New Courses
Form Instructions

1. Request submitted by (Department or Program Name): ARCHITECTURE
2. Course prefix, number and complete title of course: ARCH 673 - Design for Active Living
3. Catalog course description (not to exceed 50 words): Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity and automobile dependency; focus on how changes in the built environment help address these issues.

4. Prerequisite(s): Graduate classification or approval of instructor
   Cross-listed with: LAND 632 - Design for Active Living
   Stacked with:

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

7. This course will be:
   a. required for students enrolled in the following degree 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. Master and PhD in ARCH, URSC, LAUP, LDEV

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

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>ARCH</td>
<td>673</td>
<td>DESIGN FOR ACTIVE LIVING</td>
</tr>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCII</th>
<th>CIF and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<tr>
<td>0</td>
<td>3</td>
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<td>0</td>
</tr>
</tbody>
</table>

Approval recommended by:
Ward V. Wells
Department Head or Program Chair (Type Name & Sign) Date
Chair, College Review Committee Date
Dean of College Date
Chair, QC or UCE Date

Submitted to Coordinating Board by:
Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 815-8201 or sandra.williams@tamu.edu.
Syllabus: ARCH 673 – Design for Active Living, Spring 2013
(Tuesday & Thursday, 5:30-6:45PM; Room 403, Langford Building A)

Instructor: Xuemei Zhu, Ph.D., Assistant Professor
Office: Room 002B, Williams Administration Building
Email: xuemeizhu@tamu.edu, Phone: 845-3780
Office Hours: Wednesday 4:00PM-5:00PM and Thursday 1:00-2:00PM

"We shape our buildings, and afterwards our buildings shape us." – Winston Churchill, 1943

A. COURSE DESCRIPTION
(3-0). Credit 3. Understanding the forms and characteristics of the built environment and the influence on human behaviors, lifestyles and health; theoretical and empirical insights into the issues of physical activity, obesity, and automobile dependency; focus on how changes in the built environment help address these issues. Prerequisite: Graduate classification or approval of instructor.

B. OBJECTIVE
Students will learn to think outside their disciplinary box, and understand the basic theoretical frameworks, evolving knowledge bases, and relevant professional practice in this interdisciplinary area. More specifically, students will be able to (1) understand the major trends, issues, and literature in architecture, urban design, urban planning, transportation and public health, that deal with the relationship between built environment and physically active lifestyles; (2) interpret the potential impact that their discipline/profession may have on people’s health and well-being; and (3) improve their design and research skills by learning from the research and practice in this growing field.

C. STRUCTURE
A socio-ecological model is used as a basis to guide the discussion and to integrate perspectives from multiple disciplines. The discussion of the built environment ranges from buildings, streets and parks, to communities and cities, and is linked with issues of physical inactivity, obesity, and automobile dependency. The course is organized into three sections, including (1) an INTRODUCTION of the background, (2) a review of RESEARCH literature on relevant theories, empirical evidence, and tools and measures, and (3) an examination of the PRACTICE in multiple disciplines that promote healthy and active lifestyles. The RESEARCH and PRACTICE sections will be introduced in a parallel manner, linking the empirical evidence (research findings) with the design and planning practice.

D. PREREQUISITES: Graduate classification or instructor’s permission.

NOTE: This course is an elective for the Certificate for Health Systems & Design and the Certificate of Sustainable Urbanism. The instructor welcomes both research- and design-oriented students, as well as students from different disciplines. The interaction among students will be encouraged through classroom discussion and collaborations on class projects. Students are expected to think critically and to incorporate their unique perspectives into classroom discussions and the class projects.
E. READING


ADDITIONAL READINGS: The "COURSE SCHEDULE" below lists additional required readings for this course, including journal articles, book chapters and web resources. These readings will be made available through eLearning at http://elearning.tamu.edu/.

RESOURCES FOR CUSTOMIZED READING:
The interactive "Tools and Resources" webpage on the website of Active Living Research: http://www.activelivingresearch.org/resourcesearch

F. COURSE SCHEDULE

Symbols:  
- Readings to be finished before the class.  
- Assignments to be distributed by the instructor in class.  
- Digital copy of the assignment is due by 1pm on the day of the class.  
- Hard copy of the assignment should be submitted in the class.

Note: A few guest lectures are being arranged and may lead to minor changes in the course schedule. In that case, an advance notice will be given in class.

SECTION 1: INTRODUCTION

<table>
<thead>
<tr>
<th>Week 1: Introduction of the Course – Part 1</th>
<th></th>
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</table>
| 01/15 | [OVERVIEW] Environment-health relationships and the course schedule  
- Assign photo diary |
| 01/17 |  
- AIA, 2003: Public health and the built environment – How architects can better design for public health  
- [OVERVIEW] Environment-behavior relationship and the "power" of design and planning; Video – The social life of small urban spaces |

<table>
<thead>
<tr>
<th>Week 2: Introduction of the Course – Part 2</th>
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<tbody>
<tr>
<td>01/22</td>
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</tbody>
</table>
- Photo diary due  
- Frank, 2003: Chapter 1 – Introduction and Chapter 2 – Public health and urban form in America  
- [PRESENTATION] Photo diaries  
- [OVERVIEW] Active living research and practice  
- Assign disciplinary change story |
| 01/24 |  
- Disciplinary change story due  
- Sallis, 2006: An ecological approach to creating active living communities |
**SECTION 2: RESEARCH (Theories, Evidence and Measures) AND SECTION 3: PRACTICE (Design and Planning for Healthy Living)**

<table>
<thead>
<tr>
<th>Week 3: Architectural Design</th>
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</table>
| 01/29 | Zirming, 2005: Influence of building design and site design on physical activity  
Frank, 2003: Chapter 6 – Understanding the built environment  
[RESEARCH] Literature linking architectural design with active living  
Assign building evaluation/intervention exercise  |
| 01/31 | New York Active Design Guidelines: Chapter 3 – Building design  
PRACTICE Architectural design that promotes active living |

<table>
<thead>
<tr>
<th>Week 4: Urban Design</th>
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</table>
| 02/05 | Frank, 2003: Chapter 9 – Urban design characteristics  
Ewing, 2006: Identifying and measuring urban design qualities related to Walkability  
[RESEARCH] Literature linking urban design with active living  |
| 02/07 | New York Active Design Guidelines: Chapter 2 – Urban design  
PRACTICE Urban design that promotes active living |

<table>
<thead>
<tr>
<th>Week 5: Urban Planning</th>
</tr>
</thead>
</table>
| 02/12 | Frank, 2003: Chapter 8 – Land use patterns  
Ewing, 2003: Relationship between urban sprawl and physical activity, obesity, and morbidity  
[RESEARCH & PRACTICE] Linking Urban planning with active living  |
| 02/13 | [GUEST LECTURE] Geospatial methods for Active Living Research (By Dr. Daikwon Han, Epidemiology & Biostatistics, Texas A&M University) |

<table>
<thead>
<tr>
<th>Week 6: Proposal Development for Final Project</th>
</tr>
</thead>
</table>
| 02/19 | * Building evaluation/intervention exercise due  
Assign final project  
[NO CLASS] Working on the proposal for the final project  |
| 02/21 | [NO CLASS] Working on the proposal for the final project |

<table>
<thead>
<tr>
<th>Week 7: Transportation</th>
</tr>
</thead>
</table>
| 02/26 | * Proposal for the final project due  
[PRESENTATION] Building evaluation/intervention exercise  |
| 02/28 | Frank, 2003: Chapter 7 – Transportation systems  
Website of National Complete Streets Coalition  
[RESEARCH & PRACTICE] Linking transportation systems with active living  
Assign behavior measurement exercise |
### Week 8: Specific Populations – Elderly

03/05  🔴 Carstens, 1985: Site Planning and Design for the Elderly – Issues, Guidelines, and Alternatives. Chapters 1-5.

[**GUEST LECTURE**] Healthy living in long-term care facilities [By Mr. David Green, former president of the Society for the Advancement of Gerontological Environments, former President and CEO of Evergreen Retirement Community, Oshkosh, Wisconsin]

03/07  🔴 Frank, 2003: Chapter 5 – Physical activity: Children, the elderly and the poor

[**RESEARCH & PRACTICE**] Environment and active living for the elderly

### Spring Break (03/11-03/15)

### Week 9: Measurement Issues

03/19  🔴 Website of Space Syntax ([http://www.spacesyntax.com/](http://www.spacesyntax.com/))

🔴 McKenzie, 2006: System for Observing Play and Recreation in Communities (SOPARC): Reliability and feasibility measures

[**RESEARCH & PRACTICE**] Behavior Measurement

03/21  🔴 Brownson, 2009: Measuring the built environment for physical activity: State of the science

🔴 Sample school site audit instrument

[**RESEARCH & PRACTICE**] Environment Measurement

### Week 10: Specific Populations – Children

03/26  🔴 Behavior measurement exercise due

[**PRESENTATION**] Behavior measurement exercise

🔴 Sallis, 2000: A review of correlates of physical activity of children and adolescents

[**RESEARCH**] Literature on children and active living

03/31  🔴 Draft of the final project due

🔴 Assign environment measurement exercise

🔴 Zhu, 2008: Walkability and safety around elementary schools

[**PRACTICE**] Promoting active living among children

### Week 11: Specific Populations – The Poor

04/02  🔴 Gordon-Larsen, 2006: Inequality in the built environment underlies key health disparities in physical activity and obesity

[**RESEARCH and Practice**] Literature on disparity in active living

04/04  [**GUEST LECTURE**] Deprivation amplification and rural environments for active living" [By Dr. Michael Edwards, Recreation, Park and Tourism Sciences, Texas A&M University]

### Week 12: Public Health

04/09  🔴 Frank 2003, Chapter 3 – Physical activity and public health and Chapter 4 – Physical activity – Types and patterns

[**RESEARCH**] Literature on public health and active living
### G. ASSIGNMENTS

Assignments that will be graded include (1) a building evaluation/intervention exercise, (2) a behavior measurement exercise, (3) an environment measurement exercise, and (4) the final design/research project. Students will choose their specific topics based on their background and interest. In addition, there are two mini-assignments—a photo diary and a disciplinary change story—that will not be graded.

### H. PERFORMANCE EVALUATION

Your performance will be evaluated based on the following components:

<table>
<thead>
<tr>
<th>Item</th>
<th>Due date</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class participation and discussions</td>
<td>N/A</td>
<td>10%</td>
</tr>
<tr>
<td>Building evaluation/intervention exercise</td>
<td>02/19</td>
<td>10%</td>
</tr>
<tr>
<td>Behavior measurement exercise</td>
<td>03/26</td>
<td>10%</td>
</tr>
<tr>
<td>Environment measurement exercise</td>
<td>04/16</td>
<td>10%</td>
</tr>
<tr>
<td>Final project (in the format of research/design proposal, literature review, or design guidelines, as selected by the student)</td>
<td>60% in total</td>
<td></td>
</tr>
<tr>
<td>Proposal</td>
<td>02/26</td>
<td>10%</td>
</tr>
<tr>
<td>Draft</td>
<td>02/26</td>
<td>10%</td>
</tr>
<tr>
<td>Final presentation</td>
<td>04/23 or 04/25</td>
<td>10%</td>
</tr>
<tr>
<td>Final report</td>
<td>05/03</td>
<td>30%</td>
</tr>
<tr>
<td><strong>TOTAL:</strong></td>
<td></td>
<td><strong>100 points</strong></td>
</tr>
</tbody>
</table>

The final semester grade will reflect all of your work through the course of the semester and will use the following standards.
A: 90-100 points;  B: 80-89 points;  C: 70-79 points;  D: 60-69 points;  F: 0-59 points

Late or incomplete work will not be accepted, unless a University Excused Absence was received by the professor.

I. ATTENDANCE POLICY

The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. You are expected to be present each class day and to fully participate in all discussions and class activities. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. To qualify for an excused absence, you must present an official note explaining the absence, either from a doctor, university official, or other appropriate authority. Each unexcused absence will lead to one point deduction out of the total maximum points of 100 for the whole semester. More than five unexcused absences will lead to a failure in this course.

J. STUDENTS WITH SPECIAL NEEDS

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.

K. ACADEMIC INTEGRITY STATEMENT

An Aggie does not lie, cheat, or steal or tolerate those who do. For further information on the Aggie Honor Code, please refer to the Honor Council rules and procedures on the following website: 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 Architecture

2. Course prefix, number and complete title of course: ARCH 678 - Foundations of Healthcare Design

3. Catalog course description (not to exceed 50 words):
Introduction to the theory of healthcare design over the course of time; exploration of the relationship of the medicine, science, art, and culture of each period with the design of buildings and environments for healthcare; emphasis on historic periods and the contemporary.

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)

   Master and PhD in Architecture. An elective for students enrolled in Certificate in Health Systems & Design

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: ARCH Course #: 678 Title (excluding punctuation): Foundations of Healthcare Design
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year ECE Code
   0 3 0 0 0 3 0 4 0 4 0 1 0 0 0 6 0 2 8 0 1 3 1 4 0 0 3 6 3 2

   Approval recommended by:
   Ward V. Wells
   Department Head or Program Chair (Type Name & Sign) Date 10/8/12

   Department Head or Program Chair (Type Name & Sign) Date 11/2/12
   (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@jimmy.email.
Curricular Services – 3/10
COURSE: ARCH 678
Foundations of Healthcare Design (3 Credit Hrs)
OFFICE: Th 3:30-5:00pm Office: Center for Health Sys & Des
         001D Williams, Ground Fl.
INSTRUCTOR: D. Kirk Hamilton, FAIA, FACHA
            Professor of Architecture
            khamilton@tamu.edu (979) 862-6606

SYLLABUS

I. CATALOG DESCRIPTION
Introduction to the theory of healthcare design over the course of time; exploration of the relationship
of the medicine, science, art, and culture of each period with the design of buildings and environments
for healthcare; emphasis on historic periods and the contemporary.

II. PREREQUISITE
Graduate status in the College of Architecture or permission of the instructor for undergraduates.
Interested students from outside the College are encouraged. This course is offered as an elective for
those seeking the Healthcare Certificate.

III. INTRODUCTION
Healthcare architecture is a specialty of interest to a growing number of architects and design
professionals. Few practitioners have had the opportunity to learn the history of this building type apart
from the traditional architectural history curriculum. This course seeks to provide a connection between
the traditional curriculum of history, art history, and architectural history and the narrow story of
healthcare design within the larger context. The class is designed as a seminar in which students are
expected to interact during discussion related to the lecture content and overarching concepts or
theories. What one gets out of a class is in direct relation to what one puts into it. Sharing thoughts,
discussing ideas and seeking feedback are important ingredients in the development of a personal
perspective on design for a specialized building type.

Students will be exposed to lectures by the instructor and guest lecturers in which the evolving
architecture of medicine and hospitals will be explored. The architecture of this building type will be
related to the medicine, science, art, culture, and general history of its time. Approximately half of the
semester will be devoted to contemporary healthcare design and the work of current leading
practitioners. Current practitioners will be among the guest lecturers who will describe their notable
healthcare projects.
IV. OBJECTIVES
At the end of the semester the student (you) will be expected to have the ability to recognize and describe the major developments in the course of healthcare architecture. You will have a beginning understanding of the history of medicine and science. You will be able to describe the major theoretical foundations of healthcare design and you will have spent time developing your own personal opinions about various types of possible designs for healthcare. You will use critical thinking and the exercise of writing two papers to develop your own perspective on architecture’s role in healthcare.
At the end of the semester the student will have been exposed to the leading examples of contemporary healthcare design. You will be able to understand and explain the major directions in contemporary architecture for health in the U.S. and abroad. You will have a preliminary grasp of the current trends in medicine. You will be able to follow future advances in this specialized field with a foundation of knowledge about medicine and the past work which has influenced or inspired the healthcare design practitioner.
You will develop skills in the verbal communication of your ideas and concepts (classroom dialogues), and in writing (papers).

V. COURSE SCHEDULE & METHODOLOGY
Introduction: The course is intended to operate in a hybrid of seminar and distance education formats. Most lectures and discussions will be with the instructor present. Some lectures and guest presentations will be presented in video form and may be accessed remotely by internet connection. Most classes will be broken into three modules of approximately 20 minutes. The instructor has several outside speaking obligations during the semester and will arrange for coverage during his absences.

Tentative Schedule of Class Content:
Week 1 - Introduction
Healthcare of Ancient & Classical Periods
Week 2 - Medicine of the Medieval & Early Christian Periods
Hospital Design of the Renaissance & Reformation
Week 3 - Romanticism & Utopian Design
Dialogue: Design for Healing as Faith
Week 4 - Florence Nightingale
Pavilion Design & Early U.S. Hospitals
Week 5 - Design for the Scientific Revolution
Historic Non-Western Medicine & Design
Week 6 - Review of the Historical (pre-20th C.) Period
Mid Term Exam
Week 7 - Early 20th Century Healthcare Design
Mid 20th Century Healthcare Design
Week 8 - Dialogue: Design for the Science of the Body
Healthcare Design in the Decades of the 70s & 80s
Week 9 - The Hospital as Machine
Healthcare Design in the Decades of the 90s & 2000s

Week 10 - Contemporary International Design for Healthcare
Planetree & Family-Centered Care

Week 11 - Pebble Projects & Evidence-Based Design
Dialogue: Design for Healing the Mind, Body & Spirit

Week 12 - Practitioner Guest Lectures: Current Healthcare Projects

Week 13 - Design for the Future

Week 14 - Review of the Contemporary (post-19th C.) Period

Week 15 - Final Examination

The dialogues and discussions of lecture content will not result in any single “right” answer, but should stimulate the evolution of your thinking about the relationship of healthcare architecture to medicine, science, art, architectural history, your work, and your reflective self. The dialogues may prompt ongoing stimulating conversations among your colleagues.

VI. VALUES

This class is based on a collaborative rather than a competitive model. There will not be a “curve” or a limitation on the number of top grades awarded. The class will be a community of learners who are exploring together the concepts and theories associated with healthcare design.

Every student can be assumed to be a mature adult who has completed an undergraduate education and succeeded in a rigorous selection process. Each student, instructor, or guest brings a unique set of experiences to the class and has something important to offer the rest of us. Students are expected to interact in a positive and supportive way with their colleagues, recognizing that to miss the opportunity to learn from each other is to waste something potentially valuable. This class will always be a “safe” place for open dialogue and rigorous intellectual exchange.

Aggies help Aggies!
VII. PERFORMANCE EVALUATION

Grades will be based on assignments over the course of the semester, including active participation in class discussions, two papers of 5-7 pages in length, a mid-term exam, and the final examination. The papers will cover healthcare design topics chosen by the student with the requirement for independent literature review beyond assigned class materials.

The relative grade value of assignments is as follows:
- Participation in Discussion & Dialogue 5% (5 pts)
- Paper on an Aspect of pre-20th C. Healthcare Design 20% (20 pts)
- Paper on an Aspect of Contemporary Healthcare Design (post-19th C.) 20% (20 pts)
- Mid Term Examination on pre-20th C. Period 25% (25 pts)
- Final Examination on Contemporary Design & Theory 30% (30 pts)

Students will be graded by means of numerical scores on a scale of 100 (i.e. 87 or 92) for all assignments during the semester. These will be translated into absolute letters at the end of the semester (i.e. B or A). The absolute value of letter grades is as follows:
- A: Excellent work that exceeds average expectations (90-100)
- B: Good work that meets average expectations (80-89)
- C: Satisfactory work that falls under average expectations (70-79)
- D: Poor work (60-69)
- F: Inadequate work (59 or less)
- I: Incomplete

Late Work Policy: Late assignments will be accepted without question for excused absences as defined by University regulations. Any late assignments without an excused absence will accepted for a period of three days after the due date for draft papers.

Attendance Policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. [See Late Work Policy Above.]

VIII. REFERENCES

Suggested Purchases for Required Reading:


Required Library Reading:


Suggested Healthcare Reading:


IX. REQUIRED MATERIALS AND COST

The course requires each student to have access to the internet for acquisition of some class materials and to access resources for study. It is expected that each graduate student at Texas A&M University has ready access to a computer.

The course will require reading of materials on reserve in the College of Architecture library and handouts of articles or presentations. Students are free to purchase their own copies of books, although some are out of print. Expenses can range widely depending on the student’s desire to own the books.

X. OTHER

THE AMERICANS WITH DISABILITIES ACT

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.

COPYRIGHTS

The handouts used in this course are copyrighted. By “handouts,” we mean all materials generated for this class, which include but are not limited to syllabi, in-class materials, review sheets, and printouts of PowerPoint presentations. Because these materials are copyrighted, you do not have the right to copy the handouts, unless the author expressly grants permission.
SCHOLASTIC DISHONESTY

_An Aggie does not lie, cheat, or steal, or tolerate those who do._

As commonly defined, plagiarism consists of passing off as one’s own the ideas, work, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person, a published source, or content on an internet site, and turn it in as your own, even if you should have the permission of that person, author, or web site.

If you should include the work of another person in something you have submitted, you must clearly indicate the source. When in doubt, please cite a source. Citations should be consistently listed in the American Psychological Association (APA) format.

Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty.”

The Aggie Honor Code has been re-introduced with a newly formed Honor Council. You are advised to consult the Honor Council Rules and Procedures on the web 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.

Form Instructions

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

2. Course prefix, number and complete title of course: ECEN 712 Power Electronics for Photovoltaic Energy Systems

3. Catalog course description (not to exceed 50 words): Sustainable energy sources such as photovoltaic, fuel cell, wind, and others require power electronics to perform energy conversion and conditioning in order to convert their native form of electrical generation to a format compatible with the ac utility grid. This course will explore the salient electrical characteristics of solar photovoltaic sources, the requirements for grid-connection and the power electronic circuits and controls needed to perform the interconnection and control.

4. Prerequisite(s): ECEN 438 or instructor approval

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. 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 / PhD in Electrical Engineering

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

9. Prefix Course # Title (excluding punctuation)
   ECEN 712 ELECT SUSTAIN ENERGY
   Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year HCT Code
   0 3 0 0 0 3 1 4 1 0 0 6 0 9 3 6 1 3 - 1 4 0 0 3 6 3 2

Approval recommended by:
C. Singh
Department Head or Program Chair (Type Name & Sign) Date 10/19/12

Chair, College Review Committee Date 11/5/12

Dean of College Date 11/5/12

Chair, GC or FCC Date 12-6-12

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 712 Power Electronics for Photovoltaic Energy Systems

Term (e.g., Fall 200X)  
Spring 2013

Meeting times and location

Course Description and Prerequisites

Sustainable energy sources such as photovoltaic, fuel cell, wind, and others require power electronics to perform energy conversion and conditioning in order to convert their native form of electrical generation to a format compatible with the ac utility grid. This course will explore the salient electrical characteristics of solar photovoltaic sources, the requirements for grid-connection and the power electronic circuits and controls needed to perform the interconnection and control.

A case study will be performed on the new 30kW solar energy system installed by Dr. Balog on the TAMU main campus. Students will learn how to calculate energy potential, expected system performance, rate of return on investment, and other important figures of merit for a photovoltaic energy system. The class will meet at least once at the Athletic Complex (Kyle Field) to tour the installation and observe first-hand the system components. Observation of the roof-top solar array will occur from the Stadium while observation of the inverters and other electrical equipment will occur inside the Netum Steed building.

The prerequisite is graduate status and ECEN 438 or equivalent undergraduate / graduate power electronics.

Learning Outcomes or Course Objectives

To understand the electrical conversion requirements to interconnect a sustainable energy source to the utility power grid. This includes understanding the operation of a dc-ac inverter, maximum power point tracking, energy harvest, and reliability consideration

Instructor Information

Name  Robert S. Balog
Telephone number  979-862-4985
Email address  rbalog@ece.tamu.edu
Office hours  TDB
Office location  216D ZEC

Textbook and/or Resource Material


Supplemental Reading:

††Reserve at Evans Library, *Available electronically via TAMU library
Current journal and conference papers will be used to supplement the chosen textbook.

**Grading Policies**

Grades will be based upon the following schedule:
- Midterm exam (25%)
- Homework (25%)
- Project (40%)
- Class participation (10%)

Topical homework will be assigned as the material is covered. Homework and projects turned in after the due date will be subject to a penalty of 5% per calendar day that is it is late, with the exception for the university excused absences.

Grades will be calculated on the basis of total earned points according to the following standard:
- A (90% – 100%), B (80% – 89%), C (70% – 79%), D (60% – 60%), F (50% and lower). Final grade may be curved lower to reflect the actual class average.

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

**Power Systems:**
- Power flow concepts, power quality issues, harmonic standards, impact of power electronics, double-frequency power flow in single-phase converters

**Photovoltaic Cells**
- Photovoltaic effect, technology development roadmap, characterization and electrical models

**System Issues**
- Solar resource, racking, tracking systems, components, costs

**Inverters:**
- DC link topologies, AC link topologies, PWM techniques, Gate Drives,
- Components
- Inductors, Capacitors, semiconductors switches

**Reliability**
- Mil 217

**Standards**
- National Electric Code, UL 1741, IEEE 1547

**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](http://disability.tamu.edu)

**Academic Integrity**

For additional information please visit: [http://www.tamu.edu/aggiehonor](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. This request is submitted by the Department of
   Electrical and Computer Engineering

2. Course prefix, number and complete title of course:
   ECEN 753 Theory and Applications of Network Coding

3. Catalog course description (not to exceed 50 words):
   Fundamentals of network coding: concepts, models, linear and non-linear codes, code design, random and
   research trends.

4. Prerequisite(s):
   
   Graduate standing or instructor consent

   Cross-listed 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)
   M.S., Ph.D. in Electrical 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. Prexy    Course #    Title (excluding punctuation)
   ECEN 753 Theory and Applications of Network Coding

   Lec. Lab SCH GIP and Fund Code Admin. Unit Acad. Year EICE Code
   0 3 0 0 0 3 1 4 1 0 0 1 0 0 6 0 0 3 6 1 3 1 4 0 0 3 6 3 2

   Approval recommended by:
   C. Singh 10/29/12
   Department Head - Type Name & Sign

   Chair, College Review Committee 11/13/12
   Date

   Dean of College 12-6-12
   Date

   (if cross-listed course)

   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 – 3/09
Course title and number  ECEN 753 Theory and Applications of Network Coding

Term (e.g., Fall 200X) :

Meeting times and location:  To be determined

Course Description and Prerequisites

Provide basic and in-depth knowledge of the rapidly evolving area of network coding; cover concepts, theories, and solutions that for a broad range of network coding problems as well as practical applications of networking coding in various areas of networking and distributed computing; emphasize deep connections between network coding and other areas of networking, complexity theory, graph theory, matroid theory, coding theory, and information theory; enable the students to pursue research in the related areas.

Prerequisite: Graduate standing or instructor consent

Learning Outcomes or Course Objectives

At the end of this course, students should:

• Be familiar with the fundamentals of the theory of network coding
• Understand the basic concept in network coding
• Understand the potentials of network coding in improving performance, reliability, and security of communication networks
• Pursue research in related research areas.

Instructor Information

Name Dr. Alex Sprintson
Telephone number (979) 458 0092
Email address spalex@tamu.edu
Office hours TW 1 pm -2 pm
Office location WERC 332 D

Textbook and/or Resource Material

Textbook No textbook will be used. Notes and research papers will be available of the course website.

Grading Policies

Assignments 40%  Project 40% Student Presentations 20%

Assignments will be assigned often and in general the students will have one week to do the assignment. The due date for each assignment and project will be indicated. Assignments and projects turned in late will receive no credit. You are welcome to work together on assignments and projects, but should not turn in identical solutions, or one solution for multiple students.
**Excused absences:** Rules concerning excused absences may be found at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). In particular, except for absences due to religious obligations, the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible. In cases where advance notification is not feasible (e.g., accident, or emergency) the student must provide notification by the end of the second working day after the absence. This notification should include an explanation of why notice could not be sent prior to the class. If the absence is excused, the instructor must either provide the student with an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. **Days of religious observance:** By state law, if a student misses class due to an obligation of his or her religion, the absence is excused.

### 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 network coding, coding advantage (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>2</td>
<td>Diversity coding and erasure correcting codes (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>3</td>
<td>Algebraic framework for multicast network coding (3)</td>
<td>Class notes</td>
</tr>
<tr>
<td>4</td>
<td>Randomized algorithms for network code construction (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>5</td>
<td>Polynomial-time algorithms for network code construction (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>6</td>
<td>Coding for undirected networks (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>7</td>
<td>Encoding complexity of network codes (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>8</td>
<td>Recovery of link failures (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>9</td>
<td>Secure network coding (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>10</td>
<td>Network coding for wireless networks (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>11</td>
<td>Practical coding schemes (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>12</td>
<td>Index Coding problems (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>13</td>
<td>Wireless information exchange algorithms (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>14</td>
<td>Applications for network storage (2)</td>
<td>Class notes</td>
</tr>
<tr>
<td>15</td>
<td>Applications of network coding techniques (2)</td>
<td>Class notes</td>
</tr>
</tbody>
</table>

Each lecture below is 1.5 hrs long. There are 30 lectures listed above, resulting in a total of 45 lecture hours. The number of lectures for each topic is indicated in parentheses.
Grading policies
Assignments 50% Midterm: 20% Final exam: 20% Quizzes (peer instruction) 10%

Grading scale: A 90–100% B 80–89.99% C 70–79.99% D 60–69.99% F 0–59.99%

Other Pertinent Course Information
Suggestions for improvement are welcome at any time. Any concern about the course should be brought to the instructor's attention.

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): Teaching, Learning and Culture

2. Course prefix, number and complete title of course: EDCI 639: Grant Writing for Professional Development

3. Catalog course description (not to exceed 50 words):
Focus on the skills necessary to address a Request for Proposals (RFP) through developing and writing a competitive funding proposal, with attention to the process of identifying foundation, public, and corporate funding opportunities available to support specific programmatic needs/areas.

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Graduate classification

4. Prerequisite(s):

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

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

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 programs(s) (e.g., B.A. in history)
      Online Ed.D in Curriculum and Instruction
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      M.Ed., Ph.D in Curriculum and Instruction

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

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9. Prefix | Course # | Title (excluding punctuation) |
<table>
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<tr>
<th></th>
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<tbody>
<tr>
<td>EDCI</td>
<td>639</td>
<td>GRANT WRITING PROF DEV</td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>Lab</th>
<th>SCH</th>
<th>CIP Code</th>
<th>Fund Code</th>
<th>Admin</th>
<th>Unit</th>
<th>Acad. Year</th>
<th>EDC Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>03</td>
<td>00</td>
<td>03</td>
<td>13</td>
<td>13</td>
<td>100</td>
<td>02</td>
<td>28 04 12</td>
<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Yaping Li [Signature] [1/25/12]
Department Head or Program Chair (Type Name & Sign) Date

George Cunningham [Signature] [11/16/12]
Chair, College Review Committee Date

Doug Palmer [Signature] [12-6-12]
Dean of College Date

Mark Zoran [Signature] [Date]
Chair, GC or UCC Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services

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Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 3/10
EDCI 639: Grant Writing for Professional Development
Online Course Syllabus
Fall 20XX

Instructor: Dr. Jacqueline Stillisano

Contact Information: 979-845-8098 (office)
979-450-5149 (cell)
jestillisano@tamu.edu

Virtual office hours: By request.

I am generally at my computer and available for IMs, chats, and Skype calls during the
workday and evenings. You can e-mail me at any time; I try to answer e-mails the same
day I receive them. If it's something urgent, text me and I'll call you as soon as I'm
available.

Course Description:

The ultimate goal of this course is for students to learn the skills to enable them to write
a successful (fundable) grant proposal. Students will engage in the process of identifying
foundation, public, and corporate funds that are available and will learn the skills
necessary to address a Request for Proposals (RFP) through developing and writing a
competitive funding proposal.

Prerequisite:

- Admission to the Online Ed.D. in Curriculum & Instruction Program

Learning Outcomes or Course Objectives

Course Objectives:

- Students will become knowledgeable about private foundation and corporate
  offerings, as well as national and state public grant resources, available to
  organizations and individuals.
- Students will examine the basic principles associated with the process of responding
to an RFP.
- Students will understand and use the terminology commonly associated with grant
  writing and research.
- Students will develop grant-writing skills that are applicable to many types of projects
  and grant opportunities.
• Students will understand the components of a successful grant proposal, such as the abstract or summary, project design and methods, assessment, budget and budget justification, etc.
• Students will demonstrate the knowledge gained regarding the process of researching funding sources and writing a grant proposal by preparing a model outreach grant proposal of sufficient quality to be submitted to a variety of funding entities.

**Course Requirements:** This is a 3-hour course delivered via Blackboard Vista. The assignments include reading assigned materials, participating in online discussions and peer review processes, and developing a model grant proposal. It is important for individuals taking this course to complete assignments in a timely manner and to communicate regularly with the instructor.

The course consists of five modules—each one building on previous material—and online discussions that support the modules. Each of modules 1–4 contains assigned readings, additional resources, and a final task or assignment that will be submitted to the instructor via the Vista BB assignment tool or on the VISTA BB discussion board. Module 5 is a multi-week project.

By the end of the course, the student will have acquired the necessary skills (a) to locate and research a funding source and (b) to plan and write a grant proposal that is suitable for submitting to a funding agency.

**Small Group Participation:** Beginning with week 5, each student will be assigned to a small reading group of four-five students. Throughout the course, you will participate in review of sections of your classmates' applications, and they will review sections of your application. Active and thoughtful participation in review of your classmates' work is required in this class and will be considered as part of your final course evaluation. In the last 2-3 weeks of the class, you will participate in a small group proposal rating exercise to read and rate full proposals by up to five of your classmates--who will be different than the semester-long reading group members.

**Attendance and Work Completion:** This class is conducted in a totally online environment. "Attendance" and presence are required. Students are expected to actively participate in online discussions initiated by the instructor and/or students by posting substantive contributions.

The course will have specific dates by which assignments will be due; assignments are due by 11:30 p.m. Central Time. Points will be assigned for each course activity, and failure to complete assignments by due dates will result in reduced or no credit for the assignment (See Make-up Work Policy below).

Meeting the deadline for submitting assignments—particularly assignments that will involve peer review—is very important, as your classmates cannot complete their part of the assignment (providing the review) until your assignment is actually posted.

**Make-up Work Policy:** Missing any part of this schedule may negatively impact your grade in the course. Excused absences are based on Texas A&M University student rule guidelines (http://student-rules.tamu.edu/rule07). If you foresee difficulty of any type
(e.g., an illness, employment change, etc.) that may prevent timely submission of assignments, please notify me as soon as possible.

If you have some extraordinary circumstance that necessitates a request for an extension, I highly recommend that it be made in advance.

**Course Pedagogy:** The course will be taught using the Five Standards of Effective Pedagogy (Tharp, 1997; Tharp, Estrada, Dalton, & Yamauchi 2000). The five standards are as follows: (a) Teacher and Students Producing Together, (b) Developing Language and Literacy Across the Curriculum, (c) Making Meaning: Connecting School to Student’s Lives, (d) Teaching Complex Thinking, and (e) Teaching Through Conversation.

The first standard, *Teacher and Students Producing Together*, indicates that the classroom environment will be collaborative. In other words, the course will offer many opportunities where students will work together (i.e., cooperatively) to produce specified products (i.e., assignments). The second standard, *Developing Language*, indicates that the course will emphasize learning the language of grant writing as well as the content. The third standard, *Making Meaning*, suggests that an important aspect of the course will be connecting what we learn about grant writing to students' personal interests and prior experiences. In other words, we will highlight the need to contextualize the knowledge we construct to everyday issues and concerns. The fourth standard, *Teaching Complex Thinking*, illustrates the point that the course will focus on developing students’ higher-level thinking skills such as analyzing, synthesizing, and evaluating situations related to funding opportunities and meeting funders' requirements. The fifth standard, *Instructional Conversation*, suggests that there will be extended online discussions about the course content. (Adapted with permission from Waxman, 2009)

**Course Netiquette:** Students should show respect to fellow students and the professor during all online class discussions (see Netiquette Guidelines below). Remember, discussion boards are for whole-group/class discussions. If a question or communication that is private in nature needs to be asked of the professor or a fellow student, a personal e-mail is the appropriate communication tool. When in doubt, an email to the individual(s) is always best.

**Required Textbooks and Optional Resource Material.** All reading materials required for the course (with the exception of the required text & APA Style Guide) are available on our VISTA Blackboard classroom site or at identified URLs on the Internet.

**Required Materials:**


Texas A&M Grant Writing Workbook
http://opd.tamu.edu/the-craft-of-grant-writing-workbook/manual/the-craft-of-grant-writing-workbook

**Course Assignments and Values.** You will be evaluated in this course based on your participation in class (via the discussion board), your submission of written assignments and
peer reviews of your classmates’ applications, and your completed model funding proposal. Each assignment for the course has specified points.

<table>
<thead>
<tr>
<th>Module</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Module 2</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Module 3</td>
<td>10 pts.</td>
</tr>
<tr>
<td>Module 4</td>
<td>20 pts.</td>
</tr>
<tr>
<td>Module 5</td>
<td></td>
</tr>
<tr>
<td>–Proposal Peer Review</td>
<td>20 pts.</td>
</tr>
<tr>
<td>–Final Proposal</td>
<td>100 pts.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>215 pts.</strong></td>
</tr>
</tbody>
</table>

Grades will be assigned as follows:

Grade of “A” will be assigned for accumulating between 90% and 100% of total points.
Grade of “B” will be assigned for accumulating between 80% and 89% of total points.
Grade of “C” will be assigned for accumulating between 70% and 79% of total points.
Grade of “D” will be assigned for accumulating between 60% and 69% of total points.
Grade of “F” will be assigned for accumulating less than 60% of total points.

An incomplete will be given only upon written request and then only if the request meets the requirements listed in the Student Rules under Section 10: Grading (http://student-rules.tamu.edu/rule10). If a student receives an “incomplete” grade (i.e., “I”) for EDCI 632, he or she must make up the missing work within one year or the grade for the course will become a “Fail.”

**Academic Integrity Statement**

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

All students are bound by the Aggie Honor Code (as stated above). Honor Council Rules and Procedures can be found on the web at: http://aggiehonor.tamu.edu/.

As part of the first week’s assignment, students will submit a file with the following statement:
“On my honor, as an Aggie, I have neither given nor received unauthorized aid on this semester’s academic work.”
[Signature of Student]

**Response/Participation Criteria**

The following criteria are used to evaluate your response to assigned prompts listed in the syllabus and your responses to others' postings in the follow-up class discussions:
1. Does your response show respect toward others' opinions?
2. Does your response address all the relevant issues or questions posed in the prompt?
3. Does your response integrate concepts from the readings?
4. Does your response demonstrate reflection or thoughtful discussion of the content of the readings?
5. Does your response make explicit connections between your professional and personal experiences and content of the assigned readings?
6. Does your response present the content in an organized and coherent format?
7. Does your response contain minimal errors in grammar and spelling?
8. Does your response include references to professional literature and/or web sites, where appropriate?
9. When directly quoting or paraphrasing from another's work, does your response include APA citations and page numbers?

Netiquette Guidelines

"Netiquette" is Network Etiquette, the rules of proper behavior in an online environment. Online communication can be difficult sometimes due to the absence of non-verbal cues and body language that we all depend upon when communicating face to face--thus the need for proper Netiquette. Rules of conduct are somewhat in a state of flux because the online medium is a relatively new one, but the following are always worthwhile suggestions to observe:

1. Remember, there's always a human on the other end of an electronic communication. Treat him or her with the same respect that you'd like to receive.
2. What you say may be forgotten, but what you write will live on for a long time.
3. Be careful with humor; what appears witty or ironic to you may appear sarcastic and critical to your reader. By the same token, you may misinterpret messages sent by others to you.
4. Use emoticons and other symbols to indicate humorous intent. 😊
5. Be diplomatic; written communication often appears harsher than spoken communication. Tone is almost impossible to pick up in an email, and it's easy to offend others.
6. DON'T USE ALL CAPS--in addition to being difficult to read, this is considered "shouting" in electronic communication.
7. Be brief.
8. Use pertinent subject lines.
9. Keep in mind that an e-mail lacking a greeting and/or a closure may appear curt and unfriendly to your reader. (ex: Howdy! Or Regards.)
10. "Blind" copying others on personal/professional emails or forwarding others' emails without their knowledge is not only bad Netiquette, it is unprofessional and borders on being unethical.


Student Concerns:

If you have a concern about any aspect of the course, I would appreciate it if you could let me know as soon as possible. If I cannot resolve the issue to your satisfaction, then you are expected to complete the TLAC Concern/Opportunity/Acknowledge (COAF) Form and
submit it to the TLAC Department Head (Dr. Ye Ping Li). The COAF Form is available on the TLAC website (http://tlac.tamu.edu/articles/gradforms).
### Calendar of Readings, Assignments, and Due Dates

<table>
<thead>
<tr>
<th>Dates</th>
<th>Assignment/Directions/Resources</th>
<th>Assessment</th>
<th>Date Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/29/11-9/4/11</td>
<td>• View Week 1 PowerPoint presentation</td>
<td>• Roster post</td>
<td>8/31/11 (5 pts)</td>
</tr>
<tr>
<td></td>
<td>• Read Syllabus</td>
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<td></td>
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<tr>
<td></td>
<td>• Post your contact information and a picture of yourself under the Roster tool of Vista</td>
<td>• As part of the 1st week's assignments, each student will submit the</td>
<td>9/1/11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Aggie Honor Code statement to the instructor as a Word document.</td>
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</tr>
<tr>
<td></td>
<td>• &quot;Sign&quot; and return Honor Code Statement.</td>
<td>• This file should be saved as lastnamefirstnamehonorcode.doc</td>
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<tr>
<td></td>
<td>• Begin watching video: McBride-OPD</td>
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<tr>
<td></td>
<td>• View companion PowerPoint presentation</td>
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<tr>
<td></td>
<td>• Tour the Foundation Center's Website:</td>
<td></td>
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<tr>
<td></td>
<td><a href="http://foundationcenter.org/getstarted/newvisitors/">http://foundationcenter.org/getstarted/newvisitors/</a></td>
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<tr>
<td></td>
<td>• Sign up for free e-newsletters from the Foundation Center</td>
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<tr>
<td></td>
<td><a href="http://foundationcenter.org/newsletters">http://foundationcenter.org/newsletters</a></td>
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<tr>
<td>Required readings:</td>
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<tr>
<td></td>
<td>• Koch: Introduction and Chapter 1</td>
<td></td>
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<tr>
<td></td>
<td>• Debunking Myths About Grant Writing</td>
<td></td>
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<tr>
<td></td>
<td>• How to Write an Outreach Grant Proposal</td>
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<td><a href="http://chronicle.com/article/How-to-Write-an-Outreach-Grant/46879/">http://chronicle.com/article/How-to-Write-an-Outreach-Grant/46879/</a></td>
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<td></td>
<td>• Grant Makers Reveal the Most Common Reasons Grant Proposals Get Rejected</td>
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<td><a href="http://www.philanthropy.com/jobs/2003/06/01/20030523-378096.htm">http://www.philanthropy.com/jobs/2003/06/01/20030523-378096.htm</a></td>
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<tr>
<td>Additional Resources:</td>
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<td></td>
<td>• TAMU Research Development: Getting Started</td>
<td></td>
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<td></td>
<td><a href="http://opd.tamu.edu/the-craft-of-grant-writing-workbook/manual/the-craft-of-grant-writing-">http://opd.tamu.edu/the-craft-of-grant-writing-workbook/manual/the-craft-of-grant-writing-</a></td>
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<td></td>
<td>workbook/chapter-1-getting-started</td>
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<td></td>
<td>• Guide for Writing a Funding Proposal</td>
<td></td>
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<td><a href="http://www.learnerassociates.net/proposal/">http://www.learnerassociates.net/proposal/</a></td>
<td></td>
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<tr>
<td></td>
<td>• 10 Great Ways to Get a Grant</td>
<td></td>
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<tr>
<td></td>
<td><a href="http://www2.scholastic.com/browse/article.jsp?id=83">http://www2.scholastic.com/browse/article.jsp?id=83</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• News from the Foundation Center:</td>
<td></td>
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<tr>
<td></td>
<td><a href="http://foundationcenter.org/media/">http://foundationcenter.org/media/</a></td>
<td></td>
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<tr>
<td>Assignment: (Post in Vista BB)</td>
<td>• In one document, (a) introduce yourself by describing your qualifications/experience—particularly any experience in grant mgmt/grant writing you may have had—and (b) provide a brief (1- to 2-paragraph) description of your fundable idea.</td>
<td>• Description of your experience and of your fundable idea.</td>
<td>9/4/11 (5 pts)</td>
</tr>
</tbody>
</table>
**Module 2: Identifying Potential Funders**  
(Week 2)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/5/11-9/11/11</td>
<td>Required Readings:</td>
</tr>
<tr>
<td></td>
<td>• Koch: Chapters 2-4</td>
</tr>
</tbody>
</table>
|            | • Introduction: A Guide for Proposal Writing  
|            | • Program Information: A Guide for Proposal Writing  
|            | • Foundation Center: What Is a Foundation?  
|            | http://foundationcenter.org/getstarted/guides/whatis.html                    |
|            | • Foundation Center: Form 990 Finder                                         |
|            | http://foundationcenter.org/findfunders/990finder/                           |
|            | • Foundation Center: Demystifying the 990PF  
|            | http://foundationcenter.org/getstarted/tutorials/demystify/index.html       |
|            | • Foundation Center: Trend Tracker                                           |
|            | • Foundation Center: Find Funders                                            |
|            | http://foundationcenter.org/findfunders/                                    |
|            | • Foundation Center: Forms 990 and 990 PF  
|            | http://www.grantspace.org/Tools/Knowledge-Base/Funding-Research/Forms-990-and-990-PF |
|            | Additional Resources:                                                       |
|            | • Foundation Center: 15 Most Frequently Asked Questions  
|            | http://foundationcenter.org/getstarted/faqs/                                |
|            | • Fundraising: Some Basic Advice                                               |
|            | • TAMU Research Development: Analyzing Funding Agencies  
|            | http://opd.tamu.edu/the-craft-of-grant-writing-workbook/manual/the-craft-of-grant-writing-workbook/analyzing-funding-agencies |
|            | • TAMU Office of Proposal Development: Pursuing Funding From Foundations     |
|            | http://opd.tamu.edu/funding-opportunities/monthly-newsletters-2009/grant-writing-articles-july-1-2009#article-1by-lucy-deckarddeveloping |
|            | Assignment:                                                                 |
|            | • Submit completed chart of potential funding agencies to instructor as a Word document  
|            | • This file should be saved as LastnameFirstInitialFundingChart.doc         |
| 9/8/11     | Read postings of all members of the class                                    |
|            | Respond with thoughtful feedback to all postings                            |
| 9/11/11    | (20 pts)                                                                     |
**MODULE 3: HOW WILL YOUR PROPOSAL BE REVIEWED?**

(WEEK 3)

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/12/11-9/18/11</td>
<td>Complete the funding chart with information for each funding agency. You'll have to dig to find the information for some cells on the chart!</td>
<td></td>
</tr>
<tr>
<td>9/12/11-9/18/11</td>
<td>View the video of an NIH peer review session at <a href="http://www.youtube.com/watch?v=HMC3HoLJuyY">http://www.youtube.com/watch?v=HMC3HoLJuyY</a></td>
<td></td>
</tr>
</tbody>
</table>

**Required Readings:**

- Koch: Chapters 4-7
- TAMU Research Development: *Reading the Proposal Solicitation*  

**Additional Resources:**

- Education World, *Show Me the Money: Tips and Resources for Successful Grant Writing*  
  http://www.educationworld.com/a_curr/profdev/profdev039.shtml
- TAMU Research Development: *Understanding the Review Process*  
  http://opd.tamu.edu/the-craft-of-grant-writing-workbook/manual/the-craft-of-grant-writing-workbook/understanding-the-review-process

**Assignment:**

- Complete an outline of your proposal, using the Proposal Outline questions as a guide.

  ```
  9/18/11
  (10 pts)
  ```

- Submit outline of proposal to instructor as a Word document, using the assignment tool.
- This file should be saved as LastnameFirstInitialProposalOutline.doc

**MODULE 4: WRITING A LETTER OF INQUIRY**

(WEEK 4)

<table>
<thead>
<tr>
<th>Date</th>
<th>Task</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/19/11-9/25/11</td>
<td>View the video of NIH reviewers/program officers providing advice for creating an attractive proposal at <a href="http://www.youtube.com/watch?v=9cNRMsCGIHo&amp;feature=channel">http://www.youtube.com/watch?v=9cNRMsCGIHo&amp;feature=channel</a></td>
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</tr>
</tbody>
</table>

**Required Readings:**
- Koch: Chapter 8
- Koch: pp. 235-238

**Assignment:** (Post in Vista BB)
- Using the table of funders you developed in Week 2 and based on the outline you developed in Week 3, choose the funding opportunity that you feel is the "best match" for your proposed project and carefully read the RFP or funding announcement.
- Write a 2 to 3-page letter of inquiry to your chosen funding agency. (Your funding agency may not call for letters of inquiry; in that case, write a sample letter.)
- Your LOI should be developed in a professional, detailed format. Use Times New Roman 12 point font, 1" margins all around. It should have very few or no errors in grammar, spelling, punctuation, etc.
- Remember, the LOI is often the first opportunity you have as grant writer to make a good impression on the potential funder: You never have a second chance to make a good first impression.

- In your responses to your colleagues, specifically address 2 strengths of his/her letter (why is the letter strong in that particular area?) and 1 weakness (how could that weakness be addressed?).
- Read letters of enquiry of at least 7 of your colleagues
- Post a thoughtful response to at least 5.

**MODULE 5: WRITING YOUR GRANT APPLICATION**

**Week 5:** Description of Organizational Capacity

9/26/11 - 10/2/11

**Required Readings:**
- Koch: Chapter 9
- NGLC Grant Proposal: Organizational Capacity http://wiki.sln.suny.edu/display/SLENED/6+NGLC+Grant+Proposal+%28ORGANIZATIONAL+CAPACITY%29

**Additional Resources:**

- Letter of Inquiry
- Letter of Inquiry

9/25/11
(15 pts)

9/29/11
(5 pts)
### Weeks 6-7: Statement of Need

**10/3/11 - 10/16/11**

**Required Readings:**
- Koch: Chapter 10
- Foundation Center, *The Statement of Need*

**Additional Resources:**
- About.com, *Non-profit Charitable Orgs*
  [http://nonprofit.about.com/od/foundationfundnggrants/a/needstatement.htm](http://nonprofit.about.com/od/foundationfundnggrants/a/needstatement.htm)

**Assignment: Post in BB Vista**
- Develop the statement of need (including a brief literature review) for your project.
- In your responses to your colleagues, specifically address 2 strengths of his/her statement of need (why is it a strength?) and 1 weakness (how could that weakness be ameliorated?)

**Statement of need for your project**
- Read the statement of need of all members of your group and post a thoughtful response to each

**10/16/11**

**10/20/11**

### Weeks 8-9: Describing Your Project

**10/17/11 - 10/30/11**

**Required Readings:**
- Koch: Chapters 11 & 13
- Koch: pp 218-221
- Foundation Center, *The Project Description*
  [http://foundationcenter.org/getstarted/tutorials/shortcourse/project.html](http://foundationcenter.org/getstarted/tutorials/shortcourse/project.html)
- Foundation Center, *Methods:*
- Foundation Center, *Staffing/Administration:*
  [http://foundationcenter.org/getstarted/tutorials/shortcourse/staff.html](http://foundationcenter.org/getstarted/tutorials/shortcourse/staff.html)
- Foundation Center, *Sustainability*
  [http://foundationcenter.org/getstarted/tutorials/shortcourse/sustain.html](http://foundationcenter.org/getstarted/tutorials/shortcourse/sustain.html)

**Additional Resources:**
- *Writing a Management Plan:*
  [http://research.brown.edu/ovpr/managementplan.php](http://research.brown.edu/ovpr/managementplan.php)
- *How to Write an Outreach Grant Proposal:*

**10/2/11**

**10/6/11**

(5 pts)
<table>
<thead>
<tr>
<th><strong>Assignment: Post in BB Vista</strong></th>
<th><strong>Description of your proposed project</strong></th>
<th>10/30/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a description of your proposed project. This section should include (a) your goals/objectives/activities/outcomes, using narrative as well as a graphic organizer; (b) your management plan; (c) an explanation of how you will sustain the project once the funding has ended; and (d) an explanation of how you will disseminate the results.</td>
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<tr>
<td>• Group Discussion: In your responses to your colleagues, specifically address 2 strengths of his/her project description (why is it a strength?) and 1 weakness (how could that weakness be alleviated?)</td>
<td>• Read the project description of all members of your group and post a thoughtful response to each</td>
<td>11/3/11 (5 pts)</td>
</tr>
</tbody>
</table>

### Week 10 - How Will You Evaluate Your Project?

#### Required Readings:
- Koch: Chapter 12
- Foundation Center, Evaluation

#### Additional Resources:
- **The 2002 User-Friendly Handbook for Project Evaluation (NSF 02-057)**

#### Assignment: Post in BB Vista
- Develop an evaluation plan for your proposed project. This section of your proposal should include a narrative, as well as a graphic organizer.

#### Evaluation plan for your proposed project

#### Group Discussion: In your responses to your colleagues, specifically address 2 strengths of his/her evaluation plan (why is it a strength?) and 1 weakness (how could that weakness be alleviated?)

#### Read the evaluation plan of all members of your group and post a thoughtful response to each

### Week 11: Show Me the Money!! Budget & Budget Narrative

#### Required Readings:
<table>
<thead>
<tr>
<th>Assignment: Post in BB Vista</th>
<th>Budget and budget description/narrative for your proposed project</th>
<th>11/13/11</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a budget and budget description/narrative for your proposed project</td>
<td>• Group Discussion: In your responses to your colleagues, specifically address 2 strengths of his/her budget and budget narrative (why is it a strength?) and 1 weakness (how could that weakness be alleviated?)</td>
<td>11/17/11 (5 pts)</td>
</tr>
<tr>
<td>• Read the budget and budget narrative of all members of your group and post a thoughtful response to each</td>
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</table>

**Weeks 12-13: Putting it All Together**  
**Abstract/Executive Summary, Cover Letter, Appendices**

<table>
<thead>
<tr>
<th>11/14/11-11/27/11</th>
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<tbody>
<tr>
<td><strong>Required Readings</strong></td>
</tr>
<tr>
<td>• Koch: Chapters 15-16</td>
</tr>
<tr>
<td>• Koch: pp 83-89</td>
</tr>
</tbody>
</table>
| • TAMU Research Development: *Editing and Proofreading the Proposal*  
| • TAMU Research Development: *Supplementary Materials*  
| • TAMU Office of Proposal Development: *Creating Letters of Support*  
| **Additional Resources:** |
| • Foundation Center, *The Executive Summary*  
| **Assignment:** |
| • Develop an abstract/executive summary (1-2 pages), cover letter/cover sheet, and appendices for your proposal. |
| • Assemble all components of your proposal into one document | • Submit draft proposal to instructor as a Word document. Your proposal should be in top presentation format. Don't forget the table of contents, cover page, page numbering, etc. |
| | • This file should be saved as LastnameFirstinitialProposal.doc | 11/27/11 |

**Week 14: Peer Review**

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<tr>
<th>11/28/11-12/4/11</th>
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<tr>
<td><strong>Required Readings:</strong></td>
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<tr>
<td>• Koch: Chapter 4</td>
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| • TAMU Research Development: *Vetting the Proposal*  
<table>
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<tr>
<th>Assignment:</th>
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<tr>
<td>• Using the proposal review form, develop a review for each of the proposals you receive to review. Read each proposal carefully and provide thoughtful comments to your colleagues.</td>
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<th>Assignment:</th>
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<tr>
<td>• Submit completed review forms to instructor, one for each proposal you review</td>
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12/4/11
(20 pts)

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<tr>
<th>Assignment:</th>
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<tr>
<td>• Based on feedback from peer reviewers, make any revisions you deem necessary to your proposal and submit a final copy.</td>
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<tr>
<th>Assignment:</th>
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<tbody>
<tr>
<td>• Submit final copy of your proposal to instructor as a Word document</td>
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<tr>
<td>• This file should be saved as LastnameFirstInitialFinalProposal.doc</td>
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</table>

12/9/11
(100 pts)

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### Americans with Disabilities Act (ADA) Statement

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

### Diversity Statement for the Department of Teaching, Learning and Culture

The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is an open and affirming department for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetrate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.

### Plagiarism Statement

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

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

**Course Evaluation**

The evaluation of a course is one of the measures used to assess quality, strengths and need for improvement. The course evaluation information will be e-mailed to your neo account during the last month of classes.

The website for completing the on-line evaluation is [https://pica.tamu.edu](https://pica.tamu.edu)

**Additional References:**


The *Family Education Rights and Privacy Act* (FERPA) requires that student grades be accessible only to individual students and other authorized personnel. Posting grades in a secure course management system like Blackboard Vista (Bb Vista, formerly WebCT Vista) is the preferred method for distributing grades online at Texas A&M University. Instructors may either enter grades directly into the Bb Vista Grade Book or upload grades into Note. However, that giving student’s access to shared grading spreadsheets from within Bb Vista is NOT a secure way to post grades. Students must log into Bb Vista using their NetIDs and all Web pages are delivered via SSL encryption. Once logged in, students may only view their own grades as posted in the Grade Book, so there is no chance of inadvertently releasing confidential student information. Since 2003, there have been five separate incidents at Texas A&M reported to Computing and Information Services in which confidential student information has been accidentally released. In one incident, a spreadsheet containing confidential student information was accidentally sent as an email attachment to over 1,300 undergraduate students. In the other four incidents, grading personal information within either hidden columns or additional worksheets (tabs). Anyone with access to the spreadsheets could basically unhide the columns or view the confidential student information on the extra worksheets. Based on the small number of these types of incidents, most faculty clearly understand the university regulations regarding the posting of student grades and often the issue is essentially human error. Instructional Technology Services (ITS) would like to remind faculty of the secure, online technologies available on campus for delivering student grades. IT is available to support faculty in adhering to university regulations, especially in terms of incorporating new technologies. If you would like more information about using the Bb Vista Grade Book, contact ITS at 979-862-3977 or email [http://its.tamu.edu](http://its.tamu.edu). Handouts specifically written for Grade Book use are available on the ITS Web site: [http://itsinfo.tamu.edu/workshops/vista_handouts.htm](http://itsinfo.tamu.edu/workshops/vista_handouts.htm). In addition, a university Standard Administration Procedure (SAP) concerning notification of unauthorized disclosure of sensitive personal information was approved July 27, 2006 and is posted on the TAMU Rules Web Site: [http://rules-saps.tamu.edu/PDFS/24.99.99M1_24.pdf](http://rules-saps.tamu.edu/PDFS/24.99.99M1_24.pdf) *Instructional Technology Services*, 004C Heldenfels Hall, Texas A&M University, 3002 TAMU, 979-862-3977, [its@tamu.edu](mailto:its@tamu.edu), [http://itsinfo.tamu.edu](http://itsinfo.tamu.edu)
Dear Dr. Stillisano,

I have reviewed the syllabus you provided for the course EDCI 639 Grant Writing for Professional Development and do not have any objections to this course being offered in the Department of Teaching, Learning and Culture especially after your responses to the questions that had been raised by Dr. Dooley. I believe that this course would be a valuable addition to the EdD curricula currently being offered in your department.

Please let me know if you need a more detailed response. Otherwise, good luck with getting the course approved.

Sincerely,
Fred

Fredrick Muyia Nafukho, PhD | Professor and Head Educational Administration and Human Resource Development | Texas A&M University College of Education and Human Development
4226 TAMU | College Station, TX 77843
Tel. 979.862.2716 | Cell. 979.204.8525 | Fax. 979.862.4347
http://eahr.tamu.edu | http://education.tamu.edu

-----Original Message-----
From: Jackie Stillisano
Sent: Thursday, October 04, 2012 12:23 PM
To: Fred Nafukho; Lynn Burlbaw
Cc: Cathleen Loving; Yeping Li; Jackie Stillisano; Larry Dooley; Kerri Smith
Subject: Re: letter of support for new course

Dr. Nafukho,

The amended syllabus for EDCI 639: Grant Writing for Professional Development is attached for your review. I have changed the prerequisite language as we discussed.

In order to move the course request through the GIC approval process as smoothly as possible, it would be helpful to have a letter from you stating that you support approval of the course. I would be very appreciative if you could provide such a letter.

Thank you for your support!

Regards,
Jackie Stillisano
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:
   INFO 647 Information Systems Sourcing

3. Catalog course description (not to exceed 50 words):
   Identify the challenges of information systems sourcing, as well as the costs, risks, rewards, and strategies involved in sourcing situations; focus on global sourcing of professional services, including IT, business process, and knowledge process outsourcing; issues such as vendor management, legal issues, distributed work teams, and comparing alternative sourcing strategies discussed.

4. Prerequisite(s):
   INFO 633 or equivalent or approval of instructor, graduate classification in business

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

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

7. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      M.S. in Management Information Systems
   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)
   INFO 647 INFO SYSTEMS SOURCING

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

   Approval recommended by:
   Rich McCary
   Department Head or Program Chair (Type Name & Sign) Date
   11-20-12

   Chair, College Review Committee Date
   Dean of College Date
   Chair, GC or ECC Date

   Submitted to Coordinating Board by:
   Date
   Effective Date

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
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: INFO 647 Information Systems Sourcing

3. Catalog course description (not to exceed 50 words):
Identify the challenges of information systems sourcing, as well as the costs, risks, rewards, and strategies involved in sourcing situations; focus on global sourcing of professional services, including IT, business process, and knowledge process outsourcing; issues such as vendor management, legal issues, distributed work teams, and comparing alternative sourcing strategies discussed.

4. Prerequisite(s):
INFO 633 or equivalent or approval of instructor; graduate classification in business

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) M.S. in Management Information Systems
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) | Lect. | Lab | SCH | CPF and Fund Code | Admin. Unit | Acad. Year | EDC Code
---|---|---|---|---|---|---|---|---|--- |
INFO | 647 | INFORMATION SYSTEMS SOURCING | 0 | 3 | 0 | 0 | 3 | 5 | 2 | 1 | 2 | 0 | 6 | 0 | 0 | 1 | 6 | 1 | 3 | 4 | 1 | 3 | 1 | 4 | 0 | 0 | 3 | 6 | 3 | 2

Approval recommended by: Rich Metters

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

Dean of College Date

Submitted to Coordinating Board by: Chair, GC or UCC 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
DEPARTMENT OF INFORMATION AND OPERATIONS MANAGEMENT
INFO 647 – INFORMATION SYSTEMS SOURCING
FALL 2013
Days/Time: TBD
Room: TBD

CATALOG DESCRIPTION

Identify the challenges of information systems sourcing, as well as the costs, risks, rewards, and strategies involved in sourcing situations; focus on global sourcing of professional services, including IT, business process, and knowledge process outsourcing; issues such as vendor management, legal issues, distributed work teams, and comparing alternative sourcing strategies discussed.

COURSE PREREQUISITE

INFO 633 or equivalent or approval of instructor; graduate classification in business.

COURSE OBJECTIVES AND LEARNING OUTCOMES

This course focuses on global sourcing of professional services including examples from IT outsourcing, business process outsourcing (BPO), and Knowledge Process Outsourcing (KPO). The course covers three broad areas: (1) global sourcing models; (2) the design and implementation of a sourcing strategy; and (3) open innovation and crowdsourcing.

It draws on economics and management theories as well as real-world examples from managerial practice. The goal is to help identify the challenges of global sourcing as well as the costs, risks, rewards, and strategies involved in sourcing decisions.

Specific course objectives are as follows:

- Understanding critical success factors in managing outsourced relationships
- Understanding the vendor landscape (local/multinational, nice players/generalists)
- Understanding the legal issues involved with sourcing strategies (e.g., contracts, taxes, intellectual property, privacy, compliance, etc.)
- Understanding the process of managing distributed teams
• Understanding the trade-offs among global sourcing models (e.g., domestic, offshore, etc.)

INSTRUCTOR

Instructor: Dr. Dwayne Whitten
Office: Wehner 301P
Telephone: TBD
Office Hours: MW 8:45 – 9:30; 11:00 – 12:00; and 2:00 – 2:30
Email: dwhitten@mays.tamu.edu

COURSE TEXTBOOK AND MATERIALS


Articles archived on eLearning

GRADING AND COURSE REQUIREMENTS

The course requirements and evaluation of each student’s work in the course are based upon performance in several areas. Grade contributions and letter grade determination are shown below.

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>20%</td>
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<tr>
<td>Exam 2</td>
<td>20%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>20%</td>
</tr>
<tr>
<td>Outsourcing Project</td>
<td>15%</td>
</tr>
<tr>
<td>Country Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>&quot;Cool Vendors&quot; Presentation</td>
<td>10%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Percent</th>
<th>Grade</th>
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<tbody>
<tr>
<td>90 - 100</td>
<td>A</td>
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<tr>
<td>80 - 89</td>
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<tr>
<td>70 - 79</td>
<td>C</td>
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<tr>
<td>60 - 69</td>
<td>D</td>
</tr>
<tr>
<td>0 - 59</td>
<td>F</td>
</tr>
</tbody>
</table>
Outsourcing Project: Near the end of the semester, each group will be required to outsource a web design project using freelancer.com. Each group should set aside $100 to pay for this redesign. More details will be provided in class, but some details follow:

1. advertise your redesign on freelancer.com
2. select a provider from a primarily non-English speaking country (US, UK, Canada, India, etc. are not allowed)
3. you are restricted from spending more than $100 on this redesign

Country Analysis Project: Your group will be assigned two countries from the list below. You will analyze each (Gartner is a great starting point) based on the criteria below, at a minimum. Then write a business case justifying the country you choose.

Countries:

- Americas: Argentina, Brazil, Chile, Colombia, Costa Rica, Mexico, Peru and Uruguay.
- Asia/Pacific: Bangladesh, China, India, Indonesia, Malaysia, the Philippines, Sri Lanka, Thailand and Vietnam.
- Europe, the Middle East and Africa (EMEA): Belarus, Bulgaria, the Czech Republic, Hungary, Mauritius, Morocco, Poland, Romania, Russia, Slovakia, South Africa, Turkey and Ukraine.

Criteria:

Language, government support, labor pool, infrastructure, educational system, cost, political and economic, environmental, cultural compatibility, global and legal maturity, data and IP security, privacy, potential vendors, etc.

Deliverables:

- Class presentation (20 minutes)
- Paper (20 pages) – submit to turnitin.com

“Cool Vendors” Presentation: You will be assigned a “cool vendor” from Gartner. You will make a 10-minute presentation on the company based on your research.

Attendance Policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located on-line at http://student-rules.tamu.edu/rule07.

Late Work Policy: No late work will be accepted.

Make-Up Work Policy: Students with excused absences will be given adequate time and opportunities to submit work they miss due to absence. To submit work or take a make-up
exam under this policy students must provide documentation and notice to the instructor as specified in TAMU student rules (see Student Rules: Rule 7, http://student-rules.tamu.edu).

AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT

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

ACADEMIC INTEGRITY STATEMENT

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. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information, please visit: http://aggiehonor.tamu.edu/

On course work, assignments, and examinations at Texas A&M University, you will be asked to sign the following Honor Pledge:

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

RELIGIOUS HOLIDAYS

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

CLASS POLICIES

Food and Drink in the Classroom: We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no
beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

**Syllabus Changes:** The topics and dates as outlined in the course schedule are subject to change. All necessary changes will be announced and discussed in class. You are responsible for making sure you are aware of any such changes.
## Daily Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Mon</th>
<th>Day</th>
<th>Handbook Chapter and Topic</th>
<th>Article</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Wk 1</td>
<td></td>
<td>1st day of class</td>
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<tr>
<td>Wk 1</td>
<td></td>
<td>What is sourcing?</td>
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<td>Find/summarize sourcing example</td>
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<tr>
<td>Wk 2</td>
<td></td>
<td>Chapter 1 – Overview of the global sourcing marketplace</td>
<td>1, 5, 21, 22</td>
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<tr>
<td>Wk 3</td>
<td></td>
<td>Chapter 2 – Sourcing models: what and when to outsource/offshore</td>
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<td>Wk 3</td>
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<td>Chapter 3 – Country attractiveness for sourcing</td>
<td>Country Analysis report due Group presentations</td>
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<tr>
<td>Wk 4</td>
<td></td>
<td>Chapter 3 – Country attractiveness for sourcing</td>
<td>Group presentations</td>
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<tr>
<td>Wk 4</td>
<td></td>
<td>Chapter 3 – Country attractiveness for sourcing</td>
<td>Group presentations</td>
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<tr>
<td>Wk 5</td>
<td></td>
<td></td>
<td>Guest speaker - Stanton Jones</td>
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<tr>
<td>Wk 5</td>
<td>Ex 1</td>
<td>Exam 1</td>
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<tr>
<td>Wk 6</td>
<td></td>
<td>Chapter 4 – Supplier’s core capabilities and strategies for sustainability and growth</td>
<td>6, 7</td>
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<tr>
<td>Wk 6</td>
<td></td>
<td>Chapter 4 – Supplier’s core capabilities and strategies for sustainability and growth</td>
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<tr>
<td>Wk 7</td>
<td></td>
<td>Chapter 5 – Leveraging knowledge and expertise</td>
<td>23</td>
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</tr>
<tr>
<td>Wk 8</td>
<td></td>
<td>Rural sourcing</td>
<td>14, 15</td>
<td><a href="http://www.ruralsourcing.com/RSionTV/">http://www.ruralsourcing.com/RSionTV/</a> <a href="http://viewer.zmags.com/publication/f00cd56a/f00cd56a/15">http://viewer.zmags.com/publication/f00cd56a/f00cd56a/15</a> Guest Speaker – Monty Hamilton</td>
<td></td>
</tr>
<tr>
<td>Wk 8</td>
<td></td>
<td>Chapter 6 – The client perspective: vendor selection strategy, retained management capabilities, and legal issues</td>
<td><a href="http://www.ruralsourcing.com/RSionTV/">http://www.ruralsourcing.com/RSionTV/</a> <a href="http://viewer.zmags.com/publication/f00cd56a/f00cd56a/15">http://viewer.zmags.com/publication/f00cd56a/f00cd56a/15</a> Guest Speaker – Monty Hamilton</td>
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<tr>
<td>Wk 9</td>
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<td>Chapter 7 – The IT outsourcing lifecycle and the transition phase</td>
<td>2, 3, 4, 8-12</td>
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<td>Chapter 7 -- The IT outsourcing lifecycle and the transition phase</td>
<td>18, 19, 24</td>
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<tr>
<td>Wk 10</td>
<td></td>
<td>Cool Vendor reports due, Gartner – Cool vendors presentations</td>
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<tr>
<td>Wk 10</td>
<td><strong>Exam 2</strong></td>
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<tr>
<td>Wk 11</td>
<td></td>
<td>Gartner – Cool vendors presentations</td>
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<tr>
<td>Wk 11</td>
<td>Chapter 8 -- Governance of outsourcing projects</td>
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<tr>
<td>Wk 12</td>
<td>Chapter 9 -- Managing globally distributed teams</td>
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<tr>
<td>Wk 12</td>
<td>Chapter 9 -- Managing globally distributed teams</td>
<td>Guest Speaker - Stephanie Biefeld, CGI Federal</td>
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<tr>
<td>Wk 13</td>
<td>Emerging issues in sourcing strategy</td>
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<tr>
<td>Wk 13</td>
<td>The future of Sourcing &amp; Crowdsourcing</td>
<td>16</td>
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<tr>
<td>Wk 14</td>
<td>Backsourcing</td>
<td>13</td>
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<tr>
<td>Wk 14</td>
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<td>17, 20</td>
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<td><strong>TBD</strong></td>
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<tr>
<td><strong>Final Exam</strong></td>
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<td>Sourcing Project Due</td>
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</table>
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: INFO 648 - Advanced Data Management

3. Catalog course description (not to exceed 50 words):
Data/database management and advanced SQL techniques; issues of data security, backup and recovery, large scale databases, master data management, concurrent user data access, scalability, and policies discussed.

4. Prerequisite(s):
INFO 628 or equivalent; graduate classification in business

Cross-listed with: Stacked with:

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)
      M.G. in Management Information Systems
   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)
   INFO 648 ADVANCED DATA MANAGEMENT

   Lect. Lab SCL CIP and Fund Code Admin. Unit Acad. Year HICE Code Level
   0 3 0 0 0 3 1 1 0 8 0 2 0 0 1 9 1 6 3 4 1 3 - 1 4 0 0 3 6 3 2

Approval recommended by:

Rich Mettora
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
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):
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4. Prerequisite(s):
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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

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   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
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   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)
    INFO  6 4 8  ADV  DATA  MANAGEMENT
   Lec. Lab  SCh  CIP and Fund Code  Admin. Unit  Acad. Year  HCC Code
   0 3 0 0 0 3 1 1 0 8 0 2 0 0 1 9 1 6 3 4 1 3 - 1 4 0 0 3 6 3 2

   Approval recommended by:
   Rich Metcalf

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

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

   Submitted to Coordinating Board by:
   Chair, GC or UCC  Date

   Associate Director, Curricular Services  Effective Date

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

The purpose of this course is to assist students in acquiring some of the key skills and knowledge surrounding modern data systems and management in large enterprises. Specific course objectives are as follows:

1) Understanding the practice of data resource management.
2) Understanding advanced SQL techniques and their application to business problems.
3) Understanding emerging trends in the area of database systems.
4) Applying skills and knowledge in developing a fully functional, data-driven application.

2.0 CATALOG DESCRIPTION

Data/database management and advanced SQL techniques; issues of data security, backup and recovery, large scale databases, master data management, concurrent user data access, scalability, and policies discussed.

3.0 COURSE PREREQUISITES

1) Graduate classification in business.
2) INFO 628 or equivalent.
4.0 COURSE MATERIALS

Required


3) Examination Blue Books (2)

The following materials are required but will be provided by the instructor in electronic form.


Additional materials from outside sources may be required or recommended. These sources will include, but are not limited to, recent newspapers, business journals and monographs, and the World Wide Web. Any such materials will be announced in class by the instructor.

5.0 GRADING AND COURSE REQUIREMENTS

The evaluation of each student’s work in the course is based upon performance in several areas. Detailed instructions and a grading rubric for each shall be provided in class. The grade contributions for the specific course requirements are as follows. Note that all grades are final one week after they have been posted.
1) Midterm Exam 20%
2) Final Exam 20%
3) Team Project
   a) Statement of Intent 5%
   b) Project Proposal 10%
   c) Progress Report 15%
   d) Final Report 20%
   e) Class Presentation 5%
   f) Team Participation 5%
Total 100%

The final letter grade shall be determined in accordance with the following scale.

90% – 100% A
80% – 89% B
70% – 79% C
60% – 69% D
0% – 59% F

6.0 LATE WORK POLICY

Any course deliverable submitted late will be discounted by 10% per day. The term “late” means submitting an assignment or project any time after the assignment deadline has passed without being excused for doing so (see Section 7.0 of http://student-rules.tamu.edu). Projects and assignments turned in more than 72 hours late will receive a zero score.

7.0 MAKE-UP WORK POLICY

Students with excused absences will be given adequate time and opportunities to submit work (i.e., exams, homework, assignments, etc.) they miss due to absence. To submit work or take a make-up exam under this policy students must provide documentation and notice to the instructor as specified in TAMU student rules (see Student Rules: Rule 7, http://student-rules.tamu.edu).

8.0 ACCOMMODATION OF 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.

Texas A&M University is committed to providing reasonable accommodation for all students with disabilities. If you believe you have a disability requiring an accommodation, please speak with the instructor as early in the semester as possible.
Students with disabilities must be registered with Disability Services prior to receiving accommodations in this course (http://disability.tamu.edu). The Office of Disability Services is located in Cain Hall, Room B118, or call 845-1637.

9.0 RELIGIOUS HOLIDAYS

It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required course work that may fall on religious holidays (Student Rules: Rule 7 and Appendix IV). If possible, please speak with the instructor in advance of any such observances to make appropriate arrangements for missed work.

10.0 ACADEMIC INTEGRITY AND AGGIE HONOR CODE

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

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For each project submitted for grading in this course, students are required to affirm their commitment to the Aggie Honor Code with the following statement.

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

By submitting your electronic course deliverable, you affirm your adherence to the Aggie Honor Statement for that deliverable.

“Texas A&M University students are responsible for authenticating all work submitted to an instructor. If asked, students must be able to produce proof that the item submitted is indeed the work of that student. Students must keep appropriate records at all times. The inability to authenticate one’s work, should the instructor request it, is sufficient grounds to initiate an academic dishonesty case.” (http://www.tamu.edu/aggiehonor/acadmisconduct.htm)

The instructor will follow the steps and processes outlined in the “Aggie Honor Council Rules and Procedures” in all cases of academic misconduct in this class.
11.0 FOOD AND DRINK IN THE CLASSROOM

We have beautiful, state-of-the-art classrooms in the Wehner Building. We want to maintain the high quality of these classrooms for current and future students. Thus, it is necessary for you to adhere to the established policy of no beverages (except water), food, tobacco products, or like items within the Wehner Building Classrooms. This policy will be strictly enforced.

12.0 SYLLABUS CHANGES

The topics and dates as outlined in the course schedule (see Section 13.0) are subject to change. All necessary changes will be announced and discussed in class. In addition, a notice will be posted to the course website. You are responsible for making sure you are aware of any such changes.

13.0 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Day</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Intro to Course</td>
<td>Syllabus</td>
<td></td>
</tr>
<tr>
<td>Week 1</td>
<td></td>
<td>Intro to Data Management</td>
<td>Gordon C1, C3</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Corporate Data Modeling</td>
<td>Gordon C4</td>
<td>Statement of Intent</td>
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<tr>
<td>Week 2</td>
<td></td>
<td>Data Documentation</td>
<td>Gordon C5, C6</td>
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<td>Week 3</td>
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<td>Data Quality</td>
<td>Gordon C7</td>
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<td>Week 3</td>
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<td>Data Security</td>
<td>Gordon C8</td>
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<td>Week 4</td>
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<td>Data Administration</td>
<td>Gordon C9, C10</td>
<td>Project Proposal</td>
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<td>Week 4</td>
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<td>Managing Data Professionals</td>
<td>Gordon C11</td>
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<tr>
<td>Week 5</td>
<td></td>
<td>Work on Projects</td>
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<tr>
<td>Week 5</td>
<td></td>
<td>DB and SQL Review</td>
<td>Celko C1, C3</td>
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<tr>
<td>Week 6</td>
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<td>Concurrency Control</td>
<td>Celko C2</td>
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<tr>
<td>Week 6</td>
<td></td>
<td>SQL Programming Constructs</td>
<td>Celko C6, C7</td>
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<td>Week 7</td>
<td></td>
<td>Advanced SELECT Statements</td>
<td>Celko C24, C25</td>
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<td>Week 7</td>
<td></td>
<td>Advanced Grouping and OLAP</td>
<td>Celko C30, C36</td>
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<td>Week 8</td>
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<td>Handling Missing Data</td>
<td>Celko C13</td>
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<td>Week 8</td>
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<td>Optimizing SQL</td>
<td>Celko C39</td>
<td>Progress Report</td>
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<tr>
<td>Week 9</td>
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<td>Work on Projects</td>
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<tr>
<td>Week 9</td>
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<td>Work on Projects</td>
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<td>Data Virtualization</td>
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<td>Work on Projects</td>
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<td>Week 13</td>
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<td>Project Presentations</td>
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<td>Week 14</td>
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<td>Project Presentations</td>
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<td>TBD</td>
<td>Final Exam</td>
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* Assignments are due at the beginning of class on the day they are listed.
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): Veterinary Integrative Biosciences

2. Course prefix, number and complete title of course: VIBS 627, Optical Microscopy and Live Cell Imaging

3. Catalog course description (not to exceed 50 words): Principles and practice of optical microscopy for life sciences; applications with fixed samples and live cells using digital microscopy, confocal and multiphoton microscopy, TIRF and laser capture microscopy equipment; applications with fluorescence probes of cellular function.

4. Prerequisite(s): Approval of Instructor

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)

M.S., Ph.D. in life or physical sciences

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)
---|---|---
VIBS | 627 | Optical Microscopy and Live Cell Imaging

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Approval recommended by:

Evelyn Tiffany-Castiglioni, PhD
Department Head or Program Chair (Type Name & Sign) Date 10-24-12

Jane Welsh, PhD
Chair, College Review Committee Date 10-31-12

Eleanor M. Green, DVM
Dean of College Date 11-07-12

Mark Zoran, PhD
Chair, GC or UCC Date 12-06-12

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
MEMORANDUM

TO: College of Veterinary Medicine & Biomedical Sciences

FROM: Dr. U.J. McMahan, Professor and Head
Department of Biology

SUBJECT: Departmental Request for a New Course

The Department of Biology supports the request for the new course entitled Optical Microscopy and Live Cell imaging, VIBS 627.

It differs significantly from offerings of the Department of Biology through the Microscopy Imaging Center (MIC). In particular, it addresses specific needs of the CVM&BS. It places special emphasis on BL-2 specimens, Live Cell and TIRF imaging and special class projects. BIOL 608 offered in the MIC is for BL-1 specimens only, taken by students across disciplines, and focuses on each student’s individual research project. It does not offer hands-on experience with TIRF and Live Cell imaging is provided with reduced environmental control than that of VIBS 627.

[Signature]

The College of Science
MEMORANDUM

TO: Dr. U. J. McMahan, Professor and Head
Department of Biology

THROUGH: Dr. Evelyn Tiffany-Castiglioni, Professor and Head
Department of Veterinary Integrative Biosciences

FROM: Robert C. Burghardt, Ph.D.
Professor, Department of Veterinary Integrative Biosciences
Director, Image Analysis Laboratory

SUBJECT: Departmental Request for a New Course

The purpose of this memorandum is to request a letter of support for the proposed new course offering from the Department of Veterinary Integrative Biosciences, VIBS 627, *Optical Microscopy and Live Cell Imaging*. A letter of support for the proposed course is requested because the Department of Biology offers a course with a related title, however, with considerably different content. A major goal of the course is to prepare students to utilize the optical microscopy technologies available in the College of Veterinary Medicine and Biomedical Sciences, Image Analysis Laboratory. As you probably know, appropriate letters of support are expected from departments that are teaching related subject areas. A syllabus for the proposed course is attached for your review.

The course has been previously taught as a 689, Special Problems course and we have been instructed to submit the Departmental Request for a New Course form at this time. A letter of support would be appreciated at your earliest convenience.

Encl
Course title and number: VIBS 627, Optical Microscopy and Live Cell Imaging
Term: Spring, 201X
Meeting times and location: Lecture Monday 9-10:40 am; Labs Monday 11:00 am - 2:00 pm

Course Description and Prerequisites

Optical Microscopy and Live Cell Imaging: Principles and practice of optical microscopy for life sciences; applications with fixed samples and live cells using digital microscopy, deconvolution, confocal and multiphoton microscopy, TIRF and laser capture microscopy equipment; applications with fluorescence probes of cellular function. Permission of Instructor

Learning Outcomes or Course Objectives

By the conclusion of the course, students will be able to acquire digital brightfield, darkfield, phase contrast, DIC, fluorescence images from a variety of analytical optical microscopes at the theoretical limit of resolution of the instrument. Students will: understand the theory of image formation based upon experiments performed with a diffraction apparatus; master basic digital image acquisition and image processing skills; understand ethical guidelines for proper image acquisition and processing. Students will gain expertise with independent learning of microscopy principles and practice using internet microscopy resources.

Instructor Information

Instructors: Robert C. Burghardt, Ph.D. Professor and Director
Rola Barhoumi Mouneimne, Ph.D. Research Professor, Associate Director
Veterinary Integrative Biosciences, Image Analysis Laboratory, College of Veterinary Medicine & Biomedical Sciences

Telephone: 979-862-4083; 979-458-1149
Email addresses: rburghardt@cvm.tamu.edu; rmouneimne@cvm.tamu.edu
Office hours: By appointment
Office locations: B.8E VMA; B13F VMA

Resource Material

Introduction to Optical Microscopy, Jerome Metz (optional)
Fluorescence Microscopy, 2nd edition, Brian Herman (optional)
Selected papers from literature.
Attendance Policy
The university views class attendance as an individual student responsibility. Students are expected to attend
class and to complete all assignments. Please refer to the link to Student Rule 7. Attendance http://student-
rules.tamu.edu/rule07.

Grading Policies
Grades will be based upon two written tests (25% x 2 = 50%), attendance to engage in class discussion and to
communicate understanding of readings and assignments (25%) and demonstration of instrumentation
proficiency and independent project (25%).
Final Grades are calculated as follows: 90-100% A; 80-89 B; 70-79 C; 60-69 D; 59-lower F.

Course Topics, Calendar of Activities, Major Assignment Dates
*Laboratory Schedule with Learning Outcomes and Assignments are in Separate Handout

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics covered</th>
<th>*Lab</th>
<th>Readings/Assignments/Learning Objectives</th>
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</table>
| 1    | Introduction to optical microscopy: visual perception, resolution of eye and magnification; the magnifying lens; description of optical phenomena; geometrical optics | Instruments and safety; lab rules; intro to Axioplan 2 microscope, AxioCam HR and AxioVision software; Download AxioVision LE http://www.zeiss.de/viewer Koehler illumination on multiple instruments. | -Investigate recommended websites.  
-Explore Axiovision LE, and file formats/file size.  
| 2    | Applications of geometrical optics; Koehler illumination; basics of objectives, condensers and light sources | Evaluate Axiovision LE expertise. Acquire and process zvi files. Stage micrometer, C-mounts, optivar settings | -Recommended websites.  
-Be prepared to set up Koehler illumination on any microscope/lens combination presented and perform image capture and magnification calibration |
| 3    | Applications of wave optics, diffraction and interference; the diffraction apparatus and image formation in a microscope; brightfield microscopy. | Abbe diffraction apparatus; brightfield microscopy/achieving the theoretical limit of resolution with any lens. | -Investigate recommended websites.  
-Be prepared to achieve the theoretical limit of resolution with any microscope/lens/condenser/c-mount/ optivar combination presented. |
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<th>Week</th>
<th>Topic</th>
<th>Additional Information</th>
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<tr>
<td>4</td>
<td>Contrast in optical microscopy; darkfield and phase contrast microscopy</td>
<td>- Investigate recommended websites. - Collect brightfield, darkfield and phase contrast images of the same sample using multiparameter acquisition</td>
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<td>Comparisons between brightfield imaging, diffraction and contrast generation in optical vs. transmission electron microscopy (TEM).</td>
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<tr>
<td>5</td>
<td>Basics of digital images</td>
<td>- Investigate recommended websites. - Sample preparation for immunofluorescence - Collect DIC images on Axioplan 2</td>
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<td>Differential interference contrast microscopy</td>
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<td>7</td>
<td><strong>Written Examination 1 on material covered during Weeks 1-7</strong></td>
<td>At the completion of this process, students will have increased their theoretical knowledge and developed critical expertise to perform basic optical microscopy operations at the diffraction limit.</td>
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| 9  | Confocal microscopy | Confocal microscopy, determine lateral and axial resolution, optimal pinhole settings  
Zeiss 510 confocal instrument | -Investigate recommended websites.  
-Scan speed, pinhole, PMT gain, z-axis position  
| 10 | Multiphoton microscopy, second harmonic generation | Multiphoton microscopy  
| 11 | Fluorescence co-localization  
- Pearson’s and Mender’s correlation coefficients  
-Be able to apply correlation coefficients. |
| 12 | Total Internal Reflection Fluorescence (TIRF) Microscopy  
Laser Capture Microdissection | Capture TIRF image on Zeiss TIRF3 instrument  
LCM demonstration  
| 14 | **Written Examination 2 on all material covered**  
|    |  **Prepare specs on personal laboratory research scope. Prepare specs on microscope for shared research and justify choices.** | Work on projects |
| 15 | **Final Exam**  
|    |  **Presentation of individual projects** | |

**Other Pertinent Course Information**

This course is designed to optimize utilization of analytical microscopy instrumentation by users of the CVM Image Analysis Laboratory.

**Americans with Disabilities Act (ADA)**

The Americans with Disabilities Act (ADA) is a federal antidiscrimination 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. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

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

Form Instructions

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

2. Course prefix, number and complete title of course: VIZA 684 Professional Internship

3. Catalog course description (not to exceed 50 words): VIZA 684. Professional Internship. (3-0). Credit 3. Practical experience in a studio/museum/gallery setting working with allied professionals; minimum fifteen week internship with a minimum of 600 hours continuous employment; departmental pre-approval through the departmental internship coordinator required; post approval evaluation conducted following the internship. May not be repeated for credit.

4. Prerequisite(s): None.

Cross-listed with: N/A Stacked with: N/A

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

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

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

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

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

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

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)

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<th>VIZA</th>
<th>684</th>
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Approval recommended by:

Tim McLaughlin
Department Head or Program Chair (Type Name & Sign) Date 11/29/12

Leslie Fiegenbaum
Chair, College Review Committee Date 11/29/12

Jorge Vasquez
Dean of College Date 12/28/12

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: VIZA 684 Professional Internship
Term (e.g., Fall 200X): Fall, Spring, Summer 20XX
Meeting times and location: TBD

Course Description and Prerequisites

VIZA 684. Professional Internship. (3-0). Credit 3. Practical experience in a studio/museum/gallery setting working with allied professionals; minimum fifteen week internship with a minimum of 600 hours continuous employment; departmental pre-approval through the departmental internship coordinator required; post approval evaluation conducted following the internship. May not be repeated for credit. Prerequisites: None.

Learning Outcomes or Course Objectives

The internship is intended to give students practical experience in visualization related disciplines. Students are encouraged to seek internships that complement their planned career path. The experience exposes students to the practice of art/visualization related fields including studio management, team oriented methods of production and communication with co-workers, clients and consultants.

Instructor Information

Name: TBD
Telephone number: 979-845-3465
Email address: TBD
Office hours: TBD
Office location: TBD

Textbook and/or Resource Material

None.

Grading Policies

The Instructor of Record coordinates with the student's supervisor to determine the student's grade.

Course Topics, Calendar of Activities, Major Assignment Dates

To be determined by the studio/museum/gallery.

Other Pertinent Course Information

N/A
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

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