New Courses
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 Biochemistry and Biophysics

2. Course prefix, number and complete title of course: BICH 667 Molecular Probes

3. Catalog course description (not to exceed 50 words):
The function of biomolecules in the context of living cells (in cellulo as opposed to in vitro); chemical tools and analytical techniques; application in the investigation of cellular processes; identification of biological problems and design

4. Graduate classification

5. Prerequisite(s):

Cross-listed with: ____________________________________________

Stacked with: ____________________________________________

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

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

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

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

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., Ph.D.

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) |
---|---|---|
BICH | 667 | MOLECULAR PROBES |

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

Approval recommended by:
Gregory D. Reinhart
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 Date

Questions regarding this form should be directed to Sandee Williams at 845-8201 or sandee-williams@tamu.edu.
Curricular Services – 3/10
Course title and number: Molecular Probes BICH 667 (new course)
Term: SPRING
Meeting times and location: Tuesdays 9:00-10:00 am, room 403 BioBio building

Course Description and Prerequisites
Molecular probes is a graduate level, 1 credit course covering the strategies available to study the function of biomolecules in the context of living organisms (in vivo as opposed to in vitro). We will start by reviewing specific examples of chemical tools and analytical techniques that have been developed to interrogate protein function in vivo. We will discuss their application in the investigation of important cellular processes. We will then identify challenging biological problems and design, based on what we will have learned, new probes which could provide novel biological insights.

Prerequisite: Graduate classification

Learning Outcomes or Course Objectives
Upon completion of the course, students will be able to design probes that can report on the intracellular activity of biological molecules. To show mastery of the course materials, students will be given a mid-term homework assignment and a final exam. In addition, students are expected to participate in a probe design project along with their classmates.

Instructor Information
Name: JEAN-PHILIPPE PELLOIS
Telephone number: 979 845 0101
Email address: pellois@tamu.edu
Office hours: Thursdays, 10:00-11:00 am or by appointment
Office location:

Textbook and/or Resource Material
There is no textbook associated with this class. All reading material will be provided in class. We will review the current literature.

Grading Policies
Grading will be determined by performance on a take-home problem set midway through the course, participation and contribution to a probe design project, and an in-class exam at the end of the course.

mid-term problem set: 100
participation and probe design project: 200
final exam: 200
TOTAL POINTS = 500

Letter grades will be assigned as follows: A (500-450 points), B (449-400 points), C (399-350 points), D (349-301 points), F (300-0 points). Attendance at all lectures and exams is mandatory unless the student's absence is for a University excused absence (Student rule 7: http://student-rules.tamu.edu/rule07) (e.g. doctor-verified illness, University-sponsored activity). Absence for any reason other than illness must be approved at least two days in advance. Unexcused absences will result in a grade of zero. Make-up exams will be offered for those with an excused absence, but the format of a make-up exam will not necessarily be the same as
that of the exam given to the entire class.
Student rule 7:  http://student-rules.tamu.edu/rule07

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to probing protein function</td>
<td>In class notes</td>
</tr>
<tr>
<td></td>
<td>in cellulo</td>
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</tr>
<tr>
<td>2</td>
<td>Fluorescence and microscopy</td>
<td>In class notes</td>
</tr>
<tr>
<td>3</td>
<td>Fluorescent proteins and protein tags</td>
<td>In class notes</td>
</tr>
<tr>
<td>4</td>
<td>Genetic manipulations</td>
<td>In class notes</td>
</tr>
<tr>
<td>5</td>
<td>Cellular targeting and transfection</td>
<td>In class notes</td>
</tr>
<tr>
<td>6</td>
<td>Quantitative analysis</td>
<td>In class notes</td>
</tr>
<tr>
<td>7</td>
<td>Protein chemistry and chemical reporters</td>
<td>In class notes</td>
</tr>
<tr>
<td>8</td>
<td>Literature review : protein protein binding</td>
<td>To be determined</td>
</tr>
<tr>
<td>9</td>
<td>Literature review : protein trafficking</td>
<td>To be determined</td>
</tr>
<tr>
<td>10</td>
<td>Literature review : protein activity</td>
<td>To be determined</td>
</tr>
<tr>
<td>11</td>
<td>Literature review : in vivo studies</td>
<td>To be determined</td>
</tr>
<tr>
<td>12</td>
<td>Novel probe design discussion</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Novel probe design discussion</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Final exam</td>
<td></td>
</tr>
</tbody>
</table>

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

1. Request submitted by (Department or Program Name): The Bush School
   Course prefix, number and complete title of course: BUSH 600 • Bush School Graduate Study Abroad

2. Catalog course description (not to exceed 50 words):
   For students in approved study abroad and reciprocal educational exchange programs

3. Graduate classification in the Bush School; approval of director
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

4. Prerequisite(s):

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 ☑

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)

   All graduate degree programs in The Bush School

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)
   BUSH 600 BUSH GRAD STUDY ABROAD
   Lect. Lab SCH CTP and Fund Code Admin. Unit Acad. Year HCL Code
   09 00 09 30 0 9 9 9 9 9 9 9 9 9 1 3 6 4 1 2 - 1 3 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign) Date 8/3/13
   Dean of College (Type Name & Sign) Date 8/3/13
   Chair, GC or UCC Date 3-35-13

   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.
OFFICE OF THE REGISTRAR

Study Abroad Course Request Form

The purpose of this form is to open courses for registration on a faculty-led study-abroad program.

Fall ______ term or intercession, 2013 ______ year

Department of: The Bush School

Course Prefix and Course Number: B U S H 6 0 0

Course Title: Bush School Graduate Study Abroad

Semester: 1-12  Enrollment Limit: 0  Grade Type: G

If Variable-Credit:
   How many hours were proposed and approved? ____________________________
   Will students be allowed to register for varying credit limits? Yes ________

Instructor: Charles F. Hermann  Instructor UIN #: 701003560

Will instruction of this course be shared? Yes ________  No ________  If yes, please provide:

Additional Instructor: ____________________________________________________
   UIN #: _____________________________________________________________

Country or foreign location(s) of study abroad program: China, South Korea, Germany, India

Program dates overseas: Variable

Is this course cross-listed? Yes ________  No ________  If yes, Course Prefix and Number: __________________________

If this is a Special Topics course, has it been taught outside the U.S. before? Yes ________  No ________

If Yes, how many times? ________  And where? __________________________________________

*NOTE: The standard Special Topics form will need to be submitted by the department.

Should this course be considered for approval within any category of the University Core Curriculum? Yes ________  No ________  **If Yes, see below.

Additional comments (prerequisites, satisfactory/unsatisfactory, stacked, etc.):

Graduate classification in the Bush School; approval of director

**To be included in the Core Curriculum, a separate departmental request and a request for addition to the Core Curriculum form must be submitted to the Core Curriculum Council for each semester or summer term that a special topics course is to be taught (before August 1 for spring offerings). An approved copy of the form will be sent to the Department and the Office of the Registrar by the Faculty Senate.

I certify that I have obtained prior approval through the Study Abroad Program through the Study Abroad Program Policy Committee (SAPPC) for the following course(s) to be taught outside the U.S.

Name: Charles F. Hermann  Signature: __________________________

Department Head

An approved copy has been sent to the Registration Office by the Core Curriculum Council/Faculty Senate.

Date: __________________________

Study Abroad Programs Office

Sign: __________________________

Date: __________________________

THECB Approved: __________________________

For Authorized Use Only:
BUSH 600 Bush School Graduate Study Abroad
Fall, Spring and Summer
Location: TBD each term

Course Description and Prerequisites:
Approved study abroad student participation; reciprocal education exchange programs. Reciprocal exchange participants will attend classes at a host partnership institution for a full semester or a 10-week summer session, maintaining sufficient credits for full-time status. Prerequisite: Admission to an approved program

Course Learning Outcomes:
1. The course will provide a systematic way for capturing data on graduate students studying abroad.
2. Students will gain an international perspective in their major through learning at a partner institution.
3. Students will learn how to adapt and function in a new culture allowing them to be more comfortable and self-confident when meeting persons (clients and/or colleagues) from other cultures when they enter their chosen professions.
4. Student will extend networking in their field of study beyond their home country.
5. Study abroad will increase the student’s attractiveness as a potential employee.

Instructors: TBD

Required Course Materials: To be determined by the lead faculty for each study abroad; reciprocal exchange student materials will be determined by courses taken at the host institution.

Grading:
The standard Bush School scale will apply:

90%-100% A Extraordinary, excellent work and mastery of concept
80%-89% B Good work and solid command of concept
70%-79% C Adequate work and sufficient understanding of concept
60%-69% D Poor work, little understanding of concept
0%-59% F Lack of work, no understanding of concept

Academic Honesty: The Bush School is committed to the development of principled leaders for public service. The commitment to “principled leadership” is a further elaboration of the Texas
A&M student honor code that states: "An Aggie will not lie, cheat, or steal nor tolerate those who do." Students who engage in plagiarism or other forms of academic dishonesty will be referred to the Aggie Honors Council. These same penalties apply to submission of the same material for a grade in more than one course.

You are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. **The source of the material does not matter** – a book, an article, material off the web, another student’s paper – all constitute plagiarism unless the source of the work is fully identified and credited. It is important when using a phrase, a distinct idea, concept, a sentence, or sentences from another source to credit explicitly that source either in the text, a footnote, or endnote. Plagiarism is a violation of academic and personal integrity, and carries extremely serious consequences. Further information can be found at [http://www.tamu.edu/aggiehonor/acadmisconduct.htm](http://www.tamu.edu/aggiehonor/acadmisconduct.htm). **Students in this course must submit the book review and the research paper to Turnitin.com, before a grade will be given.** Turnitin.com is an internet-based service which serves as a tool to help detect plagiarism. Turnitin.com reduces plagiarism by comparing course papers to on-line resources. The student will submit the paper simultaneously to Turnitin.com and to the instructor. **Information and procedures for access to Turnitin.Com may be found at [http://itsinfo.tamu.edu/turnitin/](http://itsinfo.tamu.edu/turnitin/). Select the “student” prompt.**

**Americans with Disability Act (ADA):** The Americans with Disabilities Act (ADA) is a federal non-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this law requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Disability Services Office in Cain Hall, Rm. B118 or call 845-1637. For more 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): Industrial and Systems Engineering

2. Course prefix, number and complete title of course: ISEN 650 Healthcare Delivery Systems Modeling and Analysis

3. Catalog course description (not to exceed 50 words): Challenges in modeling and analysis of healthcare systems; deterministic and stochastic approaches to model and analyze healthcare systems; existing and emerging policies in healthcare and effects on healthcare system models.

4. Prerequisite(s): ISEN 620, ISEN 609, or approval of instructor

5. Cross-listed with: 

6. Stacked with: 

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

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

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

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.Eng., M.S., Ph.D. in Industrial Engineering or related fields.

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

9. Attach approval letters.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ISEN 650</td>
<td>HLTHCR DLYSYS MDL ANALYS</td>
<td></td>
</tr>
</tbody>
</table>

Lect. Lab SCH OIP and Fund Code Admin. Unit Acad. Year HHE Code
0 3 0 0 0 3 1 5 1 5 0 1 0 0 6 1 6 2 2 1 4 - 1 5 0 0 3 6 3 2

Approval recommended by:

Cesar O. Malave

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.
Course title and number: ISEN 650 Healthcare Delivery Systems Modeling and Analysis
Term (e.g., Fall 200X): Fall 2014
Meeting times and location: TBD

Course Description and Prerequisites
Examine challenges of modeling and analysis of healthcare systems. Analyze components of healthcare system, and examine the need for application of OR and IE tools to model and analyze healthcare systems. Apply deterministic and stochastic approaches to model and analyze healthcare systems. Study existing and emerging policies in healthcare and their effects on healthcare system models.

Prerequisites: ISEN 620, ISEN 609, or approval of instructor.

Learning Outcomes or Course Objectives
Learning Outcomes: Students should be able to 1. model, solve and analyze healthcare system problems using quantitative tools; 2. explain the complex interactions that exist in healthcare systems; and 3. describe the complexities that exist in the privacy, security and other policies in healthcare, and explain their effect on healthcare system models.

Instructor Information
Name: Amarnath Banerjee
Telephone number: 979-458-2341
Email address: banerjee@tamu.edu
Office hours: TBA
Office location: 4041 ETB

Textbook and/or Resource Material
None; reference and study material to be compiled and provided online

Grading Policies
- Classroom Participation: 10%
- Assignment: 25%,
- Midterm: 20%,
- Final: 20%,
- Class Project: 25%

Project paper and presentation will be graded based on the depth of review and understanding of the selected topical area, innovativeness and correctness of the model(s) developed, and the quality of the report and class presentation.

Grades will be calculated on the basis of total points earned. The points can be curved based on class average and may lower the following standard (out of a total of 100 points): A: 90-100, B: 80 – 89, C: 70 – 79, D: 60 – 69, F: < 60.
### Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to health care delivery systems, Industrial and Systems engineering in health care</td>
<td>Building a Better Delivery System: A New Engineering/Health Care Partnership (chapters 1-4)</td>
</tr>
<tr>
<td>2</td>
<td>Linear programming models in healthcare delivery systems and analysis</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>3</td>
<td>Linear and nonlinear programming models in healthcare delivery systems and analysis, DEA in healthcare delivery system performance comparison</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>4</td>
<td>Simulation in healthcare delivery system modeling and analysis, introduction to case study</td>
<td>Instructor Course notes and case study material to be provided</td>
</tr>
<tr>
<td>5</td>
<td>Case Study 1 – use of simulation to model and analyze a healthcare delivery system</td>
<td>Case study material to be provided</td>
</tr>
<tr>
<td>6</td>
<td>Heuristic tools to model and analyze healthcare delivery systems</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>7</td>
<td>Midterm Exam, Introduction to stochastic models in healthcare delivery systems</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>8</td>
<td>Stochastic models in healthcare delivery systems – Markov Chains</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>9</td>
<td>Case Study 2 – use of LP, heuristic models in analyzing a healthcare delivery system</td>
<td>Case study material to be provided</td>
</tr>
<tr>
<td>10</td>
<td>Stochastic programming models in healthcare delivery systems, system modeling tools</td>
<td>Instructor Course notes and collection of research papers to be provided</td>
</tr>
<tr>
<td>11</td>
<td>System modeling tools – IDEF, Axiomatic Design</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>12</td>
<td>Policy Issues, emerging concepts, challenges in modeling and analysis</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>13</td>
<td>Connectivity – HIT/HIE connectivity examples in different states</td>
<td>Instructor Course notes to be provided</td>
</tr>
<tr>
<td>14</td>
<td>Project presentations</td>
<td></td>
</tr>
</tbody>
</table>

### Other Pertinent Course Information

If a test is missed, you must have a university excused absence. Make up-exams will be given in accordance with University Rules (see Rule 7 at http://student-rules.tamu.edu).

### Americans with Disabilities Act (ADA)

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For additional information on the Honor Council Rules and Procedures, please visit: http://aggiehonor.tamu.edu
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

1. Request submitted by (Department or Program Name): Department of Information and Operations Management

2. Course prefix, number and complete title of course: ISYS 645. IT Security Controls

3. Catalog course description (not to exceed 50 words):
Familiarization with planning, design, and implementation of controls to minimize risks to business information; focus on the importance of managing business information security; introduction to the tools/concepts/theories to safeguard an organization's information systems and IT assets; understanding of cryptography and application, operations, and physical security.

4. Prerequisite(s):

<table>
<thead>
<tr>
<th>Cross-listed with:</th>
<th>Stacked with:</th>
</tr>
</thead>
</table>

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)

   MS in Management Information Systems (MISy)

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)
    ISYS 645  IT SECURITY CONTROLS

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>CIIP</th>
<th>Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<tr>
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<td>0 0 3 6 3 2</td>
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</tbody>
</table>

Approval recommended by:

Rich Matters  2.14.13  Department Chair (Type Name & Sign)

Mary Lea McNally  2.18.13  Chair, College Review Committee

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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

This course is designed to familiarize individuals with planning, design, and implementation of controls to minimize risks to business information. The purpose of this course is to educate a new generation of managers, planners, analysts, and programmers about the importance of managing business information security and introduce them to the tools/concepts/theories that will help them safeguard their organizations' information systems and IT assets. More specifically, the students are expected to have a better understanding of the following aspects of business information security:

1. Cryptography
2. Application Security
3. Operations Security
4. Physical Security

Prerequisite: Students enrolling in this course are expected to have successfully completed ISYS 635.

Learning Outcomes or Course Objectives

After completing the course, students will be able to plan, design, and implement the appropriate physical and technical controls to protect the information systems in an organization.

Instructor Information

Name: Ravi Sen
Telephone number: 979-845-0659
Email address: rsen@mays.tamu.edu
Office hours: TBA
Office location: 320S Wehner building
Textbook and/or Resource Material

There is no suggested textbook for this course. All course related material will be provided by the instructor or the instructor will inform the students about online resources where the course related material is available. All course materials will also be available at the MSC bookstore.

Grading Policies

The students will be graded on their performance in two exams, case analysis, project work, lab assignments, and class participation. The final grade is based on a 500-point system:

<table>
<thead>
<tr>
<th>Maximum Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Analysis</td>
<td>100</td>
</tr>
<tr>
<td>Lab Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Exam I</td>
<td>125</td>
</tr>
<tr>
<td>Exam II</td>
<td>125</td>
</tr>
<tr>
<td>Attendance*</td>
<td>50</td>
</tr>
<tr>
<td>TOTAL</td>
<td>500</td>
</tr>
</tbody>
</table>

455+ = A  
405-454 = B  
355-404 = C  
305-354 = D  
<305 = F

Course Topics, Calendar of Activities, Major Assignment Dates

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<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Cryptography</td>
<td>Cryptography components and their relationships</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Symmetric and asymmetric key algorithms</td>
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<td>2</td>
<td>Cryptography</td>
<td>PKI concepts and mechanisms</td>
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<td>Hashing algorithms and uses</td>
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<td>3</td>
<td>Cryptography</td>
<td>Types of attacks on cryptosystems</td>
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<td>4</td>
<td>Cryptography</td>
<td>Types of attacks on cryptosystems</td>
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<td>5</td>
<td>Application Security</td>
<td>Software controls and their implementation</td>
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<td>Database concepts and security issues</td>
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<td>6</td>
<td>Application Security</td>
<td>Application attack types</td>
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<td>7</td>
<td>Application Security</td>
<td>Security issues with program development</td>
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<td>Security issues with object-oriented programming components</td>
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<td>8</td>
<td>Application Security</td>
<td>Security issues relevant to expert systems and artificial intelligences</td>
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<td></td>
<td>Mid-Term Exam</td>
<td>Security issues relevant to expert systems and artificial intelligences</td>
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<td></td>
<td>Operations Security</td>
<td>Administrative management responsibilities</td>
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<td>10</td>
<td>Operations Security</td>
<td>Operations department responsibilities</td>
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<td>Configuration management</td>
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<td>11</td>
<td>Operations Security</td>
<td>Trusted recovery states</td>
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<td>Redundancy and fault tolerance</td>
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<td>12</td>
<td>Operations Security</td>
<td>Threats for operational security</td>
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<tr>
<td>13</td>
<td>Physical Security</td>
<td>Administrative, physical, and technical</td>
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<td></td>
<td></td>
<td>controls</td>
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<td>Facility location, construction, management</td>
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<td></td>
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<td>Physical security risks, threats, and</td>
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<td></td>
<td>countermeasures</td>
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<tr>
<td>14</td>
<td>Physical Security</td>
<td>Fire prevention, detection, and suppression</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Intrusion detection systems</td>
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<tr>
<td>15</td>
<td>Final Exam (Time/Date TBA)</td>
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</tbody>
</table>

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

2. Course prefix, number and complete title of course:
   ISYS 655. Security Management and Compliance

3. Catalog course description (not to exceed 50 words):
   Familiarization with managerial and legal aspects of business information security; focus on importance of managing business information security and theories to help safeguard an organization’s information systems and IT assets; understanding of Security Architecture and Design, Business Continuity and Disaster Recovery Planning, Laws Investigation and Ethics.

4. Prerequisite(s):

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)
      MS in Management Information Systems (MISY)

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)
   ISYS 655 Security Management & Compliance

   Lect. Lab SCH GIP and Fund Code Admin. Unit Acad. Year HCC Code
   0 3 0 0 0 3 1 1 0 0 3 0 0 6 1 6 3 4 1 4 - 1 5 0 0 3 6 3 2

   Approval recommended by:
   Rich Metters (Type Name & Sign) Date
   Mary Lea McAnally (Type Name & Sign) Date

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

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services

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

This course is designed to familiarize individuals with the managerial and legal aspects of business information security. The purpose of this course is to educate a new generation of managers, planners, analysts, and programmers about the importance of managing business information security and introduce them to the theories that will help them safeguard their organizations' information systems and IT assets. More specifically, the students are expected to have a better understanding of the following aspects of business information security:

1. Security Architecture and Design
2. Business Continuity and Disaster Recovery Planning
3. Laws Investigation, and Ethics

Prerequisite: Students enrolling in this course are expected to have successfully completed ISYS 635.

Learning Outcomes or Course Objectives

After completing the course, students will be able to –

1. Plan, design, and implement information security architecture at an organization. [Application]
2. Identify the compliance and legal requirements of the information systems used in an organization. [Knowledge]
3. Develop, and implement disaster recovery and incident response at an organization [Application]

Instructor Information

Name: Ravi Sen
Telephone number: 979-845-0659
Email address: rsen@mays.tamu.edu
Office hours: TBA
Office location: 320S Wehner building
Textbook and/or Resource Material

There is no suggested textbook for this course. All course related material will be provided by the instructor or the instructor will inform the students about online resources where the course related material is available. In addition, the students need to purchase the following case studies and articles.

1. **Boss, I Think Someone Stole Our Customer Data** by Eric McNulty (HBR Case Study, Prod. #: R0709X-PDF-ENG)
2. **iPremier Co. (A)—Denial of Service Attack** by Robert D. Austin, Larry Leibrock, Alan Murray (HBR Case Study, Prod. #: 601114-PDF-ENG)

All case studies are available at the MSC bookstore.

Grading Policies

The students will be graded on their performance in two exams, case analysis, project work, lab assignments, and class participation. The final grade is based on a 500-point system:

<table>
<thead>
<tr>
<th></th>
<th>Maximum Points</th>
<th>% of Final Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Case Studies/lab assignments</td>
<td>100</td>
<td>20%</td>
</tr>
<tr>
<td>Exam I</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Exam II</td>
<td>125</td>
<td>25%</td>
</tr>
<tr>
<td>Attendance*</td>
<td>50</td>
<td>10%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>500</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

455+ = A
405-454 = B
355-404 = C
305-354 = D
<305 = F

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
</table>
| 1    | Security Architecture and Design | Computer hardware architecture  
                 Operating systems architectures |
<p>| 2    | Security Architecture and Design | Trusted computing base and security mechanisms |
| 3    | Security Architecture and Design | Protection mechanisms within an operating system |
| 4    | Security Architecture and Design | Various security models |</p>
<table>
<thead>
<tr>
<th></th>
<th>Security Architecture and Design Mid-Term Exam</th>
<th>Assurance evaluation criteria and ratings Certification and accreditation process</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Recovery and continuity planning requirements</td>
</tr>
<tr>
<td>7</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Business impact analysis Selecting, developing, and implementing DRP and BCP</td>
</tr>
<tr>
<td>8</td>
<td>Business Continuity and Disaster Recovery Planning</td>
<td>Backups and offsite facilities Types of drills and tests</td>
</tr>
<tr>
<td>9</td>
<td>Laws Investigation, and Ethics</td>
<td>Computer crimes and computer laws</td>
</tr>
<tr>
<td>10</td>
<td>Laws Investigation, and Ethics</td>
<td>Motives and profiles of attackers</td>
</tr>
<tr>
<td>11</td>
<td>Laws Investigation, and Ethics</td>
<td>Various types of evidence</td>
</tr>
<tr>
<td>12</td>
<td>Laws Investigation, and Ethics</td>
<td>Computer crime investigation process and evidence collection</td>
</tr>
<tr>
<td>13</td>
<td>Laws Investigation, and Ethics</td>
<td>Incident handling procedure</td>
</tr>
<tr>
<td>14</td>
<td>Laws Investigation, and Ethics</td>
<td>Ethics pertaining to IS professionals and best practices</td>
</tr>
<tr>
<td>15</td>
<td>Final Exam (Date/Time TBA)</td>
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</tbody>
</table>

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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): Bush School of Government and Public Service

2. Course prefix, number and complete title of course: PSAA 613, Immigration and Education Policy

3. Catalog course description (not to exceed 50 words):
Explores contemporary issues and debates in US education policy as it relates to immigrant children and children of immigrants. Examines long-run and current issues that immigrant students face, such as educational assimilation, equity, and access to higher education. Includes readings from the education, economics, and sociology disciplines.

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
   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 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)

   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. Prefix: PSAA
   Course #: 613
   Title (excluding punctuation): Immigration and Education Policy

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
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<th>COP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
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<td>1 3 - 1 4 0 0</td>
<td>8 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
William J. Foster 1/28/13

Chair, College Review Committee
Samuel J. Brown 0/2/13

Dean of College
Andrew H. Card, Jr. 3/25/13

Chair, OC or UCC
Date 3-25-13

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
PSAA 689: Immigration and Education Policy
Spring 2013 Course Syllabus

Instructor: Dr. Kalena E. Cortes
E-mail: k cortes@bushschool.tamu.edu
Office: 1049 Allen Building
Phone: (979) 458-8030
Office Hours: Mondays 1:30-2:30 p.m. and Tuesdays 4:30-5:30pm.

Class Day, Time, & Location
TBA

Prerequisites: Intermediate microeconomic theory, quantitative methods I and II

COURSE DESCRIPTION
The goal of the course is to create and enhance a capacity for understanding contemporary issues and debates in U.S. education policy as it relates to immigrant children and children of immigrants (i.e., second generation). Long-run and current issues that immigrant students face, such as educational assimilation, equity, and access to higher education, will be examined. Readings from the disciplines of education, economics, and sociology will be incorporated into the curriculum.

The course begins with an overview of historical and current patterns of U.S. immigration. That is, what are some of the unique characteristics of post-1965 New Immigration? How is the process of “assimilation” different for immigrants today compared to their predecessors 100 years ago? The changes introduced in the 1965 Immigration Reform Act are the keys to understanding the unique challenges that immigrant students place on educators and schools administrators today.

Next, students will acquire comprehensive knowledge of the immigrant experience in the context of U.S. education policy, and develop an analytical framework to understand the current issues of immigrant children in U.S. schools. That is, how do immigrants differ from one another based on class, race, gender, generation, and national origin? How do immigrant children adapt to life in host-society schools?

COURSE OBJECTIVES
By the end of the course, students will able to:

- Describe the historical and educational experiences of diverse ethnic immigrant groups in the United States;
- Compare the educational choices and assimilation paths of immigrants and children of immigrants in the context of their respective cultural and socio-economic structures;
- Understand and contribute to the debates on immigration and U.S. education policy;
- Use the theories and statistical tools of the economics of education introduced in class discussions to analyze policy choices and interpret related data; and
- Recognize the strengths and limitations of quantitative research methods in studying immigrant education. How can educational policy toward immigrants be formulated or addressed by quantitative research?

REQUIRED MATERIALS

Other Readings (Tentative)

Course Requirements and Grading

Course Requirements:
Students are required to attend each class, participate and lead discussions, turn in assignments on time, write a research paper, and give a presentation on their paper at the end of the semester. Final grades will be based on the following three components:
Class attendance and participation (25 percent): Your attendance and class participation are essential to your learning and to the learning of the rest of us. Students should read the assigned reading materials, come to class, and tell us what you think. Hence, 25 percent of your course grade will be based on your class attendance and participation. Although I do not expect public speaking, I do hope that you will share your thoughts with the class. There will also be opportunities to earn extra credit by leading class discussions throughout the semester. If you cannot make class, please let me know either by e-mail or phone.

Assignments (30 percent): You are required to submit five one- to two-page reflective questions/comments/objections about the assigned readings. It's up to you to choose the week and topic you want cover. I ask only that you incorporate the readings for that topic and tell us what you think and what questions/comments/objections emerged during your reading. These assignments should be seen as a chance for you to reflect upon your own understanding and interpretation of a particular topic.

Research paper and paper presentation (45 percent): The remainder of your grade will come from my evaluation of your individual 25-30 page (double-spaced) research paper. While students are encouraged to focus their efforts on an area that they find to be of personal interest, the topic should be appropriate for this course. Consultation with the instructor on the selection of a paper topic is welcomed (but please choose something that really interests you and further your scholarly or professional goals).

Data Sources:
If students prefer to carry out an empirical paper, you may do so as long as you provide detailed documentation in the appendix of your paper (which does not count toward the 25-30 page requirement). Over the years, I have compiled a list of data sources that collect information on immigrant status and educational outcomes. Below I list these data sources:

- Current Population Survey (CPS): Various years
- Integrated Public Use Microdata Series (IPUMS): Various U.S. Census Years
- Children of Immigrants Longitudinal Study (CILS): Wave 1, 2, and 3
- Los Angeles Family and Neighborhood Survey (L.A.FANS)
- Legalized Population Survey (LPS): Wave 1 and 2
- Fragile Families
- Mexican Migration Project (MMP)
- New Immigrant Survey (NIS)
- Texas Higher Education Opportunity Project (THEOP): Wave 1, 2, and 3

Grading Standards
All grades are weighted on a 4.0 system using the following scale:

90-100%: A (4.0) - Extraordinary, excellent work and mastery of concept
80-89%: B (3.0) - Good work and solid command of concept
70-79%: C (2.0) - Adequate work and sufficient understanding of concept
60-69%: D (1.0) - Poor work, little understanding of concept
Less than 60%: F (0.0) - Lack of work, no understanding of concept
The following standards will be used for discussion and assignment grades based on a 4 point scale.

A (4.0) - Extraordinary, excellent work and mastery of concept: Mastery of the assignment communicated very effectively. There is little room for improvement with respect to the level, scope and depth of material for which the student was expected to be knowledgeable. The presentation's content reflects excellence in research, analysis, and communication in accordance with the highest levels of graduate-level scholarship. Class discussions demonstrate a solid grasp of the specific topic or comment under discussion. Written responses are free of grammatical, spelling, or punctuation errors. The style of writing contributes to open, honest communication. The student participates in the class in accordance with all the best practices for learning. All discussions are respectful of others' ideas, opinions, and feelings and assist in clarification of other participants' perspectives. Reflective statements are included that include a theoretical rationale underlying the use of specific strategies or materials.

B (3.0) - Good work and solid command of concept: Manifests a solid understanding of the assignment that is communicated well. All major points or tasks are correctly performed and fundamental comprehension of the material is demonstrated. No major errors or omissions. The level of comprehension in terms of the quality of the research and analysis displayed is clearly acceptable. Discussions generally demonstrate some comprehension of the specific topic or comment under discussion. Written responses are usually free of grammatical, spelling, or punctuation errors. The style of writing generally contributes to open, honest communication. The student participates in the class in accordance with best practices for learning. Discussions generally are respectful of others' ideas, opinions, and feelings. Reflective statements contain some of the theoretical rationale underlying the use of specific strategies or materials.

C (2.0) - Adequate work and sufficient understanding of concept: Somewhat deficient. Although elements of the assignment are correctly presented, some significant elements are missing, poorly interpreted, or involve errors in fact or interpretation. The presentation may be weak or devote attention to matters that are marginal or unrelated to the assignment's subject. There is a discernible rough balance of correct and incorrect (or missing) material. The paper reflects a limited amount of depth in terms of recognizing significant literature and research on the subject. Discussions often lack a solid grasp of the specific topic or comment under discussion. Written responses often contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions often do not comply with established best practices for learning and/or often do not adhere to the ground rules of respect, confidentiality, and professionalism. Few reflective statements include the theoretical rationale underlying the use of specific strategies or materials included.

D (1.0) - Poor work, little understanding of concept: Serious deficiencies. Major errors dominate the presentation or major points are missing. The presentation reveals a serious lack of understanding of the material and the content and writing is poor. Discussions lack a solid grasp of the specific topic or comment under discussion. Written responses with rare exceptions contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions generally do not comply with established best practices for learning and/or often do not adhere to the ground rules of respect, confidentiality, and professionalism. There is little, if any, reflective statements including the theoretical rationale underlying the use of specific strategies or materials included.

F (0.0) - Lack of work, no understanding of concept: Virtually all of the response is incorrect or it is simply missing either from the lack of effort or lack of comprehension of the subject. Discussions lack a solid grasp of the specific topic or comment under discussion. Written responses contain obvious grammatical, spelling or punctuation errors. The style of writing does not contribute to open, honest communication. The discussions do not comply with established best practices for learning and/or do not adhere to the ground rules of respect, confidentiality, and professionalism. No reflective statements are included to present the theoretical rationale underlying the use of specific strategies or materials included.

Extra Credit
There is no extra credit for this course.

Late Work Policy
Late work will not be accepted. In the case of an emergency (ex. hospitalization, family death), accommodations may be made with timely notification and appropriate documentation. Early work is always accepted.
Honor Code

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

Every student, graduate as well as undergraduate, is expected to adhere to this code, violation can result in disciplinary action. If you do not understand the honor code, please ask the professor ASAP. More information about Honor Council Rules and Procedures can be found at http://www.tamu.edu/aggiehonor.

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

Cheating or Plagiarism
All work submitted in this course must be your own work, produced exclusively for this course. The use of someone else's ideas, quotations, music, graphs/charts, and/or paraphrases must be properly documented, even if you have the permission of that person. Direct quotes must be in quotation marks and have the page number in the citation. Plagiarism will result in a zero for the assignment and may result in a failing grade for the class. Violations may also be noted on student disciplinary records. If you are in doubt regarding any aspect of these issues, please consult with the instructors before you complete the relevant assignment. Also, please refer to your copy of Credit Where Credit is Due: a Guide to the Citation of Sources for Bush School Students. (Paraphrased and adapted with permission from Dr. M. Rose Barlow, Psychology of Trauma syllabus, Academic Dishonesty section.)

On Graduate School
Much of your undergraduate education has taught you how to answer questions, the answers to which you were previously given. In graduate school you will learn how to ask questions, and thereby to find answers to previously unanswered questions. The transition from answering questions to asking them is generally not an easy one.

At the Bush School the learning process is designed to prepare students to assume responsible leadership positions. While here you will learn about how to use (and not misuse) management and policy making theory and data in order to be more effective and ethical public servants. This journey begins with the core courses of Economics, Leadership, Policy Formation, and Quantitative Methods. Acquiring specific content knowledge is not the end, however; it is simply the foundation for graduate level work.

With content knowledge as background, students develop and practice the attitude of reflection that permits comprehension to inform practical action. It is this understanding that enables the formulation of questions and ultimately your independent search for answers.
THE ROLE OF FACULTY:
Bush School faculty members play a critical role in your graduate education through their support of your learning. Faculty members are responsible for developing course content including selecting readings, designing assignments, and setting standards of performance. They serve as role models and mentors for the graduate student body and continue to expand the intellectual capacity of the Bush School and Texas A&M University with their own research, committee work, and publications.

The privilege of serving on the TAMU graduate faculty is taken seriously. This is reflected in our teachers’ professional and scholarly activity and service to the university, to government and nonprofit organizations, and to the broader community of learning. Each faculty member is committed both to high academic standards and to your learning.

While its members share a strong commitment to students and learning, the faculty is diverse in its composition, experience, specialties, approaches to teaching, and in its opinions. The richness of your intellectual growth is enhanced by the differences you will see and experience.

THE ROLE OF THE STUDENT:
Students come to the Bush School with a wide range of backgrounds and levels of preparation. You are well prepared for some graduate study and tasks and are not at all prepared for others. While our faculty stands ready to help you, it is you who will make decisions about how to approach the difficult task of learning to analyze, think, support your ideas, and to ask and answer questions. The responsibility for your growth and learning is yours.

Graduate school is your new job: you will likely spend 50-60 hours per week attending class, completing readings, conducting research, writing papers, preparing presentations and discussions, and working problem sets. The configuration of the work varies: sometimes you will work alone, often you will work in teams to produce an assignment, mirroring the experiences you will most likely have in your professional career.

As a graduate student you will gain a great deal of experience in figuring things out. For example, your teachers will not tell you what you should remember or conclude from the readings – assignments are designed to help you develop your thinking skills, not to answer particular questions posed by the professor (although s/he will surely question you). You will be given guidelines by each professor, but you will rarely be given step-by-step instructions for assignments…your learning is your responsibility and graduate school offers the opportunity for you to practice learning in a setting which is both demanding and supportive. Although the content covered in your classes is important, it is only secondary to the critical thinking skills that you gain from studying and discussing this material. These skills will help you deal with the unfamiliar after you leave the Bush School.

Resources for your success are all around you at the Bush School. Faculty members will help you, administrative staff will help you, classmates and colleagues will help you. All TAMU resources are at your fingertips: on-line research capacity, writing instruction, student services, and technical resources. Yet you must decide to take advantage of all the richness of the university community in order to improve your grasp of an applied discipline in public service.

As Kant’s criteria of “systematic” understanding suggests, you are about to commence learning to look through the lens and to look at the lens. Welcome to graduate school!!
Course Schedule and Outline – Note that additional readings will often be posted to supplement the textbook material. Please complete assigned readings before each class. Schedule is subject to change. Any changes will be announced in class.

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Week #1</td>
<td>Introduction</td>
</tr>
<tr>
<td>Week #2</td>
<td>Overall picture of immigration and education in the U.S.</td>
</tr>
<tr>
<td>Week #3</td>
<td>Historical and current patterns of U.S. immigration:</td>
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<tr>
<td></td>
<td>• How has immigration to the United States changed over time (i.e., 1965 Immigration Reform Act)?</td>
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<td></td>
<td>• What are the current trends in U.S. immigration? Who are these new immigrants?</td>
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<td></td>
<td>• How have the skills and educational levels of immigrants to the U.S. changed over time?</td>
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<tr>
<td>Week #4</td>
<td>Past and new immigrant settlements</td>
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<tr>
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<td>• Where do they live? Why do they choose those places?</td>
</tr>
<tr>
<td>Week #5</td>
<td>Immigrant children in U.S. Schools (K-12 context)</td>
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<td></td>
<td>• What type of schools are immigrant children attending (i.e., urban/rural, low/high SES etc.)?</td>
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<td></td>
<td>• Are U.S. schools ready for these immigrant children?</td>
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<tr>
<td>Week #6</td>
<td>Language and education</td>
</tr>
<tr>
<td></td>
<td>• English as a Second Language (ESL), Transitional bilingual education, Dual-language immersion</td>
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<tr>
<td>Week #7</td>
<td>Attitudes towards immigrants</td>
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<td></td>
<td>• The controversy over “special” programs for immigrants in light of overcrowded classrooms and limited financial resources at the local, state, and federal level</td>
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<tr>
<td></td>
<td>• The backlash against immigrants: California’s Propositions 187 (illegal immigration) and 229 (bilingual education)</td>
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<tr>
<td>Week #8</td>
<td>Acculturation, assimilation, and integration of immigrant children</td>
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<tr>
<td></td>
<td>• What is segmented assimilation theory?</td>
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<td></td>
<td>• What are the implications of segmented assimilation theory for studies of race, immigration, and education?</td>
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<tr>
<td>Week #9</td>
<td>From immigrant to ethnic minorities: Second-generation</td>
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<tr>
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<td>• How time changes your status in this country: Immigrants or natives?</td>
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<tr>
<td>Week #10</td>
<td>Spring Break</td>
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<tr>
<td>Week #11</td>
<td>First and second-generation immigrant college-going behavior</td>
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<tr>
<td></td>
<td>(HED context)</td>
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<td></td>
<td>• Postsecondary educational choices: No college vs. College-bound; 2-year vs. 4-year institutional attendance</td>
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<tr>
<td></td>
<td>• Retention and graduation trends</td>
</tr>
<tr>
<td>Week #12</td>
<td>Tuition policy: In-state tuition for undocumented immigrants</td>
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<tr>
<td></td>
<td>• How many states have passed legislation allowing undocumented students to receive in-state tuition?</td>
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<td>• What are the requirements for undocumented students to receive in-state tuition?</td>
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<tr>
<td>Week #13</td>
<td>Conclusion and summary of course</td>
</tr>
<tr>
<td>Week #14</td>
<td>Student Presentations</td>
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<tr>
<td>Week #15</td>
<td>Student Presentations</td>
</tr>
</tbody>
</table>
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Request submitted by (Department or Program Name):
   Department of Information and Operations Management

2. Course prefix, number and complete title of course:
   SCMT 685 Directed Studies

3. Catalog course description (not to exceed 50 words):
   Directed study on selected problems using recent developments in business research methods.

4. Approval of instructor and graduate advisor.

5. Prerequisite(s):

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

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

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

8. This course will:
   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)

   PhD in Information and Operations Management (INFO); MS in Management Information Systems (MISY)

9. Prefix  Course #  Title (excluding punctuation)

   SCMT 685    DIRECTED STUDIES

   Lect.  Lab  SCH  CRN  Fund Code  Admin. Unit  Acad. Year  SCC Code
   04  00  04  52  02  03  00  16  16  34  14  15  00  3  63  2

   Approval recommended by:

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

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

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services

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

2. Course prefix, number and complete title of course: SCMT 689 Special Topics in...

3. Catalog course description (not to exceed 50 words):
Selected topics in identified areas of operations and supply chain management.

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)

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

PhD in Information and Operations Management (INFO); MS in Management Information Systems (MISY)

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>SCMT</th>
<th>689</th>
<th>SPECIAL TOPICS IN</th>
</tr>
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<tbody>
<tr>
<td>Lect.</td>
<td>Lab</td>
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</tbody>
</table>

Approval recommended by:  

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

Mary Lea McAnally  
Chair, College Review Committee  
Date  

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

Mary Lea McAnally  
Dean of College  
Date  

Mark Zorn  
Chair, GC or UCC  
Date  

Submitted to Coordinating Board by:  

Associate Director, Curricular Services  
Date  

Effective Date  

Questions regarding this form should be directed to Sandra Williams at 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 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title WFSC 605 - Community Ecology

3. Course description (not more than 50 words) Overview and in-depth knowledge of community ecology; historical development. Current issues, methodologies, and practical applications in natural resource management, biological conservation, agriculture, and human health. Practice critical thinking, communication skills, and professionalism.

4. Prerequisite(s) graduate classification

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 the course be repeated within the same semester/term? Yes No

7. Has this course been taught as a 489/689? Yes No If yes, how many times? _______ Indicate the number of students enrolled for each academic period it was taught. Fall 2011-12, Fall 2012-13

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

graduate programs in Wildlife & Fisheries Sciences, Marine Biology, Nutrition and Food Science

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

10. Prefix Course # Title (exclude punctuation)
    WFSC 605 COMMUNITY ECOLOGY

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCH</th>
<th>Subject Matter Content Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0300030303010005</td>
<td>295112-13</td>
<td>003632</td>
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Do not complete shaded area.

Approval recommended by:

Head of Department Date

Chair, College Review Committee Date

Dean of College Date

Dean of College Date

Submitted to Coordinating Board by:

Director of Academic Support Services Date Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
Fall 2012

WFSC 689-643 – Community Ecology (3 credit hours)

Instructor – Dr. Kirk O. Winemiller
Office – 110-D Heep Labs Building (East Campus)
email – k-winemiller@tamu.edu
Phone – 862-4020

Meeting Time/Place: Tu, Th 2:20–3:35 / Nagle 104

Course Format

Approximately half of the class sessions will consist of lectures by the instructor and instructor-led discussions. Other sessions will consist of student-led, instructor-facilitated group discussions of recent journal articles covering cutting-edge topics in community ecology.

Learning Outcomes

Through lectures, readings and discussions, students will obtain an overview and achieve in-depth knowledge of the field of community ecology, including historical development of the discipline, current issues and methodologies, and practical applications in areas such as natural resource management, biological conservation, agriculture, and human health. Students also will practice critical thinking, communication skills, and professionalism.

Topics

1. The Realm of Community Ecology:
   historical perspectives and key contributions, new perspectives and recent syntheses
   (3 lectures)

2. Historical Biogeography and Macroecology:
   speciation, isolation, ecological opportunity, adaptation, extinction, energy,
   productivity, biomass, metabolism, environmental gradients, species distribution
   models, island biogeography, metacommunity concept, habitat fragmentation, reserve
   connectivity, biotic homogenization
   (5 lectures)

3. Species Interactions
   competition, adaptive divergence, niche overlap, diffuse competition, niche
   complementarity, predation/parasitism, plant defenses, mutualism, commensalism,
   coevolution, coevolutionary mosaic, invasive species, epidemiology, biocontrol
   (5 lectures)

4. Metacommunities and Assembly Rules
   neutral model, patch dynamics, species sorting, mass effects, intermediate disturbance,
   community structure (functional traits, life history strategies, trophic), between-region
   convergence, supply-side ecology, invasive species, extinction vortex, empty niches,
   regime shifts, biotic indices
   (5 lectures)
5. Food Webs and Other Network Perspectives:
   overview of food web ecology, theories, empirical findings, food web dynamics, top-
   down and bottom-up controls, food web subsidies, stability-diversity-complexity-
   productivity relationships, network models, regime shifts, fisheries management,
   biodiversity reduction and ecosystem processes, species invasion & “ecological
   meltdown”
   (5 lectures)

6. The Challenge of Integrating Perspectives:
   spatial scales, temporal scales, natural vs. anthropogenic disturbances, life history
   variation and population regulation, alternative modeling perspectives (equilibrium,
   non-equilibrium, chaos), ecological complexity, ecological restoration
   (4 lectures)

No Required Textbook— The instructor will distribute reprinted articles for discussion. For
additional information, students may consult the following textbooks that deal with population
biology: Community Ecology by Peter J. Morin; Population Ecology and Community Ecology:
Processes, Models, and Applications edited by Herman A. Verhoef and Peter J. Morin; and
Community Ecology by Gary G. Mittelbach.

Summary/Critique Papers

45% of the course grade will result from three papers that summarize and critique recently published
journal articles dealing with community ecology. Each of these papers will be between 1.5 and 2
single-spaced typed pages. These papers will explore cutting-edge topics, and students’ writing will
display knowledge, critical thinking and effective communication. The instructor will provide a list
of candidate topics for the summary/critique papers. Students may go to any of the following
journals to select a paper to summarize and critique: Ecology, Ecological Monographs, Ecological

Final Exam

30% of the course grade will result from a final exam. The exam format will be similar to a
written doctoral prelim exam, consisting three short essay questions.

Class Participation

25% of the course grade will result from class participation. Students are expected to come to
class having read assigned readings and prepared to discuss content and related concepts in a
more than superficial manner.

GRADING

Three summary/critiques (15% each) = 45%
Final exam = 30%
Class participation = 25%

Total = 100%
Grading scale for final course average:

- >90% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- <60% = F

**Americans with Disabilities Act (ADA) Policy Statement**

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**Academic Integrity Statements**

**AGGIE HONOR CODE**

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

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

For additional information please visit: [http://www.tamu.edu/aggiehonor/](http://www.tamu.edu/aggiehonor/)
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and 2 copies. Attach a course syllabus to each.

1. This request is submitted by the Department of Wildlife & Fisheries Sciences

2. Course prefix, number and complete title  WFSC 649 - Principles of Fisheries Management

3. Course description (not more than 50 words) Basic knowledge from ichthyology, biology of fishes and limnology related to applied aspects of freshwater and marine fishery science; Management techniques applicable to streams, ponds, reservoirs, estuaries and the oceans

4. Prerequisite(s)  Cross-listed with WFSC 410

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 the course be repeated within the same semester/term? □ Yes ☑ No

7. Has this course been taught as a 489/689? ☑ Yes □ No  If yes, how many times? 2  Indicate the number of students enrolled for each academic period it was taught. Fall 2010-2; Fall 2011-3

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

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

   graduate programs in Wildlife & Fisheries Sciences, Marine Biology, Nutrition and Food Science

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

10. Prefix Course # Title (exclude punctuation)
    WFSC 649 PRIN OF FISHERIES MGMT

    Lect. Lab SCH Subject Matter Content Code Admin. Unit Acad. Year FICE Code
    0 3 0 3 0 4 0 3 0 3 1 0 0 0 5 2 9 5 1 0 9 - 10 0 0 3 6 3 2

    Do not complete shaded area.

Approval recommended by:

Head of Department  1/10/12
Chair, College Review Committee  1/16/13

Head of Department (if cross-listed course)  Date
Dean of College  3-25-13

Submitted to Coordinating Board by:

Director of Academic Support Services  Date
Effective Date

To have this form reviewed, please send to Linda F. Lacey, Mail Stop 1265 or fax to 847-8737.

OAR/AS-5/04
WFSC 410-W/649DE - Principles of Fisheries Management

Lecture Day, Time, and Location:
TR 11:10 AM-12:25 PM, ZACH 223B

Laboratory Day, Time, and Location(s):
M 12:40PM-03:25 PM / BTLR 007 / NAGL 110 / Evans Annex 4th Fl Media Ctr
W 12:40PM-03:25 PM / BTLR 007 / NAGL 110 / Evans Annex 4th Fl Media Ctr

1. Overview
   a. Two over-arching goals connect Lecture and Laboratory in this course:
      • To gain a fundamental comprehension of fisheries and the management process, and an appreciation as to why it is important to understand these processes.
      • To think and write like a scientist in order to adaptively negotiate, through interdependent teamwork, answers to questions and solutions to fisheries problems.
   b. During the semester you will study a range of aquatic systems from small ponds and streams, to large inland reservoirs and coastal estuaries. You will learn sampling techniques for fish other aquatic biota, their habitats, and the stakeholders involved in their management, and analysis of that data. You will follow guided-inquiry methods to work in teams on most assignments (see Research Team Rationale. You will be evaluated on several types of competencies (technical, personal, and professional), which are aligned with the objectives of the WFSC degree programs (see Learning Objectives).
      • Bachelor's ([http://catalog.tamu.edu/pdfs/BaccalaureateOutcomes-1pg.pdf](http://catalog.tamu.edu/pdfs/BaccalaureateOutcomes-1pg.pdf)) and
      • Master's ([http://catalog.tamu.edu/pdfs/Master'sOutcomes-1pg.pdf](http://catalog.tamu.edu/pdfs/Master'sOutcomes-1pg.pdf)) and
      • Doctoral ([http://catalog.tamu.edu/pdfs/DoctoralOutcomes-1pg.pdf](http://catalog.tamu.edu/pdfs/DoctoralOutcomes-1pg.pdf))
   c. If you are to develop as a thinker, you will need to develop as a writer as well. To develop as a writer, you must impose upon yourself the same standards that good writers impose upon themselves. The key question I will ask myself as I grade your written work is “What specifically does this writing demonstrate about your ability to scientifically reason and communicate as a fisheries professional?” (see Student Grade Profiles, and Written Work).

2. Learning Outcomes and Assessment

Whenever you are doing a task for this class, ask yourself, if a competent independent observer watching closely would conclude that you are engaged in taking charge of your mind, of your ideas about the physical world or your thinking about that world, or would such a person conclude that you are merely going through the motions of doing an assignment and trying to succeed solely by rote memorization?

OUTCOMES:
• Research and Recall information related to fisheries issues (e.g., text, tables, graphs, figures in text, journal articles, and other readings related to homework and writing assignments and quizzes)
• Arrange Information (e.g., tables, graphs and figures), Compare and Contrast Information, and Identify Information Gaps needed to frame and solve a problem or project an outcome (e.g., reports, homework, quizzes)
• Interpret data presented (e.g., tables, graphs and figures, readings in journals and text), and create your own graphs and tables (e.g., reports) included in written work to communicate to your audience (homework, microthemes, themes and reports) the relationships of information gained from data summaries and analyses to outcomes you expect for solutions that you propose for management problems (e.g., case studies, homework, quizzes, and exams).
• Synthesize and Integrate pieces of Information in order to make Conclusions, Evaluate Alternatives, and make Predictions (e.g., case studies, homework, quizzes and exams)

MICROTHEREMES: Microthemes (250 words) can take many forms, from summaries of assigned readings, to interpretation of provided data, to solutions to problems posed to you. To help sharpen your thinking, you are encouraged to discuss the assignment with your peers before you begin to write. Then write a tightly focused microtheme that meets
the stated length limitation. A Microtheme Rubric will be provided. The microtheme approach helps develop useful skills for future natural resource professionals, who undoubtedly will be called on to write short, focused prose (e.g., for news releases, agency or legislative briefs).

THEME: Following completion of your Microthemes, you will write one Theme (1,000 words) that includes more content and requires more extensive research and evaluation. A Theme Rubric will be provided.

POND MANAGEMENT REPORT:
Specific Guidelines (a Rubric) will be given to you, which contain point value and criteria for each section (e.g., Introduction and Methods) of the report. The Format follows the General Instructions section in...


Additional Resources on Style in Resources for Authors http://www.fisheries.org/afs/publications.html

QUIZZES:
Quizzes are usually based on the class topic for the day or homework assignment for that day. The quizzes are designed to help you assess your own learning and to monitor your readiness for the next stage of learning. Quizzes may be multiple choice and other objective styles.

FINAL EXAM:
A comprehensive closed-book exam will be given on the final exam date for this course. The exam is two parts, objective questions (matching, multiple choice, fill in blank), and also paragraph answers. The Final Exam includes questions related to case studies and homework sets you worked on. For paragraph answers, you will choose among offered questions that assess your learning retention and also your ability to transfer your learning to solving a different problem that is only slightly similar, but related to those in the case studies homework and online discussions.

3. Workload and Expectations
   a. This is a 4-credit course that consists of integrated lecture (3 credits) and laboratory (1 credit). You are expected to work on lab an average of 2.5 hours each week. In addition to the in-class and in-lab time scheduled for a 4-credit course, TAMU expects you to spend 8-12 hours/week (i.e., 2-3 hours/credit) outside of class studying and working (see Assignments). There will be significant preparation (reading, writing, and thinking) that you and your team will need to do before each class.

   b. In both lecture and lab you will need to do significant critical listening and speaking to learn the information discussed and to communicate your knowledge. You will be challenged to master quite a bit of material in order to expand your knowledge of fisheries science and management. So, come to classes well-prepared and ready to carefully listen and follow instructions, else your assignments may take longer than you expected, writing papers may become very difficult, and your overall grade may decline (see Grading).

   c. Note to graduate students enrolled for WFSC 689. Requirements include (1) reading 2-3 additional journal articles, which cited at the end of the Case Studies, and appropriate citations and discussion of them as relevant to your homework for case studies, (2) additional essay questions (one on assignments and one on each exam). These generally require a more complex level of thinking and understanding of ecological concepts and problem solving than is generally expected of undergraduates, and each approximately one-half to one additional page of writing each.

If you strive to think and communicate like a scientist in your work throughout the semester, in the end, you will understand fisheries science and management (motto: Think like a scientist not like a student).

Power of a Paradigm - Try to shift your paradigm of involvement in this material from the role of learner to that of scientist-colleague. Read with the purpose in mind of sharing or discussing what you learn with someone else within 48 hours after you learn it. You will not only better remember what you read, but your perspective will be expanded, your understanding deepened, and your motivation to apply the material increased.
4. Human Resources
   a. Instructor: Dr. Fran Gelwick, Associate Professor
      - Office: 110-J in Old Herman Heep Lab Bldg. (next to Student Computing Center)
      - Phone (transfers to secretary or voice mail if no answer): 862-4172
      - E-mail (I generally read and answer email 9-10 AM, 4-5 PM Mon-Fri): fgelwick@tamu.edu
      - Office Hours (available by phone and in person): Tue, Wed, & Thur 9-10 AM (scheduled commitments away from office will be posted in announcements)

   b. Graduate Teaching Assistant:
      - Office: Old Heep Lab Bldg Rm 114 (Grad Student Carrels)
      - Phone:
      - Email:
      - Office Hours: TBA

5. Course Resources
   a. Required:
      - Access to and frequent readings in
        1. MW = Murphy & Willis, 1996, Fisheries Techniques, 2nd edition, American Fisheries Society;
        2. KH = Kohler & Hubert, 1999, Inland Fisheries Management in North America, 2nd edition, American Fisheries Society;
        4. Access to and frequent use (almost daily) of online resources for Assignments and Assessments on your TAMU e-campus Course Web Site

   b. Optional:
      - Graduate students will likely find the following very useful in their own work as well as reference materials for writing assignments in this course.

   c. Three-before-me: demonstrating your resourcefulness in solving problems
      - Please consult three different resources for information to answer your questions, before you come to me for help. You have multiple resources (including this syllabus) available to accomplish your work:
        1. Evans Library – of course! Including online searches you can run using ENDNOTE Reference Database Software available to all students (see TAMU SEL website), which allows you to download citations and find electronic files to use in working on your assignments.
        2. Instructional Technology Services – ITS personnel can help with technical problems (see links on e-campus web sites)
        4. Don’t overlook your peers in this class as human resources, especially your team members, but also those in other teams, and online (see also Team Discussion Tool), as well as your TA.

6. Policies and Guidelines
a. As a member of the Aggie Student Community, you are probably already familiar with the Student Rules and Aggie Code of Honor. However, you should also notice that these are periodically revised, and that you should review them at the beginning of each semester:
   • http://student-rules.tamu.edu , and
   • http://www.tamu.edu/aggiehonor/FinalTaskForceReport.pdf
b. To remind you of these codes and encourage you to demonstrate that you acknowledge and understand their importance and take pride in adhering to them, you will have an opportunity to periodically review and sign the following statement with regard to your assignments and assessments:

"An Aggie does not lie, cheat, or steal, or tolerate those who do. On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

_________________________ Your Signature

7. Grading and Criteria

Your grade in WFSC 410, 689 is based on the total number of points earned (700 points). The course is graded on a percentage rating scale (here compared to the Gablehouse length categories, based on angler opinions for North American Sport Fishes):

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>(Trophy) A</td>
</tr>
<tr>
<td>85-89%</td>
<td>(Memorable) B+</td>
</tr>
<tr>
<td>80-84%</td>
<td>(Preferred) B</td>
</tr>
<tr>
<td>75-79%</td>
<td>(Quality) C+</td>
</tr>
<tr>
<td>70-74%</td>
<td>(Stock) C</td>
</tr>
<tr>
<td>65-69%</td>
<td>(Sub-Stock) D+</td>
</tr>
<tr>
<td>60-64%</td>
<td>(&lt; Sub-Stock) D</td>
</tr>
<tr>
<td>55-59%</td>
<td>(&lt;&lt; Sub-Stock) F+</td>
</tr>
<tr>
<td>&lt; 55%</td>
<td>(&lt;&lt;&lt; Sub-Stock) F</td>
</tr>
</tbody>
</table>

a. Your TA and I will strive to give your assignments our utmost attention (whether submitted for feedback or a grade) and to return them to you as scheduled. If an illness or other emergency prevents you from completing assignments on time, you should make arrangements with the appropriate instructor, and if possible, before the due date. If you make such arrangements ahead of time, or present documentation of an excused absence, your assignment is not late (see 6. d. below).

b. Late Policy: Graded Assignments submitted on time are important to helping you do well. This demonstrates that you are not only reliable, but also you respect and value your own time and that of your peers and Instructors. Therefore, think ahead and plan to finish assignments such that you can turn in your work on time.

NOTE: Automatic 20% deduction is made for a graded assignment that is Late (i.e., after the time period in which it was originally due, but before the Missed Date on and after which you will not be able to submit the work and will not earn any points). Your assignment is NOT LATE if...

(1) it is unavoidable, due to absence that is officially excused by the University, or

(2) you turn in the assignment before the due date, or

(3) you successfully negotiate with either your TA or me (as appropriate to the assignment) to consider your absence as excused, in which case you will receive a reasonable extension of the original due date.

NOTE: Technical difficulty with your own or University computers is NOT an automatic excuse for an otherwise late assignment. Plan to access information as soon as possible after it is made available and by using your own and University computers as necessary. If you have technical difficulty, communicate first with the appropriate ITS personnel (e.g., University labs contact the ITS help desk helpdesk@tamu.edu or
979-845-8300 Monday-Friday, 8:00 a.m. to 12:00 p.m. and 1:00 p.m. to 5:00 p.m. Central Time) as soon as possible to identify and resolve the problem.

Even if you have an excused absence, you are responsible for keeping yourself informed and updated about changes to class assignments as they are posted on E-Learning.

c. **Follow Instructions:** Drafts of writing assignments (submitted for feedback) will be considered incomplete if they do not follow the Assignment Instructions, and will be immediately returned without comment, and a 1% deduction from the final assignment score will be automatically assessed (on the final assignment) each time an incomplete draft is submitted.
   - You will have a rubric for writing assignments. It contains the quantitative criteria and levels of performance skills required in the assignment.

d. **Plan:** Dates for Assignments and Activities are approximated (see Schedule). Regularly check online Announcements and Calendar Tools, and listen for in-class announcements.
   - Plan to complete each assignment well-before the due date and prepare contingency plans to cope when unexpected stuff happens! You will be in a much better position to negotiate consequences of an otherwise late assignment.

e. **Scoring discrepancies:** If you feel that your graded assignment, exam, paper, or quiz was not scored properly and you want it to be re-considered, you must submit a written and printed paper stating your reasoned explanation of (a) why your score should be revised, (b) what your revised score should be, and (c) what other elements of your entire assignment demonstrate that you have achieved the outcomes of the assignment sufficient to support the score you believe it merits.
   - If we find it necessary to re-score your entire assignment, your final score may increase, decrease or stay the same. For team assignments all authors must agree and sign the written request for a revised score.

8. **Americans with Disabilities Act (ADA) Policy Statement**
The following ADA Policy Statement (part of the Policy on Individual Disabling Conditions) was submitted to the University Curriculum Committee by the Department of Student Life:
   “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 Room 126 of the Koldus Building or call 845-1637.”

9. **Academic Misconduct**
Texas A&M University student rules Section 20 outlines official policies on scholastic dishonesty and academic misconduct (http://www.tamu.edu/aggiehonor/). Section 20 declares, “It is the responsibility of students and instructors to help maintain scholastic integrity at the University by refusing to participate in or tolerate scholastic dishonesty.” Further, Section 20 defines a variety of categories of academic misconduct.
10. Assignments (points):

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes at any time over current topic (10 @ 10 pts)</td>
<td>100</td>
</tr>
<tr>
<td>Participation Professional Discussion combined Online Chat and Discussion Board (20 pts)</td>
<td>20</td>
</tr>
<tr>
<td>Microthemes (5 @ 250 words each x 20 pts ea)</td>
<td>100</td>
</tr>
<tr>
<td>Problem Sets, Case Studies (18 @ 15 pts)</td>
<td>270</td>
</tr>
<tr>
<td>Theme (250 words x 4 pages = 1,000 words total)</td>
<td>200</td>
</tr>
<tr>
<td>Management Report (250 words x 8 pages = 2,000 words total)</td>
<td>160</td>
</tr>
<tr>
<td>Final (comprehensive)</td>
<td>150</td>
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<tr>
<td><strong>Total:</strong></td>
<td><strong>1000</strong></td>
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</tbody>
</table>

11. Schedule

Both the lecture schedule and the lab schedule are somewhat tentative. We reserve the right to modify the schedule as necessary. You will be given advance notice if the schedule needs to be changed.

<table>
<thead>
<tr>
<th>Date</th>
<th>Wk #</th>
<th>Practical Applications</th>
<th>Chapters in Fisheries Techniques</th>
<th>Tue &amp; Thur Lecture</th>
<th>Case study topics</th>
<th>Chapters in Inland Fisheries Management 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29</td>
<td>1</td>
<td>Intro, AFS Electrofishing Safety</td>
<td>Ch 3, 5</td>
<td>Tue &amp; Thur, HWK Due Thur</td>
<td>3. Float trip S.Dakota cytprind distribution - Assessment, Monitoring, Stream Community</td>
<td>Ch 11 &amp; 20</td>
</tr>
<tr>
<td>9/5-9/8</td>
<td>2</td>
<td>Pre-test, ID Fish, standard procedures for measuring fish lgth, wt, age</td>
<td>Ch 15, 16</td>
<td>Tue HWK &amp; Micro theme 1 Due</td>
<td>4. Effects Angling Unexploited Wisc Fish - PSD, Lgth-Freq, Inst. &amp; Tot. Annual Mortality, Exploitation, Regulation, Small Impoundments</td>
<td>Ch 2, 7, 16</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
<td>Thu HWK Due</td>
<td>6. Flannel mouth sucker condition Colo R - Lgth-Freq, PSD,Wt, CPUE, Precision, Bias, Integrate Habitat, Season, &amp; Food, River Fishes</td>
<td>Ch 2, 11, 21</td>
</tr>
<tr>
<td>Date</td>
<td>Wk #</td>
<td>Practical Applications</td>
<td>Chapters in Fisheries Techniques</td>
<td>Tue &amp; Thur Lecture</td>
<td>Case study Topics</td>
<td>Chapters in Inland Fisheries Management 2011</td>
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<tr>
<td>9/12-9/15</td>
<td>3</td>
<td>Fish ID, standard procedures for collecting fish and measuring stream habitat</td>
<td>Ch 6, 7</td>
<td>Thu HWK Due</td>
<td>19. Size structure assessment pallid sturgeon - Lghth-Freq, PSD, CPUE, Recruitment Patterns, Regulation, Endangered Species, Assessment, Monitoring, River Fishes</td>
<td>Ch 2, 7, 11, 12, &amp; 21</td>
</tr>
<tr>
<td>9/19-9/22</td>
<td>4</td>
<td>Fish ID, Standard procedures for diet analysis</td>
<td>Ch 17</td>
<td>Tue HWK &amp; Micro theme 3 Due</td>
<td>14. Interpret size structure fish sample - Dynamic Rate Functions, Growth, Mortality, Recruitment, Gear Bias, Monitoring.</td>
<td>Ch 2 &amp; 11</td>
</tr>
<tr>
<td>9/26-9/29</td>
<td>5</td>
<td>ID, Weigh, measure, otoliths, gut contents</td>
<td></td>
<td>Thu HWK Due</td>
<td>21. Northern Pike reproduction early life Hist, recruitment patterns - Index of Abundance, Reservoir, Trophic Uprise, Habitat, Pop Assessment, Monitoring</td>
<td>Ch 2, 8, 10, 11, &amp; 17</td>
</tr>
<tr>
<td>10/3-10/6</td>
<td>6</td>
<td>Pond Assessment by on-campus students</td>
<td>Ch 7, 8</td>
<td>Tue HWK &amp; Micro theme 5 Due</td>
<td>16. Sampling Gear Biases, bluegills - Lghth-Freq, PSD, Growth, Mortality, Recruitment, Assessment</td>
<td>Ch 2, 11, &amp; 17</td>
</tr>
<tr>
<td>10/10-10/13</td>
<td>7</td>
<td>ID, Weigh, measure, guts, otoliths</td>
<td></td>
<td>Thu HWK Due</td>
<td>22. Successful use protected slot, largemouth bass &amp; panfish - PSD @ Age 3, Indirect Effects, Pop Dynamics, Small Impoundment</td>
<td>Ch 2, 7, &amp; 16</td>
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<td>20. Standardized sampling Ltd Meredith - Data Collection Methods, Monitoring, Precision, Bias, Reservoir</td>
<td>Ch 2, 11, &amp; 17</td>
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<td>9. Misapplication Min Lghth Limit Grapple - CPUE, PSD, Growth Increments, Regulations, Small Impoundment</td>
<td>Ch 2, 7, 16</td>
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<td>24. Developing pond mgmt plan - PSD, Wr, Human Dimensions, Stakeholder Roles, Communication, Vegetation, Assessment, Spring-fed Pond</td>
<td>Ch 2, 5, 6, 10, 11, &amp; 16</td>
</tr>
<tr>
<td>Date</td>
<td>Wk #</td>
<td>Practical Applications</td>
<td>Chapters in Fisheries Techniques</td>
<td>Tue &amp; Thur Lecture</td>
<td>Case study Topics</td>
<td>Chapters in Inland Fisheries Management 2011</td>
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<tr>
<td>10/17-10/20</td>
<td>8</td>
<td>Data Analysis &amp; Writing</td>
<td></td>
<td>Tue, Thu HWK Due</td>
<td>12. Protected Slot for Largemouth bass, size structure persistence - CPUE, PSD, Lgth-Freq, Lgth Increment, Small Impoundment</td>
<td>Ch 2, 7, &amp; 16</td>
</tr>
<tr>
<td>10/24-10/27</td>
<td>9</td>
<td>Data Analysis &amp; Writing</td>
<td></td>
<td>Tue, Thu HWK Due</td>
<td>5. Communism meets Tragedy commons - Management Recommendations, Social &amp; Economic Factors, Human Dimensions, Communication, Regulating Harvest</td>
<td>Ch 5, 6, 7, 11, 14, 16</td>
</tr>
<tr>
<td>10/31-11/3</td>
<td>10</td>
<td>Data Analysis &amp; Writing</td>
<td></td>
<td>Tue, Thu Theme Due Thu</td>
<td>31. Rehabilitation Lentic Habitat - Stakeholders, Communication, Human Dimensions, Siltation, Trophic Upsurge, Small Impoundment</td>
<td>Ch 5, 6, 10, 13, &amp; 16</td>
</tr>
<tr>
<td>11/7-11/10</td>
<td>11</td>
<td>Stream Web Video</td>
<td></td>
<td>Tue, Thu HWK Due</td>
<td>26. Exotic species Brazil, Native fish restoration, economics - Introductions, Human Dimensions, Stakeholders, Pollution, EIS, Community Integrity, Economics</td>
<td>Ch 5, 6, 8, 10, 11, 12, 14, &amp; 20</td>
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<tr>
<td>11/14-11/17</td>
<td>12</td>
<td></td>
<td></td>
<td>Tue, Thu HWK Due</td>
<td>17. Managing Lake Oahe Walleye imbalance food web - Size Structure, Stakeholders, Regulating Harvest, Large Impoundment</td>
<td>Ch 2, 5, 6, 7, 13, 14, &amp; 17</td>
</tr>
<tr>
<td>11/21-11/23</td>
<td>13</td>
<td>Thanksgiving - no lab</td>
<td></td>
<td>Tue HWK Due</td>
<td>28. Manage prey (Mysis) resources Colorado Reservoirs - Dams, Ecological Integrity, Food Web Imbalance,</td>
<td>Ch 10, 12, 13, &amp; 17</td>
</tr>
<tr>
<td>11/28-12/1</td>
<td>14</td>
<td>Data Analysis &amp; Writing</td>
<td></td>
<td>Tue, Thu Mgmt Report Due Thu</td>
<td>27. Manage small scale MX trophy LMB Tourism - Human Dimensions, Management Limitations, Communication, Commercial Fishing, Economics</td>
<td>Ch 5, 6, 7, 10, 11, 13, 14, &amp; 16</td>
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<tr>
<td>12/6</td>
<td>15</td>
<td></td>
<td></td>
<td></td>
<td>Last Class Day Review</td>
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<tr>
<td>12/12</td>
<td>From 8-10AM</td>
<td></td>
<td></td>
<td></td>
<td>From 8-10AM 2-h Comprehensive Exam</td>
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</table>