New Courses
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): Biomedical Engineering

2. Course prefix, number and complete title of course: BMEN 657 Orthopedic Biomechanics

3. Catalog course description (not to exceed 50 words): Fundamental course in orthopedic biomechanics designed to develop competencies in biomechanical principles using practical examples and clinical case studies of how biomechanical knowledge is applied to the evaluation of musculoskeletal tissues and structures, and treatment options for musculoskeletal dysfunction.

4. Prerequisite(s): Admitted into the major degree sequence in Biomedical Engineering and Junior or Senior classification.
   Cross-listed with: 
   Stacked with: BMEN 457
   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 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)

   M.S., M Engr, and Ph.D. in Biomedical Engineering

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

9. Prefix  Course #  Title (excluding punctuation)  Admin. Unit  Acad. Year  HCE Code
   BMEN 657  ORTHOPEDIC BIOMECHANICS
   Lect.  Lab  SCH  CRIP and Fund Code  0 3 0 0 3 1 4 0 5 0 1 1 0 0 6 0 4 5 0 1 3 1 4 0 1 0 2 9 8

   Approval recommended by:
   Gerard L. Coté (Type Name & Sign)  Date:
   Chair, College Review Committee

   Department Head or Program Chair (Type Name & Sign)  Date:
   Dean of College

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

   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 number and title: BMEN 657 Orthopedic Biomechanics
Term: Spring
Meeting times and location: TBD

Course Description and Prerequisites

Fundamental course in orthopedic biomechanics designed to develop competencies in biomechanical principles using practical examples and clinical case studies of how biomechanical knowledge is applied to the evaluation of musculoskeletal tissues and structures, and treatment options for musculoskeletal dysfunction.

Prerequisites: Graduate classification or instructor approval.

Course Outcomes Relative to ABET Accreditation Criteria

Students completing BMEN 457 should have the following abilities and knowledge relative to ABET Outcome criteria:

- Outcome E: An ability to define formulate, and solve problems in Biomedical Engineering
- Outcome H: An introduction to global and societal impacts of Biomedical Engineering

Instructor Information

Name: Michael R. Moreno
Phone: (979) 845-500
Email address: michael.moreno@tamu.edu
Office hours: TBA
Office location: ETO 5028

Textbook and/or Resource Material

Required Text: Biomechanics of the Musculoskeletal System by Nordin and Frankel-Basic

Grading Policies

Work missed due to absences will only be excused for University-approved activities in accordance with Texas A&M University Student Rules (http://student-rules.tamu.edu/). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis.

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>10%</td>
<td>&gt;90%</td>
</tr>
<tr>
<td>Term Project</td>
<td>15%</td>
<td>&gt;80 to 90%</td>
</tr>
<tr>
<td>Exam 1</td>
<td>15%</td>
<td>&gt;70 to 80%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>20%</td>
<td>&gt;60 to 70%</td>
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<tr>
<td>Final Exam</td>
<td>40%</td>
<td>&lt;60%</td>
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</table>

Grading Scale:
- A: >90%
- B: >80 to 90%
- C: >70 to 80%
- D: >60 to 70%
- F: <60%
Grading Policies Continued:

The difference between the graduate and undergraduate grading is contained within the Term Project, which requires graduate-level students to work and present independently on a selected and approved topic. The final grade on all Term Projects will be evaluated based on oral and PowerPoint presentations.

General Policies:

- No late homework or projects, except in accordance with Texas A&M University Student Rules *
- No make-up exam, except relative to Texas A&M University Student Rules *
- Final exam is comprehensive
- Academic dishonesty will not be tolerated in accordance with Texas A&M University Student Rules *
- Exam material will come from notes, book chapters, and homework assignments
- Challenges to grades given on homework assignments or exams should be submitted in writing. State the specific challenge and attach the specific work in question. Challenges must be received by the end of the working day that follows the return of the work in question and in accordance with Texas A&M University Student Rules *

*For Texas A&M University Student Rules, please go online to http://student-rules.tamu.edu/

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Topics</th>
<th>Hours</th>
<th>Week</th>
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</thead>
<tbody>
<tr>
<td>Biomechanics of musculoskeletal tissues and structures</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Biomechanics of Bone</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Biomechanics of Articular Cartilage</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Biomechanics of Tendons and Ligaments</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Biomechanics of Peripheral Nerves and Spinal Nerve Roots</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Biomechanics of Skeletal Muscle</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total hours “Biomechanics of musculoskeletal tissues and structures”</td>
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<td>15</td>
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<tr>
<td>Biomechanics of joints</td>
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<tr>
<td>Biomechanics of the Knee</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>Biomechanics of the Hip</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Biomechanics of the Foot and Ankle</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Biomechanics of the Shoulder, Elbow, Wrist, and Hand</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Biomechanics of the Spine</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Total hours “Biomechanics of joints”</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Applied biomechanics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bone-Implant Systems</td>
<td>3</td>
<td>11</td>
</tr>
<tr>
<td>Biomechanics of Fracture Fixation</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Biomechanics of Arthroplasty</td>
<td>3</td>
<td>13</td>
</tr>
<tr>
<td>Total Joint (Knee and Hip) Replacements</td>
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<td>14</td>
</tr>
<tr>
<td>Total hours “Applied biomechanics”</td>
<td>12</td>
<td></td>
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</tbody>
</table>

Total Course Hours 42
Details of Subject Topics: Analysis of Muscle and Joint Loads; Musculoskeletal Dynamics, Locomotion, and Clinical Applications; Biomechanics of Cortical and Trabecular Bone; Structure and Function of Articular Cartilage and Meniscus; Physical Regulation of Cartilage Metabolism; Structure and Function of Tendons and Ligaments; Quantitative Anatomy of Diarthrodial Joint Articular Layers; Lubrication and Wear of Diarthrodial Joints; Biomechanics of Fracture Fixation; Biomechanics of the Human Spine; Biomechanics of Artificial Joints; Biomechanics of Total Hip Replacement; Biomechanics of Total Knee Replacement Design

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

"An Aggie does not lie, cheat, or steal, or tolerate those who do."
1. Request submitted by (Department or Program Name): Zachry Department of Civil Engineering

2. Course prefix, number and complete title of course: CVEN 741 Tools for Highway Materials and Pavement Design

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

4. Prerequisite(s):

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

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

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

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
<td>CVEN</td>
<td>741</td>
<td>TOOLS FOR PAVEMENT DESIGN</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>SCH</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:

John Niedzwiecki  Department Head or Program Chair (Type Name & Sign)  Date  10/12

Scott Miller  Chair, College Review Committee  Date  10/12

Department Head or Program Chair (Type Name & Sign)  Date  10/12
(if cross-listed course)

Mark Zoran  Chair, GC or UNC  Date  1/10/12

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
CVEN 418 Highway Materials and Pavement Design
CVEN 741 Tools for Highway Materials and Pavement Design
Spring 2013

Time & Location
Tuesday & Thursday 9:35am-10:50am. Room CE 221

Instructor
Dr. Nasir G. Gharaibeh
Office: 503-E, CE/TTI Building
Phone: (979) 845-3362
Email: ngharaibeh@civil.tamu.edu
Office Hours: Tuesday and Thursday 11am to noon (subject to change). Additional times are available by appointment.

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

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

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

Extra Work for CVEN 741
Students taking CVEN741 will be required to perform extra work (beyond the requirements of CVEN418). This extra work includes advanced application and sensitivity analysis of the Mechanistic-Empirical Pavement Design Guide (MEPDG) software. Additional information about this work will be provided during the semester.

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

1 Note: The materials used in this course are copyrighted. These materials include, but are not limited to, syllabus, lectures, notes, quizzes, exams, projects, and homework assignments.

Page 1 of 4
ABET Outcomes Addressed
The following established ABET outcomes are addressed in this course:

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

Prerequisites
CVEN418: CVEN 307 and 342.
CVEN741: Graduate classification in civil engineering or approval of instructor.

Course Materials
No textbook currently available is completely adequate for this course. Extracts from several sources will
be used. These sources include:

- Washington State Department of Transportation (WSDOT) Pavement Guide.
- American Association of State Highway and Transportation Officials (AASHTO) Guide for
- Texas Department of Transportation (TxDOT) Pavement Design Guide

Unless otherwise notified, elearning will be used to communicate with students and post class materials
(lectures, homework assignment, project requirements, etc.).

Grades
Grades will be based on the following:

- Homework: 15%
- Project: 20% (5% for interim presentation and 15% for final report)
- Midterm Exam: 30%
- Final Exam: 30%
- Participation, Pop Quizzes, and Instructor's Rating of Performance: 5%

Letters Grades:
A - 90 or above
B - 80-89
C - 70-79
D - 60-69
F - less than 60

Assignments are due to the beginning of class.
Late assignments: -10 points for each late day not excused by the university, up to four school days.
Assignments that are late by five or more days and are not excused by the university will receive a zero
grade.
Course Topics and Schedule (Subject to Change, Updated Document posted on elearning)
This schedule is tentative and may change during the semester. Revised schedule of topics and assignments will be posted on elearning.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>HW*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course introduction, overview of pavement types, and overview of pavement design methods</td>
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<tr>
<td></td>
<td>Pavement Performance Indicators: Distress Types, Surface Roughness, Skid Resistance, and Noise</td>
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<tr>
<td>2</td>
<td>Traffic Inputs to AASHTO 1993 Procedure</td>
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<td></td>
<td>Traffic Inputs to MEPDG</td>
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<tr>
<td>3</td>
<td>Review of Traffic Inputs and Analysis for Pavement Design</td>
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<td></td>
<td>Characterization of Subgrade and Unbound Materials</td>
<td>HW 1 Due</td>
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<tr>
<td>4</td>
<td>Discussion of Class Project</td>
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<td></td>
<td>Characterization of Portland Cement Concrete (PCC) Materials –1</td>
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<tr>
<td>5</td>
<td>Characterization of Portland Cement Concrete (PCC) Materials –2</td>
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<tr>
<td></td>
<td>Characterization of Hot Mix Asphalt (HMA) Materials –1</td>
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<tr>
<td>6</td>
<td>Characterization of Hot Mix Asphalt (HMA) Materials –2</td>
<td></td>
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<td></td>
<td>Pavement Design using AASHTO 1993 Procedure –1</td>
<td>HW 2 Due</td>
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<td>7</td>
<td>Review for midterm exam (time permits)</td>
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<td></td>
<td>Midterm Exam</td>
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<tr>
<td>8</td>
<td>Pavement Design using AASHTO 1993 Procedure –2</td>
<td></td>
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<td></td>
<td>Discuss Solutions to Midterm Exam</td>
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<td></td>
<td>Spring Break</td>
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<td></td>
<td>Spring Break</td>
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<tr>
<td>9</td>
<td>One-on-One Meetings with Project Teams</td>
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<td></td>
<td>Project Interim Presentations</td>
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<tr>
<td>10</td>
<td>Flexible Pavement Design using MEPDG–1</td>
<td></td>
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<tr>
<td></td>
<td>Flexible Pavement Design using MEPDG–2</td>
<td></td>
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<tr>
<td>11</td>
<td>Jointed Rigid Pavement Design using MEPDG</td>
<td>HW 3 Due</td>
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<td></td>
<td>Joint Design for Rigid Pavement</td>
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<tr>
<td>12</td>
<td>Continuously Reinforced Concrete Pavement Design using MEPDG</td>
<td></td>
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<tr>
<td></td>
<td>Pavement Design Reliability</td>
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<tr>
<td>13</td>
<td>Pavement-Tire Noise</td>
<td>HW 4 Due</td>
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<td></td>
<td>Pavement Surface Friction (Skid Resistance)</td>
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<td></td>
<td>TBD</td>
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<tr>
<td>14</td>
<td>-418 &amp; 741 students: Submit Group Project Final Report (paper and electronic copies)</td>
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<tr>
<td></td>
<td>-741 students: Submit individual term paper (paper and electronic copies)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Finals</td>
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</tbody>
</table>

*HW assignments are fairly comprehensive and somewhat long; make sure to start working on them as soon as possible.
Official Notices

Aggie Honor Code

"An Aggie does not lie, cheat, or steal or tolerate those who do." Students are expected to understand and abide by the Aggie Honor Code presented on the web at: http://aggiehonor.tamu.edu/. No form of scholastic misconduct will be tolerated. Academic misconduct includes cheating, fabrication, falsification, multiple submissions, plagiarism, complicity, etc. These are more fully defined in the above web site. Violations will be handled in accordance with the Aggie Honor System Process described on the web site.

Other Academic Integrity Statements

All materials generated for this class are copyrighted. These include, but not limited to, syllabi, notes, quizzes, exams, in-class materials, review sheets, and additional problem sets. Thus, no one has the right to copy these materials without my explicit permission.

No form of scholastic dishonesty (cheating, plagiarism, etc.) will be tolerated. As commonly defined, plagiarism consists of passing off as one's own the ideas, word, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have permission of that person. This includes copying material from books, reports, journals, pamphlets, handouts, other publications, web sites, etc., without giving appropriate credit for those ideas or without identifying material as quotations when taken directly from another source. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. Electronic copies of the course paper will be checked for plagiarism using Turn-It-In.

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

Unless specifically allowed in advance by the instructor, all assignments and homework in this class are expected to be completed based on individual effort. Copying the work of others, including homework, is a violation of Texas A&M Aggie Honor Code, Cheating.

Americans With Disabilities Act (ADA) Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, in Cain Hall, Room B118, or call 845-1637. For additional information visit http://disability.tamu.edu.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

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

2. Course prefix, number and complete title of course: ECEN 773 Introduction to Nanophotonics

3. Catalog course description (not to exceed 50 words): Photonic bandgap optical circuitry, photonic crystal fiber; visible to infrared semiconductor quantum lasers; Semiconductor quantum dots. Plasmonic field enhancement, plasmonic optical circuitry, sub-wavelength optical lithography, negative refractive index and sub-wavelength optical imaging. Nano-structure characterization techniques, atomic force microscopy, near-field optical microscopy, scanning and transmission electron microscopy.

4. Prerequisite(s): Basic Physics, 370 electronic materials or equivalent. 322 electromagnetic or equivalent

Cross-listed with: None
Stacked with: ECEN 489 Introduction to Nanophotonics

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

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

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

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

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

9. Prefix Course # Title (excluding punctuation)

<table>
<thead>
<tr>
<th>ECEN</th>
<th>773</th>
<th>NANOPHOTONICS</th>
</tr>
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<tbody>
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<td>Lab</td>
<td>SCH</td>
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<tr>
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<td>3</td>
<td>0</td>
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</tbody>
</table>

Approval recommended by:

Dr. C. Singh
Department Head or Program Chair (Type Name & Sign) Date

Chair, College Review Committee Date

Dean of College Date

Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
Course title and number: ECEN 773 Introduction to Nanophotonics
Term: Spring 2013
Meeting times and location:

Course Description: Photonic bandgap optical circuitry, photonic crystal fiber; Visible to infrared semiconductor quantum lasers; Semiconductor quantum dots. Plasmonic field enhancement, plasmonic optical circuitry, sub-wavelength optical lithography, negative refractive index and sub-wavelength optical imaging. Nano-structure characterization techniques, atomic force microscopy, near-field optical microscopy, scanning and transmission electron microscopy.

Prerequisite: Basic physics, electromagnetic (322), and electronic materials (370).

Course Objectives:
The philosophy of this course is to teach nanophotonics such that both undergraduate and graduate students can appreciate and benefit from this course without invoking too much intricate details and calculations related to the various topics in nanophotonics. Graduate students can use this course to further their research and undergraduates who do not intend to pursue graduate studies can get an “executive type technical knowledge” in nanotechnology as they enter their profession. As an example, students will know the principle and applications (potential applications) of: Atomic force microscope, nanoscopy, two-photon nanolithography, molecular self-assembly, functionalized quantum dots, photonic bandgap materials, plasmonics, nonconventional solar to electric conversion, quantum cascade lasers etc.

Instructor Information
Name: Chin B. Su
Telephone number: (979) 845-7584
Email address: su@ece.tamu.edu
Office hours: Anytime
Office location: 312F Zach. (O), and 115E Zach. (Lab)
Textbook and/or Resource Material


Grading Policies:

There is no homework or test for undergraduate students. Grades of undergraduate students depend on writing three separate reports outlining what students have learned. Each report should be three or more pages in length. Grades will be based on the coverage of the various topics and the professional level of presentation. Each report weighs 33.3% of the total grade of 100. Articles may also be assigned for students to read - articles such as the "The Invisible Cloak" to excite students' imaginations and interests. For graduate students, their grades will depend on one midterm exam and one final exam; each weighing 50%. The grading scale is as follows: 88-100 A, 87-88 B, 77-86 C, 67-68 D, below 58 F.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Principle of photonic bandgap crystals</td>
</tr>
<tr>
<td>2</td>
<td>Photonic optical circuitry, photonic crystal</td>
</tr>
<tr>
<td>3</td>
<td>Ultraviolet, blue, green, red, infrared semiconductor lasers</td>
</tr>
<tr>
<td>4</td>
<td>Quantum confined structure, quantum cascade lasers, Molecular beam epitaxy (MBE), and MOCVD crystal growth techniques</td>
</tr>
<tr>
<td>5</td>
<td>Semiconductor quantum dots as fluorescent tags for medical research, chemical synthesis and functionalization of quantum dots</td>
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<tr>
<td>6</td>
<td>Excitonic effects for enhancement of solar-to-electrical conversion efficiency</td>
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<tr>
<td>7</td>
<td>Plasmonic optical circuitry/waveguides, surface plasmon resonance</td>
</tr>
<tr>
<td>8</td>
<td>Local field enhancement in metallic nanoparticles, array of nanoparticles, nanoshells, nanorods.</td>
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<tr>
<td>9</td>
<td>Surface enhanced Raman spectroscopy, subwavelength aperture plasmonics.</td>
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<tr>
<td>10</td>
<td>Negative index material for plasmonic imaging, the invisible cloak</td>
</tr>
<tr>
<td>11</td>
<td>Optical characterization techniques and methodologies, confocal microscopy, near-field microscopy (NSOM)</td>
</tr>
<tr>
<td>12</td>
<td>Atomic force microscopy, nanoscopy such as STED, IPALM</td>
</tr>
</tbody>
</table>
| 13   | Optical lithography technique, two-
Other Pertinent Course Information

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

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

"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): Educational Psychology

2. Course prefix, number and complete title of course: EPSY 606: Motivation and Emotion for Optimal Learning and Performance

3. Catalog course description (not to exceed 50 words): Role of motivation and emotion in human learning and performance; major theories and empirical research relevant to motivation and emotional impacts of learning, performance, or functioning in a variety of situations, contexts, and cultures; content applied across multiple disciplines including education, counseling or therapeutic outcomes, achievement performance in school, art, music and sports.

4. Prerequisite(s): EPSY 602 or approval of instructor; graduate classification
Cross-listed with: ____________________________________________
Stacked with: _____________________________________________

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

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

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

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

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

9. Prefix | Course # | Title (excluding punctuation)
   ----- | ------- | ----------------------------------------
   EPSY | 606 | MOTIVATION & LEARNING

   Lect. | Lab | SCH | CI & Fund Code | Admin. Unit | Acad. Year | HCE Code
   ------ | ---- | --- | ------------- | ----------- | ---------- | -------
   0 | 3 | 0 | 0 | 3 | 1 | 3 | 0 | 6 | 0 | 0 | 0 | 0 | 4 | 0 | 9 | 2 | 0 | 1 | 3 | - | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by:

[Signatures]

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

George Cunningham, Ph.D.
Chair, College Review Committee Date

Victor Willson, Ph.D.
Department Head or Program Chair (Type Name & Sign) Date
(if cross-listed course)

George Cunningham, Ph.D.
Dean of College Date

Mark Zoran, Ph.D.
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 – 5/10
EPSY 606: Motivation and Emotion for Optimal Learning and Performance
Spring 2013
Course Schedule: Thursdays 12:30-3:30pm
Course Location: 103 Harrington Tower
Instructor: Jeffrey Liew, Ph.D.
Email: Jeffrey.Liew@tamu.edu
Phone: (979) 845-1239
Office: 722 Harrington Tower

Prerequisites: EPSY 602 (survey course in Educational Psychology) or permission by instructor; graduate classification

Required Textbook & Readings:
2. Switch: How to Change Things When Change Is Hard by Chip & Dan Heath
3. Articles or book chapters will be assigned and available as PDF files on eLearning.

*Please note that the specific weekly reading assignments will be posted on Elearning.

Course Statement: This course focuses on the role of motivation and emotion in human learning and performance. Readings and discussions will cover major streams of theory and empirical research relevant to how motivation and emotion impacts learning, performance, or functioning in a variety of situations, contexts, and cultures. Discussions will highlight how course content could be applied across multiple disciplines including education, counseling or therapeutic outcomes, achievement performance in school, art, music and sports, etc.

Course Expectations and Objectives
--What I expect from you
This is a graduate seminar-style course with an emphasis on interactive discussions (in-class and online). So each member of the class plays an active and important role. To facilitate in-class discussions, there are a few things I expect: As a courtesy to everyone in class, I require all students to post a brief reaction or commentary for weekly readings at least 48 hours prior to our class meeting. This gives others adequate time to review and reflect on what others are posting and thinking about before we meet as a class. Thus, I also keep track of whether students are reading others’ postings. Each week, 1 student co-lead the class with me by briefly summarizing the main points of the weekly readings then stimulate the class in group discussions using questions or comments that surfaced online as guides. Use of Power Point slides is encouraged. This allows everyone experience and practice in teaching and presentational skills. I will post a sign-up sheet on Elearning so you can sign up for a specific week for weekly class co-leaders. There are no official exams for this course. You earn your grades through authentic assessments by showing me that you’ve (1) completed weekly course readings, (2) actively participate in class, (3) actively participate in weekly online activities (i.e., posting discussion questions or comments and reading classmates’ postings), and (4) completing an end-of-semester class presentation.

Please note that you must be present in class to earn any of the weekly in-class participation points.

--What you should expect from me
Much of this course is about dialogue or discussion as a group. My main goal is to facilitate group discussions that help the class synthesize the reading material. Before we engage in our group discussions, my co-leader will highlight some of the main points from weekly readings. I will provide necessary background and context for weekly topics, and I will structure the learning environment to offer opportunities to mutual learning through interactive discussions. I will guide our discussions and hope that we will learn from one another in thinking about how the learning contents may be applied in real-world settings and our daily lives.
Attendance Policy

The university views class attendance as an individual student responsibility. Please see TAMU student rules on Attendance for details. Please note that to receive in-class participation points which count toward your final grade, you must be present and actively engaged in class each week. Excused absences will be taken into consideration in accordance with university attendance policy. Please refer to student rule 7: http://student-rules.tamu.edu/rule07

Grading Criteria: A = 100-90; B = 89-80; C = 79-70

Educational competencies and subject areas covered in this course are summarized or highlighted in “Outline of Weekly Topics” (found on the next page in the syllabus). Evaluation of students’ competencies in this course is based on participation and performance in the following 4 areas:

- In-class Participation (0, 1, or 2 pts weekly) maximum = 28 pts.
- On-line Participation (0, 1, or 2 pts weekly) maximum = 28 pts.
- Class Co-leader Participation maximum = 11 pts.
- End-of-semester Presentation maximum = 11 pts.
- End-of-semester Paper maximum = 22 pts.

In regards to on-line participation points, “0” is assigned for no participation; “1” is assigned for posting and reading of at least 50% of others’ postings; “2” is assigned for posting PLUS reading of at least 75% of others’ postings.

In regard to class co-leader participation points, general rubric is provided below:

- Summarize main points of class readings (3 pts) — Briefly review, summarize, and highlight the main or important points of the week’s class readings (this includes textbook or articles, but you do not need to present readings from the book “Switch” by Heath & Heath).
- Effective use of Multi-modal and Multimedia Learning (3 pts) — Presentation materials in ways that consider different ways that people learn, including effective use and integration of graphics, charts, audio-visual and multimedia or video contents into your presentation.
- Effective stimulation and guidance of class discussion (5 pts) — Stimulate and guide class discussion throughout various parts of your presentation and class-time.
## Outline of Weekly Topics

*Please note that additional required reading assignments such as articles or book chapters will be posted on Elearning as PDFs.*

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Date</th>
<th>Topics</th>
<th>Assigned Readings &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Motivational Theories</td>
<td>Textbook: Chapters 1 and 2</td>
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<tr>
<td>2</td>
<td></td>
<td>Human Needs for Motivation (Part 1): Physiological Needs and Intrinsic &amp; Extrinsic Motivations</td>
<td>Textbook Chapters 4 and 5</td>
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<tr>
<td>3</td>
<td></td>
<td>Human Needs for Motivation (Part 2): Psychological and Social Needs</td>
<td>Textbook: Chapter 6 and 7</td>
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<td>4</td>
<td></td>
<td>Goal Orientations, Goal Setting, and Goal Striving</td>
<td>Textbook: Chapter 8</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Article: When goal orientations collide (Porter et al., 2010)</td>
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<td>5</td>
<td></td>
<td>Personal Control Beliefs</td>
<td>Textbook: Chapter 9</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Article: When goal orientations collide (Shane et al., 2011)</td>
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<tr>
<td>6</td>
<td></td>
<td>The Self: Autonomy, Self-regulated Learning, and Self-determination</td>
<td>Textbook: Chapter 10</td>
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<td></td>
<td></td>
<td></td>
<td>Article: When goal orientations collide (Ryan et al., 2008)</td>
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<tr>
<td>7</td>
<td></td>
<td>Nature and Aspects of Emotions</td>
<td>Textbook: Chapter 11 and 12</td>
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<tr>
<td>8</td>
<td></td>
<td>Personality Characteristics</td>
<td>Textbook: Chapter 13</td>
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<td></td>
<td></td>
<td></td>
<td>Article: The Power of Personality (Roberts et al., 2007)</td>
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<td></td>
<td></td>
<td></td>
<td>Switch by Heath &amp; Heath: Chapters 1-4</td>
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<td>9</td>
<td></td>
<td>Unconscious Motivation</td>
<td>Textbook: Chapter 14</td>
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<td></td>
<td></td>
<td></td>
<td>Article: Nonconscious Goal Pursuit in Novel Environments (Eitam et al., 2008)</td>
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<tr>
<td>10</td>
<td></td>
<td>Cognitive Neuroscience and Motivation</td>
<td>Textbook: Chapter 3</td>
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<td>Article: We Feel, Therefore We Learn (Immordino-Yang &amp; Damasio, 2007)</td>
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<td></td>
<td>Article: An integrated process model of stereotype threat effects on performance (Schmader et al., 2008)</td>
</tr>
<tr>
<td>12</td>
<td></td>
<td>Motivational Problems: Avoidance, Cheating, Anxiety, &amp; Learned Helplessness</td>
<td>Article: To Win, or Not to Lose, At Any Cost (Yperen, 2011)</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Article: Learned helplessness, depression, and the illusion of control (Alloy &amp; Abramson, 1982)</td>
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<tr>
<td>13</td>
<td></td>
<td>Growth Motivation and Positive Psychology</td>
<td>Textbook: Chapter 15 and 16</td>
</tr>
<tr>
<td>14</td>
<td></td>
<td>Final Presentations</td>
<td></td>
</tr>
</tbody>
</table>
Guidelines for End-of-Semester Paper and Presentation

For your end-of-semester paper and presentation, please read the required book for this course, “Switch: How to Change Things When Change is Hard” by Chip and Dan Heath. There are 2 separate portions to the final paper and presentation.

1. First, you need to identify 3 points from the book that you found most important or informative for you. For each point you select, please provide the quote of the sentence(s) or the vignette(s)/example story and the page number in the book that it is from. Then provide a brief explanation in about half- to one-page (double-spaced) as to why this point was particularly important or informative for you. This first portion should not exceed 3-pages double spaced.

2. Second, in about 5 to 7 pages double spaced, please identify something that you would like to change educationally or professionally for yourself that you find extremely difficult to change. Use pages 240 and 241 in “Switch: How to Change Things When Change is Hard” as an outline to help structure your paper. To get full credit for this section, you must also integrate relevant course content from either the textbook and/or article readings (e.g., theories or research findings) to serve as a framework and support your response.

Requirements and Grading Rubric for Final Paper and Presentation

Your final paper must not exceed 10 pages (not including the reference page), so present your ideas concisely for Portions 1 and 2. Your final paper must be turned in during the final class meeting. For late papers, two points will be deducted for each day late.

For your end-of-semester presentation, prepare no more than 10 Power Point slides, and you will have approximately 10 minutes to highlight your 3 points from book and your plan for change.

Your final paper and final presentation will be graded on how well you present, integrate, and organize your ideas in each of the required elements listed below:

- **3 Points from the Book (6 pts for paper; 3 pts for presentation)**
  - For each point, vignette or example story, provide the quote of the sentence(s) and page number where this point was presented in the book.
  - For each point, briefly explain in half- to one-page, double-spaced why this point was particularly important or informative for you.

- **What to change and how to do it (16 pts for paper; 8 pts for presentation)**
  - Identify something you would like to change educationally or professionally for yourself that you find extremely difficult to change.
  - In 5-7 pages double-spaced and using pages 240 and 241 in “Switch: How to Change Things When Change is Hard” as an outline, describe what you want to change and how you could go about doing so.
  - You must integrate relevant course content from the textbook and/or article readings (especially theories and research findings) that help support the rationale for your proposed plan to make a successful change.
Guidelines for Online Participation (ELEarning)

To log on, visit:  http://elearning.tamu.edu

Each week, you are expected to post at least 1 question or comment for each of the assigned course readings. So if you have 2 readings assignments for a given week, you are expected to post at least 2 questions and/or comments for that week. Postings must be made no later than 9pm of each Tuesday. This gives you at least 1 full day to review everyone’s postings, and you are expected to read everyone’s postings prior to coming to class.

Toolbar: One way to access Discussions in WebCT Vista is through the toolbar region of the home page - similar to accessing Assignments.

To post a message in a topic on the discussion board click on the name of the topic you want to post in. If there are no messages, you will see the following screen:

Messages

Create Message

Introductions

There are currently no messages in this view.

Create Message

To create a message, in a topic click on Create Message.
Create Message

*Subject: Assessments

HTML Creator: On / Off

Message: What is the difference between a mini-assessment and an alternative assessment?

☑️ Use HTML | Insert equation: New

Add Attachments

☑️ Required field

You will need to include a subject at the least and you can add a message. If you want to include links or any formatting you can use the HTML Creator, by clicking On. You can also include your own HTML coding; if you do this make sure you select the Use HTML box. You can include an image and an attachment with your post. When you are done creating your message, click on Post.

Messages

Create Message | Edit Settings | Set Release Criteria | View Drafts

Introductions

Expand All | Collapse All | Display: Threaded | Unthreaded | All | Unread

☐ Subject | Messages Author Date | Actions

☐ Assessments Blackburn, Rhonda | May 18, 2004 1:15 PM

☐ Delete | Mark as Read | Mark as Unread | Create Printable View

Move to: | Copy to:

Create Message

When you look at a topic with message your will see the screen above. You will see the message subject and who authored it. You will also see when the message was posted. As the instructor you can also delete any posts.
Tolerance Statement

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

The Americans with Disabilities Act (ADA)

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

Students with Special Needs

Any students who could require assistance in the event of a necessary evacuation of the building in which this class is taught are asked to notify the instructor so that individuals can be identified to assist him/her during an evacuation.

Scholastic Dishonesty

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

Academic Integrity Statement

“An Aggie does not lie, cheat, or steal or tolerate those who do.” Since this credo is inflexible in an absolute sense, students need to understand how to abide by the spirit of the statement are referred to the Honor Council Rules and Procedures on the web, http://www.tamu.edu/aggiehonor
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:

1. Request submitted by (Department or Program Name): Educational Psychology
2. Course prefix, number and complete title of course: SPED 602: Ethics and Professional Conduct in Special Education and Applied Behavior Analysis
3. Catalog course description (not to exceed 50 words): Focus on ethical and professional conduct required for special educators and behavior analysts; information required for certified behavior analysts; ethics required by the Behavior Analyst Certification Board; highly relevant for those working with children or adults with disabilities in any capacity.

4. Prerequisite(s): approval of department head, graduate classification
   Cross-listed with:  
   Stacked with:  
   Cross-listed courses require the signature of both department heads.

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

7. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      MED and MS in Special Education also those completing the Applied Behavior Analyst Certificate
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      Ph.D. in Educational Psychology

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)
    SPED 602  Ethics & Professional Conduct

<table>
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<tr>
<th>Lec.</th>
<th>Lab</th>
<th>SCHL</th>
<th>CM and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCL Code</th>
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<td>1</td>
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<td>1</td>
<td>3</td>
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<td>0</td>
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</tbody>
</table>

Approval recommended by:  
Victor Williams, Ph.D.  
Department Head or Program Chair (Type Name & Sign)  
Date: Sep 25, 2012

George Cunningham, Ph.D.  
Chair, College Review Committee  
Date:  

Victor Williams, Ph.D.  
Department Head or Program Chair (Type Name & Sign)  
Date: Sep 25, 2012

George Cunningham, Ph.D.  
Dean of College  
Date:  

Mark Zoran  
Chair, GC or UCC  
Date:  

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-3201 or sandra-williams@tamu.edu.
Curricular Services – 3/10
Course title and number: SPED 602: Ethical and Professional Conduct in SPED and ABA
Term: Summer 201X
Meeting times and location: (Online: Asynchronous with due dates throughout the semester)

Instructor: Jennifer B. Ganz, PhD, BCBA
Associate Professor of Special Education
Department of Educational Psychology
TAMU 4225
College of Education and Human Development
Texas A&M University
College Station, TX 77843-4225
Office: Harrington 637G
E-mail: jeniganz@tamu.edu (best way to reach me)
Phone: 979-862-2823

FOR TECHNOLOGY ASSISTANCE
Difficulties with eLearning/Blackboard technology. Options:
- Go to http://elearning.tamu.edu and scroll over “NEED HELP?” and click “ASK FOR HELP” near the top of the page. You will then have several choices, including filling out an online form, searching FAQs, instructions on going to an on campus lab for help, or calling the help desk.
- Call the CIS Help Desk (24/7) at 979-845-8300.

Difficulties with Centra (“Live” Meetings/Video Conferencing):
If you have difficulties with video or audio, contact TTVN 979-862-2241. You can also try the TAMU Help Desk at 979-845-8300. Tell them you are in the CEHD subdomain. Faculty members will not be able to provide assistance during the meeting.
- Centra_Support@kamu.tamu.edu
- Monday-Friday 8:00am-7:00pm Central

Call the CIS Help Desk (24/7) at 979-845-8300.

Last resort: For help accessing course content specific to this course, contact Heather Hatton, our distance ed GA, at heather.hatton@neo.tamu.edu. Also, she will be available during the beginning of our class meetings (Centra) to help via email.

Course Description and Prerequisites
This course focuses on the ethical and professional conduct required for special educators and behavior analysts. This course is intended to provide students with information required for those preparing to become and who are certified behavior analysts and will cover ethics content required by the Behavior Analyst Certification Board. This information is also highly relevant to individuals who work with children or adults with disabilities in any capacity, including teachers, community service providers, and therapists. Prerequisites: Approval of department head and Graduate classification.

This course will involve asynchronous activities due weekly or biweekly.
Academic Integrity
For additional information please visit: http://aggiehonor.tamu.edu
"An Aggie does not lie, cheat, or steal, or tolerate those who do."

Selected Course Objectives

Content to be covered will include:

- **BACB® Professional Disciplinary and Ethical Standards** (found here: http://www.bacb.com/index.php?page=85)

Additionally, the following content from the BACB® Fourth Edition Task List will be covered (entire Task List found here: http://www.bacb.com/DownloadFiles/TaskList/Fourth_Edition_Task_List.pdf)

<table>
<thead>
<tr>
<th>Client-Centered Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Identification of the Problem</strong></td>
</tr>
<tr>
<td>A-01 Review records and available data (steps include ID client, receive request, ID referral problem, behavioral rating scales, checklists, interviews).</td>
</tr>
<tr>
<td>A-02 Consider biological variables that may be affecting the client.</td>
</tr>
<tr>
<td>A-03 Conduct a preliminary assessment of the client in order to identify the referral problem.</td>
</tr>
<tr>
<td>A-06 Provide behavior analysis services in collaboration with others who support and/or provide services to one’s clients.</td>
</tr>
<tr>
<td>A-07 Practice within one’s limits of professional competence in applied behavior analysis, and obtain consultation, supervision, training, or make referrals as necessary.</td>
</tr>
<tr>
<td><strong>E. Implementation, Management and Supervision</strong></td>
</tr>
<tr>
<td>E-01 Provide for ongoing documentation of behavioral services.</td>
</tr>
<tr>
<td>E-02 Identify the contingencies governing the behavior of those responsible for carrying out behavior change procedures and design interventions accordingly.</td>
</tr>
<tr>
<td>E-03 Design and use competency-based training for persons who are responsible for carrying out behavioral assessment and behavior change procedures.</td>
</tr>
<tr>
<td>E-04 Design and use effective performance monitoring and reinforcement systems.</td>
</tr>
<tr>
<td>E-07 Evaluate the effectiveness of the program.</td>
</tr>
<tr>
<td>E-08 Establish support for behavior analysis services from persons directly and indirectly involved with these services.</td>
</tr>
<tr>
<td>E-09 Secure the support of others to maintain the clients’ behavioral repertoires in their natural settings.</td>
</tr>
<tr>
<td>E-10 Arrange for the orderly termination of services once they are no longer required.</td>
</tr>
</tbody>
</table>

Textbook and/or Resource Material


Additional required course materials will be posted online.
Course Policies/Student Responsibilities

1. Students are expected to participate in online discussions and complete assigned readings and assignments on time.
2. Late papers and projects are unacceptable and will receive zeros except in the instance of University excused absences. In the rare event that you have a circumstance that will prevent turning in an assignment on time, you must notify me at least 24 hours in advance of the due date to negotiate an extension. This should be rare and should not occur more than once per semester for any given student. For more information regarding attendance please review student rule seven: http://student-rules.tamu.edu/rule07
3. Plagiarism is unacceptable and assignments containing plagiarism will receive zeros. Plagiarism includes taking words directly from an article or other source and putting them in your assignment (e.g., papers, presentations), without using quotation marks, even if the work is cited. Direct quotes, according to APA format, may be used, but use them sparingly (i.e., no more than 1-2 lines of direct quotes per page). The purpose of the papers I have assigned is to assess your work, your thoughts, and your insights. Taking bits and pieces of other authors’ writing and simply placing it in your paper shows little evidence of original thought. I look forward to reading your original thoughts, reflections, and insights.
4. Grades of “Incomplete” are strongly discouraged and will not be issued except in extraordinary circumstances. The grade "IN" is given by an instructor to indicate that some part of the work of a student in a course has, for good reason (for example, serious illness) not been completed, while the rest of the student's work in the course was satisfactorily completed. The Incomplete allows a student to complete the course without repeating it. A grade of Incomplete may not be assigned when a definite grade can be given for the work done. The student must have been in attendance at least three-fourths of the term to receive a grade of "IN."
5. Drops, withdrawals: Students should monitor and evaluate their acquisition of knowledge, relative performance, and achievement in this course over the semester.
6. No electronic recording of any class materials may be done without the prior permission of the instructor.
7. Students with disabilities must be registered with the Office of Disability Services to receive support services.
8. Technology problems: You are responsible for getting problems with technology resolved. This course is entirely online, so you must be able to use the required technologies. If you have difficulties, help sources are listed at the top of the syllabus. You must resolve any issue before assignment due dates.

Grading Policies

Refer to the Student Rules regarding Academics at http://student-rules.tamu.edu.

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

Class Format
All materials will be presented asynchronously. That is, materials and assignments (other than the assigned textbook) will be posted online and the students will complete them independently. This course is NOT self-paced. Due dates are firm and students must complete tasks throughout the semester, by the due dates.

Discussion Boards: Ethical Scenarios (40% of final grade)
Online assignments will be given weekly or bi-weekly. These will primarily consist of ethical scenarios that students will respond to in writing. Students must upload their assignments on time in the online drop box. Further, these scenarios and others related to course content will be discussed via online discussion boards. Students will be assigned to a small group and will be required to respond to each scenario. Participation will be monitored by the instructor. For each scenario, each student must provide an initial independent response, then respond to at least one classmate’s comments. Independent responses and responses to classmates must be substantive. A single sentence is unlikely to meet this requirement. Simple responses, such as, “I agree, that’s frustrating,” will not be
considered substantive and will not receive credit. Substantive responses are those that show independent thinking and thorough attention to the topic. Discussion participation will be due approximately every other week.

Exams (60% of final grade)
Four exams will be available online via eLearning. They will include 30-60 questions each and will cover assigned readings (4-5 chapters from the textbook and additional assigned readings). They will be available for 30 minutes each and will be "on your honor," closed-book.

There will be no extra credit in this course

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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