” to get full credit. Ratings of “needs improvement” will not result in significant point reduction if later supervision sessions result in improvement. Ratings of “unsatisfactory” will result in proportional final point reductions. Summer semester: 15 hours required; 7.5 of group supervision, 7.5 of individual.

WEEKLY ASSIGNMENTS: You must prepare for each weekly seminar. These assignments must be posted on eLearning a minimum of 1 hour prior to class time.
1. Every other week case summaries: Every other week, summarize, briefly, a challenge you’ve had with a client in the past two weeks. Include (at a minimum), a name (pseudonym), brief description of the individual (age, functioning, diagnosis), objectively defined behavior of concern, intervention attempted. We will discuss some of these in seminar.
2. Videos (every week): You will prepare a video and upload it each week, at least 1 hour prior to seminar. You and your classmates will rotate showing your videos for the seminar, but you will need to prepare one per week for your individual sessions. When possible, record videos related to the case studies and other assignments. DUE DATES: Weekly, 1 hour prior to seminar.
3. Additional assignments:
   a. Ethics assignment: Have the parents/guardians of any students you will video record through the semester and turn these in to your supervisor. Write a short paper (about 1 page) describing how you apply the following ethical considerations to the clients with which you are working. Be specific on how these issues apply to your current clients (but maintain confidentiality).
      i. Preparation via professional development (e.g., give examples of conferences/workshops you have attended or journals you have read).
      ii. Practicing within your professional competency limits.
      iii. Ethical interventions (e.g., use of reinforcement versus punishment)
   b. Functional analysis
   c. Reinforcement Checklist: Complete a reinforcement checklist on at least one client/student. Your supervisor will post one online for your use or you may use your own.
   d. Collect baseline data (at least 5 data points) on a behavior of concern. Define the behavior in objective terms. Thoroughly describe your method of measurement (e.g., frequency, duration). Graph the data using Excel or other graphing software.
   e. Choose an appropriate intervention or environmental manipulation (must be a positive behavior intervention/support). Implement your intervention, thoroughly describe your intervention in writing and graph the data. This should be a continuation of your baseline data.
   f. Inter-rater reliability: You must have a second observer independently collect data along with you at least three times. Calculate your inter-observer agreement (IOA) and share your results. Be prepared to discuss difficulties in obtaining high IOA or why you were particularly successful.
   g. Provide a written analysis of the results of your intervention. Also, discuss the limitations of this design (AB) compared to more stringent designs (reversal, multiple baseline).
INDIVIDUAL SUPERVISION: You will view your video with your supervisor, who will provide you individual feedback on your skills, as well as discussing assignments submitted for seminar. You will individually schedule these meetings with your supervisor for 45 min per week. Alternatively, if you work locally, the supervisor may be able to observe you on-site.

| Grading Policy |

You must complete all of the required assignments to pass this course. If you have not completed all of the assignments, you will receive an F. If you complete all of the assignments, your grade will be calculated as follows:

GRADE SCALE:
A = 90-100%
B = 80-89%
C = 75-79%
D = 70-74%
F = <70%

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<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
<th>PERCENTAGE</th>
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<tbody>
<tr>
<td>Intensive Practicum Hours Log</td>
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<td>BACB Fieldwork and Intensive Practicum Experience Supervision Forms</td>
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<td>Weekly Video Uploads</td>
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<td>Additional Assignments</td>
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**Intensive Practicum Hours Log**

You must complete this and have it signed weekly by a supervisor (e.g., principal, assistant principal, school director). You are responsible for completing and documenting the required hours for the semester. For summer semester, you must log 15 hours per week (150 for the semester). You may not count extra hours in a given week toward the total (for example, though you may work in a classroom for 30 hours/week, you will log 15 hours that week).

**APPROPRIATE EXPERIENCE ACTIVITIES** include:
- Conducting assessment activities related to the need for behavioral interventions (e.g., stimulus preference assessment, functional assessment, staff performance assessment),
- Designing, implementing, and systematically monitoring skill-acquisition and behavior reduction programs,
- Overseeing the implementation of behavior analysis programs by others,
- Training, designing behavioral systems, and performance management,
- Other activities normally performed by a behavior analyst that are directly related to behavior analysis such as attending planning meetings regarding the behavior analysis program, researching the literature related to the program, talking to individuals about the program; plus any additional activities related to oversight of behavioral programming such as behavior analyst supervision issues, or evaluation of behavior analysts' performance. The supervisor will determine if activities qualify.

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<table>
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<tr>
<th>Week of (Date):</th>
<th>Hours for the Week</th>
<th>Signature of Supervisor</th>
<th>Cumulative Total Hours</th>
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Video Permission Form

Dear Parents,

I am pleased to let you know that I am working toward my Board Certification in Behavior Analysis® (BCBA®). As part of the requirements for certification, I will be mentored and supervised by an individual with experience in applied behavior analysis. Part of this mentoring involves video recording myself working with clients/students.

I'm writing to ask your permission to video record myself working with your child to show to my mentor and a group of others who are working toward their BCBA® as part of a college course. I will use these videos to demonstrate my skills and discuss how I can improve.

I will likely video record various aspects and events that occur in our class. For example, one on one instruction, small group instruction, inclusion, social groups, language activities, and behavior management techniques. I am requesting to video each student in order to demonstrate a variety of teaching methods.

Videos will only be shown to my supervisor and BCBA® trainees. Once the videos have been shown and discussed, the videos will be deleted.

If you would like to grant me permission to video your child, please complete and return the bottom portion of this form.

Thank you and I appreciate your support!

Sincerely,

__________________________________________

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__________________________________________

I authorize ___________________________ to videotape my child during school hours and understand that these videos may be used for training purposes.

______________________________
Child's Name

______________________________  _____________________  _____________________
Printed Parent’s Name  Signature  Date
**ADA 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, Disability Services in Room B118 of Cain Hall, or call 845-1637. Helpful information is located at http://disability.tamu.edu.

**Plagiarism Statement:** As commonly defined, plagiarism consists of passing off as one’s own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the *Texas A&M University Student Rules*, http://student-rules.tamu.edu, under the section “Scholastic Dishonesty”.

**Copyright Statement:** The materials used in this course are copyrighted. These materials include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless permission is expressly granted.

**Scholastic Dishonesty:** Instances of scholastic dishonesty will be treated in accordance with Section 20 of the TAMU Student Rules. Please inform yourself on the student rules regarding cheating, plagiarism, fabrication of information, conspiracy at the new website www.tamu.edu/aggiehonor/.

**Academic Integrity:** 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 excuse any member of the TAMU community from the requirements or the process of the Honor System. For additional information, please visit aggiehonor.tamu.edu. Please print and sign the following on assignments and examinations:

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

**Respect Statement:** The faculty of the College of Education and Human Development value and respect diversity and the uniqueness of each individual. The faculty affirms its dedication to non-discrimination in our teaching, programs, and services on the basis of race, color, religion, gender, age sexual orientation, domestic partner status, ethnic or national origin, veteran status, or disability. The College of Education and Human Development at Texas A & M University is an open and affirming organization that does not tolerate discrimination, vandalism, violence or hate crimes. We insist that appropriate action be taken against those who perpetrate such acts. Further, the College is committed to protecting the welfare, rights, and privileges of anyone who is a target of prejudice or bigotry. Our commitment to tolerance, respect, and action to promote and enforce these values embraces the entire university community. In the spirit of shared responsibility, each University unit, student organization, and community member is encouraged to help make our campus, and this class, a welcoming place for all. Should you have any concerns related to respect for diversity or feel that you (or any others) are being discriminated against, please contact your departmental Ombudsperson, or the Department Head, or the College Ombudsperson.