1. **Discussion Items**
   a. Updates from Chair
   b. Double Approval Process for Online Degree Programs

2. **New Course Requests:**
   a. EDCI 711 Theory and Application of Classroom Instructional Strategies
   b. KINE 609 Professional and Career Development in Health and Kinesiology
   c. PHPM 603 Managing Healthcare Data and Information
   d. PHPM 604 Population and Public Health for Health Professionals
   e. SOCI 680 Teaching Undergraduate Sociology: Overview of Principles and Practices

3. **Course Change Requests:**
   a. PHEB 690 Epidemiological Proposal Development
   b. SOPH 690 Thesis Development

4. **Informational Items:**
   a. First Professional Programs – Informational Review for School of Law
      i. New Courses
         1. LAW 7303 Agricultural Law
         2. LAW 7320 Health Care, Technology, & the Law
         3. LAW 7493 Securities Law Enforcement
         4. LAW 7644 Climate Change and Energy Law Seminar
         5. LAW 7792 LARW III: Criminal Procedure
         6. LAW 7868s Intellectual Property and Technology Clinic
         7. LAW 7869 Innocence Clinic
      ii. Change in Courses
         1. LAW 7869 Civil Rights Litigation
         2. LAW 7437 National Security Law
         3. LAW 7666 Race & the Law Seminar
New Courses
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type:  
   - [ ] Undergraduate  
   - [x] Graduate  
   - [ ] First Professional (Med, Law, Vet, Pharmacy)

2. Request submitted by *(Department or Program Name):*  
   TLAC

3. Course prefix, number and complete title of course:  
   EDCI 711: Theory and Application of Classroom Instructional Strategies

4. Catalog course description (not to exceed 50 words):  
   Exploration of the basic principles of curriculum and instruction as applied to five to twelve year old learners; examination of traditional and innovative teaching strategies; focuses on planning curriculum and instruction through planning and utilizing materials, methods, activities and facilities.

5. Prerequisite(s):  
   Graduate classification or approval of instructor

   Cross-listed with:  
   n/a

   Stacked with:  
   n/a

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

6. Is this a variable credit course?  
   - [ ] Yes  
   - [x] No  
   If yes, from ________ to ________

7. Is this a repeatable course?  
   - [ ] Yes  
   - [x] No  
   If yes, this course may be taken ________ times.

   Will this course be repeated within the same semester?  
   - [ ] Yes  
   - [x] No

8. Will this course be submitted to the Core Curriculum Council?  
   - [ ] Yes  
   - [x] No

9. How will this course be graded?  
   - [x] Grade  
   - [ ] S/U  
   - [ ] P/F (CLMD)

10. 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.Ed, M.S. in EDCI

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

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education *(http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)*.

13. Prefix  
   Course #  
   Title (excluding punctuation)

<table>
<thead>
<tr>
<th>Prefix</th>
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<tbody>
<tr>
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<td>711</td>
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   Approval recommended by:

   Yeping Li  
   Department Head or Program Chair *(Type Name & Sign)*  
   *2/17/2015*

   George Cunningham  
   Chair, College Review Committee  
   *02/13/15*

   George Cunningham  
   Dean of College  
   *03/13/15*

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

   Mark Zorn  
   Chair, GC or UCC  
   *Date*

   Submitted to Coordinating Board by:

   Associate Director, Curricular Services  
   *Date*

   Effective Date  
   *Date*

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Texas A&M University

Department of Teaching, Learning, & Culture

EDCI 711

Theory and Application of Classroom Instructional Strategies

Fall 20XX

Professor Name: Robin Rackley

Title: Clinical Associate Professor

Office: 342 Harrington Tower

Office Hours: by appointment

Telephone: 845-8384

E-mail address: rrackley@tamu.edu

Class Meeting: EDTC 301 9am -12 pm

Face to face: Sept. 4; Sept. 11; Oct. 2; Nov. 6 scheduled interview with Dr. Rackley the week of Nov. 16 and Nov. 30; the rest will be on-line


Additional Readings as assigned by the professor.

OVERVIEW: This course explores the basic principles of curriculum and instruction as applied to five to twelve year old learners. The course will examine traditional and innovative teaching strategies. The course focuses on planning curriculum and instruction through selecting, planning and utilizing materials, methods, activities and facilities. As a teacher you will be responsible for many content areas as well as working with students in other contexts during a school day. This course will help you think about and develop ways to make thoughtful decisions as you plan and teach in a classroom and to begin to understand some of the many contexts surrounding these decisions. This course is based on the assumption that teaching and learning are social activities in which the construction of knowledge is a developmental, shared process that occurs within context over time. An integrated, interdisciplinary approach to developing curricula will be taken, recognizing that to be an effective teacher one must be: reflective, flexible, and knowledgeable of the learners within family, school, and community contexts; have a firm grasp of the knowledge base of teaching and learning; and have a solid understanding of the content and structure of what is to be taught.
Prerequisite Courses: Graduate Classification or approval of instructor

Course Objectives:

In this course students will:

- Examine various theories and practice of school curriculum and instruction including cooperative learning strategies;
- Review research on various instructional strategies and relate them to successful teaching practices;
- Explore and practice concepts of assessment and evaluation as they relate to the classroom;
- Outline the lesson planning and classroom environment concepts relevant to effective classroom instruction;
- Plan, teach, and assess developmentally appropriate lessons;
- Review the concepts of diversity and multiculturalism as related to classroom instruction;
- Highlight the use of relevant educational research as a viable teaching tool;

STUDENT RESPONSIBILITIES: In addition to attending all face to face to class meetings, turning in tests, projects, and assignments by the date specified, students enrolled in EDCI 711 are expected to:

(1) read all specified chapters by the date indicated on the syllabus

(2) participate in class discussions and activities (Make-up tests/quizzes/assignments only given for university-excused absences. See your Student Handbook.)

This course will be offered in an on-line format. To access e-campus you will go to ecampus.tamu.edu and select TAMU NETID. Enter your neo user name and password.

All assignments will be graded and points awarded for work completed. All assignments are due on date indicated.

COURSE EVALUATION: Your grade in this course will be determined by the following:

<table>
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<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Instructional Design Plan</td>
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<tr>
<td>Theory to Practice</td>
<td>25</td>
</tr>
<tr>
<td>Case Study</td>
<td>15</td>
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<tr>
<td>Attendance, Participation &amp; Attitude</td>
<td>25</td>
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</table>

**TOTAL 125 points**

Grading: Letter grades will be assigned on the following basis:
A “C” reflects work that is “average”. In most cases, this represents work that is complete, but not supported by links or connections to research, theory, critical thinking, or evidence of creativity and independent thought. A “B” reflects work that is “above average”. This is good, strong work that is complete and supported by one or two references (if applicable) and some attempt has been made to connect ideas to critical thinking, creativity, and independent thought and theory. An “A” will only be given for work that is “excellent”. This work is represented by appropriate references, evidence of a strong attempt at creativity, evidence of critical thinking and relevant links of independent thought and theory. This work is well synthesized and not a regurgitation of another’s findings or a repetition of the problem at hand.

Course syllabus is subject to change at the discretion of the professor

Tentative Calendar

<table>
<thead>
<tr>
<th>Class Dates</th>
<th>Topics</th>
<th>Resources</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Sek 1</td>
<td>On-line class meeting 9/4</td>
<td>Class syllabus downloaded from ecampus</td>
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<td></td>
<td>Introductions &amp; Course Overview</td>
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<td>Introduce Case Study</td>
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<td>Students will complete two case studies of students in which they will</td>
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<td>assess learning styles, readiness levels, strengths, and interests. The</td>
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<td>analysis will document specific strengths talents and interests of these</td>
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<td>students. The plan will also include specific accommodations and</td>
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<td>opportunities afforded these students purposefully designed to nurture</td>
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<td></td>
<td>their talents</td>
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<td></td>
<td><strong>Read</strong> Chapter 1 – Creating the Environment for Learning</td>
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<tr>
<td>Sek 2</td>
<td>On campus meeting 9/11</td>
<td><strong>Theory to Practice:</strong> After reviewing the assigned readings, conduct</td>
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<td></td>
<td>1. <strong>Read:</strong> 21st Century Skills: “Why They Matter, What They Are,</td>
<td>your own search and find two more resources on implementing 21st century</td>
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<td>and How We Get There” from 21st Century Skills: Rethinking How Students</td>
<td>skills in the classroom. Utilizing the resources provided and</td>
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<td>Learn</td>
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<td>2. <strong>Read:</strong> 21st Century Skills and Implications for Education”</td>
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<td><a href="http://greatlakescenter.org/docs/Policy_Briefs/Research-Based-Options/08-Mathis-21stCentury.pdf">http://greatlakescenter.org/docs/Policy_Briefs/Research-Based-Options/08-Mathis-21stCentury.pdf</a></td>
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</table>
### Additional 21st Century Skills Resources:

- [http://www.thinkfinity.org/21st-century-skills](http://www.thinkfinity.org/21st-century-skills)

### Week 3

**Cooperative Learning**

2. **Read:** Textbook Chapter 3: Cooperative Learning

3. **Download and Read:** Chapter on Cooperative Grouping C. Everston posted on e-campus

**Theory to Practice:** Develop an assignment and explain in a brief paper three different grouping arrangements including jigsaw, talent groups, and multi-talent groups. Describe how the assignment using these groupings accommodate needs of individual case study students.

### Week 4

**Questioning Strategies**

1. **Read:** Chapter 4 – Cues, Questions and Advance Organizers, the chapter focuses on two specific instructional strategies -- activating prior knowledge and developing questions for acquiring deeper content understanding and new knowledge.

2. **Watch** “Questioning Styles and Strategies” on ecampus

3. **Read:** Wolf, Dennis Palmer. "The Art of Questioning" posted on ecampus

**Theory to Practice:**

1. **Answer Numbers 3 and 5 at the end of the electronic reading and complete the "ACTION PLAN"**

2. **Students will conduct a lesson using**
### Week 5

**Goals and Objectives**

- **On campus meeting – 10/2**
- **1. Read**: Text Chapter “Setting Objectives and Providing Feedback”
- **2. Present Case Studies**
  - Explain: IDP-Student Background, Knowledge, and Experience
  - Work on Learning Goals and Objectives

**Due**

- Bring resources for Learning Goals and Objectives – text, electronic resources, curriculum guides.
- Develop measure/tool for assessing student background knowledge.

### Week 6

1. **Watch** Responsive Classroom video

2. **Read**: The Responsive Classroom Efficacy Study from the University of Virginia
   
   [http://curry.virginia.edu/research/centers/castl/project/responsive-classroom-efficacy-study](http://curry.virginia.edu/research/centers/castl/project/responsive-classroom-efficacy-study)

3. **Watch**: Culture and Classroom Video: Differentiated Instructional Strategies

4. **Read**: Weinstein, Tomlinson-Clarke, and Curran, “Toward a Conception of Culturally Responsive Classroom” – Rutgers University

**Theory to Practice**

1. Reflect on case 5.1 and 5.2 (pick the one you are most interested in). Does the teacher achieve each of the goals discussed? If yes, give examples of how the goals are reached. If no, give examples of how she might do this.

2. Reflect on your own procedures
   - How are your own culture (assumptions/norms) reflected?
   - How could a miscommunication between student and teacher result in classroom issues?
| Week 7 | 1. Read: “Which Instructional Strategies Count Most” posted on ecampus  
2. Review: Instructional Strategies online:
http://olc.spsd.sk.ca/DE/PD/instr/index.html
3. Read article: A Task-Centered Instructional Strategy M. David Merrill Florida State University, Brigham Young University-Hawaii, and Utah State University
IDP TEKS and Objectives-DUE | Theory to Practice
1. What instructional strategies are most effective for you as a learner? Which strategies are most comfortable for you as a teacher? Is there a connection between these two? Why/why not? What are the implications for teachers and learners? |
| Week 8 | On campus Class meeting 11/6  
Discuss implementing effective classroom strategies to increase student self-regulation and create a community of learners.  
Creation of 2 focus group sessions with class on establishing a community of learning including understanding differentiation and student responsibility in regulating learning. Group work: Development of learner characteristics and needs planning chart. Focus on what changes needed in content, process, product, environment | 1. Theory to Practice: Complete number 4 on page 143.  
2. Theory to Practice: Complete #4 on page 160 (Choose two of the four cases to analyze). Analyze cases first (use the questions a-d as a guide) then write a paragraph about ideas for your own classroom. |
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Content Specific Strategies</th>
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<tbody>
<tr>
<td>1. <strong>Read</strong> article: “Instructional Strategies That Facilitate Learning Across Content Areas” posted on ecampus.</td>
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<td>2. <strong>Read</strong>: “Instructional Strategies: How Teachers Teach Matters”</td>
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<tr>
<td>3. <strong>Read</strong>: Chapter 11 “Teaching Specific Types of Knowledge”</td>
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<tr>
<td>Describe the different instructional strategies you will use in the unit. Include three lesson plans which demonstrate how you will use the strategies in your lessons. The three lessons must address at least two content areas.</td>
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<tr>
<td>Week 10</td>
<td>Assessment Strategies</td>
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<tr>
<td>1. <strong>Review</strong> powerpoint posted on ecampus “Formative Assessment and Assessment For Learning”</td>
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<td>2. <strong>Read</strong> article posted on ecampus “The Impact of Assessment on Student Learning”</td>
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<tr>
<td>3. <strong>Read</strong> article posted on ecampus “Informal Assessment and Evaluation Strategies”</td>
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<tr>
<td>The purpose of this assignment is to recognize the specific learning needs of diverse students. You will design an assessment plan to be used at the start of the school year. As a group, create a hypothetical student profile based on characteristics of real children you know. Use this child to help build your data and recommendations.</td>
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IDP - Essential Content Knowledge
**Week 11**

COMPLETE IDP schedule conference with Dr. Rackley to discuss any concerns

**Week 12**

<table>
<thead>
<tr>
<th>Reflective Practice</th>
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<tbody>
<tr>
<td>1. <strong>Read:</strong> Larrivee, B. (2000). <em>Transforming Teaching Practice: becoming the critically reflective teacher</em>. California State University.</td>
</tr>
<tr>
<td>2. <strong>Read</strong> &quot;Reflective Practice as Part of a Teachers' Professional Development&quot; posted on ecampus.</td>
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<tr>
<td>3. <strong>View</strong> video posted on ecampus on successful reflective practice Course synthesis and discussion of reflective practice.</td>
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</tbody>
</table>

In groups reflect on one ‘critical incident’ which has happened in your teaching recently (a particularly successful part of a lesson; a particularly unsuccessful part of a lesson; an helpful encounter with an external advisor or colleague)

Work through reflective practice questions/activity in class.

**Week 13-14**

Schedule conference with Dr. Rackley to turn in final IDP and discuss semester

**Nov. 16-Dec. 4**

**EXPLANATION OF ASSIGNMENTS**

1. **Instructional Design Plan (60 points):** In cooperation with your mentor teacher, you will develop and teach a lesson plan that is interdisciplinary and that integrates student-centered, inquiry-based instructional strategies. You will incorporate the TEKS (Texas Essential Knowledge and Skills) in addition to technology competencies. In your assessment plan you will address both formative and summative strategies for assessing the TEKS you have chosen. In addition, you will carefully examine student performance based on an appropriately selected pre/post evaluation strategy that you develop in alignment with your learning objective. The unit of instruction will include:

   1. Cover Sheet/Unit Topic, Grade Level
   2. TEKS and Objectives (5 pts)
3. Student Background, Knowledge and Experience (5 pts)
4. Essential Content Knowledge (10 pts)
5. Unit Assessment Plan (5 pts)
6. Five Lesson Plans (15 pts)
7. Resource List
8. Results and Analysis of Student Learning (10 pts)
9. Reflection on Teaching and Learning (10 pts)

Your entire Instructional Design Plan (in one PDF file) is Due by Dec. 10

**Theory to Practice (25 points):** Observations, reflections, and connections between the readings/lectures in class and your field placement experiences can contribute greatly to your success as a classroom teacher. You will complete and discuss these assignments based on topics studied in class. Each assignment is worth 5 points. More details will be discussed in class.

**Case Study (15 points):** Students will complete two case studies of students in which they will assess learning styles, readiness levels, strengths, and interests. The analysis will document specific strengths talents and interests of these students. The plan will also include specific accommodations and opportunities afforded these students purposefully designed to nurture their talents.

**Professional Conduct: Attendance, Participation and Preparedness (25 points):** You are expected to be in class on time every class meeting and to participate fully in class activities and discussion. It is imperative that you come to class with all readings and assignments completed. Participation in class involves engaging in class discussions. This class will consist of demonstrations, class discussions, group work, and application activities that cannot be experienced through class notes alone. Non-participation in class activities and/or evidence of lack of preparation may adversely affect your grade. Your attitude towards the instructor, the course activities, and to each other is very important as we maintain a positive experience for each other. You can do this by being mindful of your attitude and by creating a community of support for each other.

**Americans with Disabilities Act**

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 accommodation, please contact the Office of Support Services for students with Disabilities in Room 126 of the Student Services Building. The phone number is 845-1637.
Academic Honesty

As commonly defined, plagiarism consists of passing off as one's own ideas, words, writings, etc. which belong to another. Therefore, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have permission of that person. In addition, the handouts (all materials) generated for this class are copyrighted. As such, you do not have the right to copy the handouts, unless I expressly grant permission. If you have questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section “Scholastic Dishonesty”.

Academic Integrity Statement

Aggie Honor Code "An Aggie does not lie, cheat, or steal or tolerate those who do." Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit: www.tamu.edu/aggiehonor/

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.

Course Evaluation

The course evaluation information will be e-mailed to your neo account during the last month of classes. The address for submitting evaluation is https://pica.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. Course request type: 
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name): Health and Kinesiology Department

3. Course prefix, number and complete title of course: KINE 609 Professional and Career Development in Health and Kinesiology

4. Catalog course description (not to exceed 50 words): Development of skills and knowledge on developing an academic and research career; structure of academies; strategies for securing an academic position; tenure and promotion process. Prerequisites: Graduate Classification

5. Prerequisite(s): Graduate Classification
   Cross-listed with: none
   Stacked with: none

6. Is this a variable credit course? 
   - Yes
   - No
   If yes, from _____ to _____

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

8. Will this course be submitted to the Core Curriculum Council? 
   - Yes
   - No

9. How will this course be graded? 
   - Grade
   - S/U
   - P/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      PhD in Exercise Physiology and PhD in Health Education. Students in other PhD programs will be enrolled with permission of Instructor.

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

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prereq. Course # Title (excluding punctuation)
    KINE 609 PRO CAREER DEV HLTH KINE

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
Course title and number: Professional and Career Development in Health and Kinesiology – KINE 609
Term (e.g., Fall 200X): Spring XXXX
Meeting times and location: M 2-5 pm, Location: Blocker XXX

Course Description and Prerequisites
Development of skills and knowledge on developing an academic and research career; structure of academies; strategies for securing an academic position; tenure and promotion process. Prerequisites: Graduate Classification

Learning Outcomes or Course Objectives
1. At the end of this course, the student will describe job search, interview, and negotiation strategies.
2. At the end of this course, the student will identify strategies in setting up a research agenda (and if necessary, a laboratory), hiring personnel, and fulfilling their teaching, service, and research commitments as a faculty member.
3. At the end of this course, the student will discuss communication strategies required in being a good faculty member as well as the leader of a lab (or a collaborator).
4. At the end of this course, the student will explain the structure of the University and the governance of that structure.
5. At the end of this course, the student will summarize the tenure and promotion process and strategies for navigating this process.

Instructor Information
Name: Dr. J. Timothy Lightfoot
Telephone number: 979-845-8744
Email address: TLightfoot@hlkn.tamu.edu
Office hours: 9:30-1 am M-Thurs.
Office location: 356 Blocker Building

Textbook and/or Resource Material
There is no required textbook for this class. There will be various articles used during this class that will be supplied to the student electronically.

Grading Policies
The grade in this course will be based on five items: 1) a job talk and mock-interview session; 2) the development of a research start-up plan; 3) the development of a job portfolio containing a mock cover letter, curriculum vita, a teaching statement, and a research statement; 4) participation in the course; and 5) a final exam.

1) Job Talk and Mock-Interview session: You will be asked to give a sample ‘job talk’ similar to what you might give as you interview for a faculty/post-doc position. Additionally, you will complete a mock-interview session similar to what you may encounter as you interview with a search committee. This job-talk and mock-interview will comprise 25% of your grade.
2) The development of a research start-up plan: During the course, you will submit a plan to start-up your research agenda given a certain amount of start-up money. This plan will fully detail what equipment/supplies you will buy, what personnel you will hire, a brief description of the experiments you will conduct, and will detail your anticipated external funding attempts for the first two years of your position. You will be required to plan a detailed budget for this research start-up. This plan will comprise 25% of your grade.

3) Job Portfolio: During the course, you will develop a job portfolio that will contain mock-components of a typical Assistant Professor job application packet. These components will include a cover letter, a current curriculum vita, a one-page teaching philosophy statement, and a one-page research statement. This portfolio will comprise 25% of your grade.

4) Participation: At the end of the course, you will receive a grade indicative of your participation in the course. This score has three possible values: 10 points for participation, 5 points for only some participation, and 0 points if you don’t participate. BE AWARE that participation also includes timeliness with your assignments including your grant sections and your reviews. Your participation comprises 10% of your grade.

5) Final Exam: This will be a comprehensive exam covering the course given in a short answer/essay style. This exam will equal 15% of your grade.

Your final grade will be determined using a 10% scale based on the total possible points of 100. Thus, “A” = 90-100 points, “B” = 80-89 points, “C” = 70-79 points, “D” = 60-69 points, and “F” = 59 points or less.

There is no attendance policy in this class and assignments are expected to be submitted on the dates indicated on the syllabus (again – that is part of the Participation grade).

**Attendance and Make-up Policies**

Attendance in this course is governed by Student Rule 7 ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)). As such, attendance is the personal responsibility of the student. It is expected that if the student is absent from the course, the student will notify the instructor and will make all efforts to attend class during the evaluation sessions where each student will conduct a mock job interview. Assignments missed as a result of non-attendance will be made-up after consultation with instructor.

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

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Other items</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction to course: What are you really getting into this career?</td>
<td>Turn in your mock cover letter</td>
</tr>
<tr>
<td>2</td>
<td>Where are you going? How to clarify the future</td>
<td>Turn in your CV</td>
</tr>
<tr>
<td>3</td>
<td>Post-doc or not? That is indeed the question</td>
<td>Turn in your Teaching Philosophy statement</td>
</tr>
<tr>
<td>4</td>
<td>Finding the jobs: The Gold in Academia</td>
<td>Turn in your Research statement</td>
</tr>
<tr>
<td>5</td>
<td>Applying for Jobs: Beware of Black Holes</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Interviewing: The Real Key</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Negotiating for the Job: Nervous yet?</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Starting Your New Job: Some Assembly Required</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Who is Going to Help You Succeed? How to swim in the deep end.</td>
<td>Submit Research Start-up</td>
</tr>
<tr>
<td>10</td>
<td>Communicating as a New Faculty Member</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Mentors, Collaborators, and Colleagues: Sorting,</td>
<td></td>
</tr>
</tbody>
</table>
developing, and having the sense to get out of your office.

12 Funding Your Research: The necessary evil that will set you apart

13 Publishing and Performing as a Faculty Member: Citizenship has its privileges

14 Building toward promotion and tenure and your future career trajectory

15 Final exam

Plan

Mock job talks and interviews

Mock job talks and interviews

Mock job talks and interviews

Final Mock job talks and interviews / Submit final Job portfolio, Research Start-up Plan

Americans with Disabilities Act (ADA)

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

Academic Integrity

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

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

Form Instructions
1. Course request type: □ Undergraduate ✓ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management/ Master of Health Administration
   PHPM 603: Managing Healthcare Data and Information
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Course will cover descriptive and inferential statistical techniques for the presentation of health care data and applicability of the statistical techniques for data analysis is presented.
   (For Executive MHA students only)

5. Prerequisite(s): Executive MHA program

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

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

8. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No

9. How will this course be graded? ✓ Grade □ S/U □ P/F (CLMD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Executive Master of Health Administration
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       n/a

11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
12. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix: PHPM 603 Title: Managing Healthcare Data

   Lect. Lab Other SCI CIP and Fund Code Admin Unit Acad. Year HCJ Code
   3.00 0.00 0.00 3.00 51.2211.0014

   Approval recommended by: 13/11/14
   Department Head or Program Chair (Type Name & Sign) Date
   Chair, College Review Committee
   Dean of College

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

   Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
SYLLABUS

Instructor Information

Course title and number: PHPM 603 - Managing Healthcare Data and Information
Term: Fall 2015
Meeting times and location: TBA

Instructor Name(s): John Charles "Chuck" Huber, PhD
Senior Statistician, StataCorp
Adjunct Associate Professor of Biostatistics
Department of Epidemiology and Biostatistics
Texas A&M Health Science Center

Teaching Assistant(s): TBA
Telephone number: TBA
Email address: jchuber@tamu.edu
Office hours: TBA
Office location: TBA

Course Description

EMHA 602 will cover techniques to support managerial decision making in healthcare. The course will cover statistical techniques for the presentation of healthcare data and applicability of the descriptive statistical techniques, a survey commonly used inferential statistical techniques for data analysis is presented. (For Executive MHA students only)

Prerequisites

Undergraduate statistics

Course Objectives

<table>
<thead>
<tr>
<th>Competencies to LO (LO)</th>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mastery of fundamental descriptive and inferential statistical concepts and procedures</td>
<td>Calculate descriptive statistics and create graphs that are appropriate for the measurement scale of variables (Application)</td>
</tr>
<tr>
<td>Planning and executing data collection strategies (primary and secondary)</td>
<td>Students will be able to identify common sampling strategies (Knowledge) and select a strategy that is best suited to answer a question (Synthesis)</td>
</tr>
<tr>
<td>Constructing and managing databases</td>
<td>Students will be able to create a basic database using Microsoft Access (Application)</td>
</tr>
<tr>
<td>Applying appropriate statistical tools, techniques and procedures for data screening and analysis of variation and co-variation</td>
<td>Students will learn to design basic experiments and perform statistical tests of hypotheses (Analysis)</td>
</tr>
<tr>
<td>Interpreting substantive results and communicating results in different venues</td>
<td>Students will write reports that describe their study design, interpret the results of their statistical analysis and discuss the practical implications of their results (Evaluation)</td>
</tr>
<tr>
<td>Needs analysis, market assessment, outcome evaluation, forecasting, quality improvement, using statistical analysis tools</td>
<td>Students will learn to identify trends and seasonality in time series data, calculate basic forecasts and implement statistical principles of quality control (Analysis)</td>
</tr>
<tr>
<td>Session 1</td>
<td>Session 2</td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
</tr>
<tr>
<td><strong>Clinical Information Systems</strong></td>
<td><strong>System Acquisition, Implementation and Support</strong></td>
</tr>
<tr>
<td>- The Normal (Gaussian) distribution</td>
<td>- Hardware and software</td>
</tr>
<tr>
<td>- Student's t distribution</td>
<td>- Project management tools</td>
</tr>
<tr>
<td>- Chi-squared distribution</td>
<td>- Organizational challenges</td>
</tr>
<tr>
<td>- F Distribution</td>
<td>- System support and evaluation</td>
</tr>
</tbody>
</table>

**Federal Efforts to Enhance Quality of Patient Care through the Use of Health Information Technology**
- The HITECH Act
- Patient Protection and Affordable Care Act (PPACA)
- Health Information Exchanges

**Parameter Estimation**
- Estimation of means and proportions
- Estimation of variance for means and proportions

**Hypothesis Testing**
- Null and Alternative hypotheses
- Type I and Type II errors
- Statistical significance and effect sizes
- Power and sample size

**Sampling and Sampling Distributions**
- Sampling with and without replacement
- Sampling from a finite vs. an infinite population
- Sampling strategies

**Statistical Inference for two populations**
- Difference between means from independent samples
- Difference between means from matched samples
- Difference between proportions from independent samples
- Difference between proportions from matched samples
- Pearson's chi-squared test for independence

**Health Care Information Systems Standards**
- Classification standards
- Health record content and functional standards

**Security of Health Care Information Systems**
- Threats to health care information
- Health insurance portability and accountability act (HIPAA)
- Administrative, physical and technological safeguards

**Nonparametric Statistics**
- Correlations based on ranks
- Tests based on ranks

**Experimental Design and Analysis of Variance**
- Types of experimental designs
- Analysis of variance (ANOVA)
- Multiple comparison procedures

**Linear Regression**
- Simple linear regression
- Checking model assumptions
- Identifying outliers and influential observations
- Multiple regression
- Model building strategies and variable selection methods

**Analysis of Longitudinal/Panel Data**
- Fixed and random effects
- Correlated error structures

**Strategic Planning and Information Systems**
- HCIS Chapter 5, 6
- HCIS Chapter 7, 8
- MBS Chapters 7, 8, 9
- MBS Chapters 10, 11, 12
- HCIS Chapter 9, 10
- HCIS Chapter 11
- MBS Chapters 13, 18
- MBS Chapters 14, 15, 18
- HCIS Chapter 12, 15
- HCIS Chapter 13, 14
class and will be given the opportunity to take the session quizzes at the end of the next class day.

**Other Pertinent Course Information**

Every effort will be made to ensure that power point lecture files, notes, articles and assignments are available online in a timely manner. Written assignments will be delivered thru the Blackboard course website. Handouts, changes in assignments or the schedule of class modules will be announced on the Bb course webpage. E-mail contact will be initiated with all students the first week of class. If you do not have access to your assigned TAMHSC e-mail account, it is your responsibility to make the instructor aware of that fact so that other arrangements may be made. You are expected to use Blackboard e-mail address for all official correspondence.

**Blackboard (Bb Statement)**

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to [https://tamhsc.blackboard.com](https://tamhsc.blackboard.com) or look for Quick Links on the bottom of the School’s homepage. **Please do not contact your instructor with technical problems.** If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Academic Assessment and Instructional Technology website). Please note that the Blackboard emails and the SPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Academic Assessment and Instructional Technology. John may be reached at (979) 458-3332 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have “proof” and save yourself time and trouble!

**Plagiarism Virtual Course**

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@SPH.tamhsc.edu for additional information.

**End of Course Evaluation**

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

**SPH Mission**

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state
Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:
James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (D.D.S., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name): Department of Health Policy and Management/ Master of Health Administration
   PHPM 604: Population and Public Health for Health Professionals
3. Course prefix, number and complete title of course: ________________________________________________________________________

4. Catalog course description (not to exceed 50 words):
   Public health and its concentration areas; examines how the federal, state and local health care and public health system/infrastructure has evolved. Highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing/alleviating same; reviews the core functions of public health.
   (For Executive MHA students only:)

5. Prerequisite(s): Executive MHA program
   Cross-listed with: ________________________________________________________________________
   Stacked with: ________________________________________________________________________

6. Is this a variable credit course? □ Yes  ✔ No
   If yes, from ________ to ________
7. Is this a repeatable course? □ Yes  ✔ No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester? □ Yes  ✔ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes  ✔ No
9. How will this course be graded? □ Grade  ✔ S/U  □ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       Executive Master of Health Administration
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       n/a
11. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
   ✔ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
12. Prefly   Course #: 604   Title (excluding punctuation): Population and Public Health

<table>
<thead>
<tr>
<th>Type</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>EGP and F.U. Code</th>
<th>Admin. Unit</th>
<th>3rd Year</th>
<th>4th Year</th>
<th>HICL Code</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.00</td>
<td>0.00</td>
<td>0.00</td>
<td>3.00</td>
<td>51.2211.00</td>
<td>244</td>
<td>15</td>
<td>10</td>
<td>00303632</td>
<td>6</td>
</tr>
</tbody>
</table>

Approval recommended by:

Department Head or Program Chair (Type Name & Sign) Date
______________________________ 11/24/2014

Chair, College Review Committee Date
______________________________ 12/19/14

Dean of College Date
______________________________ 12/19/14

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date
______________________________

Associate Director, Curricular Services Date
______________________________

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 07/14
INSTRUCTOR

Instructor: Jennifer Griffith, DrPH, MPH
Office: SPRH Administration Building, Room 302
Phone: (979) 458-4504
Email Address: igriffith@sprh.tamhsc.edu
Office Hours: Schedule via email

COURSE DESCRIPTION

This course introduces the student to the field of public health and its concentration areas; examines how the federal, state and local health care and public health system/infrastructure has evolved; and raises awareness of the need for cross-concentration approaches to address public health issues. This course highlights illustrative public health problems, diseases, and risk factors and the role of public health in preventing/alleviating same; reviews the core functions of public health; and examines the inputs, throughputs and outputs of the public health system.

COURSE PREREQUISITS

There are no prerequisites for this course.

CLASS STRUCTURE & COURSE SESSIONS

This is an executive format course that will include four, 10 hour in-person sessions with online materials provided to students between these sessions. Students will read materials assigned for each module as well as view online videos/PowerPoint presentations. Materials are made available online through Blackboard and students are responsible for using the schedule in this syllabus to complete required materials.

Blackboard

Blackboard (Bb): This course will be delivered via Blackboard, your online learning community, where you will interact with your classmates and with me. Within the course Blackboard site you will access the learning materials, tutorials, and syllabus; discuss issues; submit assignments; take quizzes; email other students and the instructor; participate in online activities; and display your projects.

In order to access the course material you will need to go to https://tamhsc.blackboard.com or look for Quick Links on the bottom of the School’s homepage. Please do not contact your instructor with technical problems. If you are having a technical problem with the course, review the Blackboard Learn Tutorials (at the top-right of School’s Office of Assessment and Instructional Technology website). Please note that the Blackboard emails and the SRPH emails are the same. If you continue to have trouble accessing the course web site please contact John Lingsweiler in the School’s Office of Assessment and Instructional Technology. John may be reached at (979) 458-3032 or at lingsweiler@tamhsc.edu. You will need to possess the required computing technology to be successful in an online course. All computing problems or other technical issues can be routed to the TAMHSC Help Desk at helpdesk@tamhsc.edu via E-mail, or
phoned to 979-862-8029 or 1-800-799-7472 Important!!! Save your work as you go along. Nothing is more discouraging than to lose an assignment due to a computer hang ups! You may want to also make hard copies of your work to have "proof" and save yourself time and trouble!

**Computer Requirements for Online Courses**
For this and all online courses we recommend the minimum technical requirements outlined on our "SRPH Computer Requirements for Online Courses" web page, located at http://www.srph.tambhsc.edu/office-of-distance-education/technical-specifications.html

**Not sure if your computer is set up correctly?** You can use the links below to test your settings:
1. Adobe Acrobat
2. Frames
3. Java [This may take a minute to load.]
4. JavaScript

**COURSE REQUIREMENTS**

Requirements to successfully complete this course are provided in this section.

**REQUIRED TEXTS**

- TBD

**OTHER REQUIRED READINGS**

- Additional materials will be available on the course Blackboard (Bb) website by module or otherwise noted through the course website. Students are responsible for any reading that may be added throughout the course of the semester.
GRADING POLICY

All tasks will be assigned a numeric and/or letter grade. Assignments submitted after the due date and time, but prior to posting of grades for that assignment are eligible for up to half credit. Once grades are posted, late submittals are not accepted. If your grade is not posted, or if you would like to appeal your posted grade, you must contact Dr. Griffith in via email within 7 days to initiate a review/appeal. After 7 days, no grade changes will be considered.

The percentage weights for the grades will reflect the following distribution:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Class Assignments</td>
<td>100</td>
</tr>
<tr>
<td>Assignments Submitted Online</td>
<td>100</td>
</tr>
<tr>
<td>Presentation</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total points</strong></td>
<td><strong>250</strong></td>
</tr>
</tbody>
</table>

Letter grades for course point totals will be assigned as follows:

A=250-225  
B=224-200  
C=199-175  
D=174-162  
F= Less than 162

ASSIGNMENTS

**IN CLASS ASSIGNMENTS**

Topic of Interest Summary (Live Session 1)  
- 10 points  
- Due: End of first live session

Systems / Stakeholders Diagram (Live Session 2)  
- 20 points  
- Due: End of second live session

Draft Intervention Logic Model (Live Session 3)  
- 20 points  
- Due: End of third live session

Intervention Challenges and Solutions (Live 4)  
- 50 points  
- Due: End of fourth live session

**PRESENTATIONS**

Public Health in the News  
- 50 points  
- Due for assigned live session

**ATTENDANCE POLICY AND MAKE-UP POLICIES**

This is a required course in the School of Public Health Executive Masters Program. It is anticipated that students have elected to participate in this master's level professional training program and will be focused on completing the degree tract. Participation in all scheduled sessions and timeliness in delivery of all required assignments and exams is expected.
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](http://student-rules.tamu.edu/rule07).

Students are responsible for contacting the instructor regarding absences. Students whose absences are excused and result in late work or missed assignments or course activities will be provided further direction by the instructor on making-up missed work.

**COURSE LEARNING OBJECTIVES, COMPETENCIES, AND SKILLS**

Through the course students will be exposed to a number of topics and areas related to public health. Course Learning Objectives align with a number of SPH Competencies as demonstrated in Table 1. Overall, through this course students are expected to begin or further develop their commitment to lifelong learning and professional service including active participation in professional organizations.

<table>
<thead>
<tr>
<th>Course Learning Objective Upon completion of this course a student should be able to:</th>
<th>SPH Competency Upon graduation a student with an MPH should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students will articulate a definition of public health that captures the unique characteristics of the field and how these contribute to professional practice.</td>
<td>HPM Core 1: Articulate a definition of public health that captures the unique characteristics of the field (e.g., population-focused, community-oriented, prevention-motivated and rooted in social justice) and how these contribute to professional practice. Diversity &amp; Culture 1: Describe the roles of, history, power, privilege and structural inequality in producing health disparities.</td>
</tr>
<tr>
<td>• Students will describe the scope and focus of public health concentrations in addressing and solving public health issues.</td>
<td>HPM Core 2: Identify the main components and issues of the organization, financing and the delivery of public health systems and health services in the US. HPM Core 3: Describe the legal basis for public health and health services. Communication &amp; Informatics 3: Describe how the public health information infrastructure is used to collect, process, maintain, and disseminate data. Leadership 2: Demonstrate team building, negotiation, and conflict management skills. Leadership 5: Demonstrate transparency, integrity, and honesty in all actions. Leadership 9: Develop strategies to motivate others for collaborative problem solving, decision-making, and evaluation. Systems Thinking 1: Identify characteristics of a system. Systems Thinking 3: Explain how systems (e.g. individuals, social networks, organizations, and communities) may be viewed as systems within systems in the analysis of public health problems.</td>
</tr>
<tr>
<td>• Students will apply their knowledge of core functions and essentials service to describe a public health issue.</td>
<td>HPM Core 7: Apply an understanding of feedback loops to public health dynamics. HPM Core 8: Apply the core functions of assessment, policy development, and assurance in the analysis of public health problems and their solutions. Program Planning 1: Describe how social, behavioral, environmental, and biological factors contribute to specific individual and community health outcomes. Systems Thinking 2: Identify unintended consequences produced by changes made to a public health system. Systems Thinking 11: Assess strengths and weaknesses of applying the systems approach to public health problems.</td>
</tr>
<tr>
<td>• Students will give examples of the role each public health concentration and other disciplines play in addressing a public health issue.</td>
<td>HPM Core 4: Describe the attributes of ethical leadership in public health and demonstrate leadership skills for building partnerships. HPM Core 6: Describe the principles of program planning, development, management and evaluation in public health initiatives. Professionalism 3: Apply evidence-based principles and the scientific knowledge base to critical evaluation and decision-making in public health.</td>
</tr>
</tbody>
</table>
Skills Sets Developed and/or Used

- Email use (management, confidentiality, etiquette)
- Public health terminology and acronyms
- Microsoft Word (mail merge, effective document layout, converting to PDF)
- Use of diagrams and logic models (Gantt charts, flow charts, cause/effect charts)
- Online library searches
- Use vital statistics and other population health indicators

SPH MISSION

Our mission is to create and apply knowledge acquired from the disciplines of public health to the education of public health leaders and practitioners through our research, practice, and service in the state of Texas, nationally, and globally.

ACADEMIC INTEGRITY

Academic integrity is the pursuit of scholarly activity free from fraud and deception and is an educational objective of this institution. Students are expected to adhere to all TAMUS, TAMU, HSC, and School policies regarding academic integrity and classroom conduct. Academic dishonesty includes, but is not limited to, cheating, plagiarizing, fabricating information or citations, facilitating acts of academic dishonesty by others, having unauthorized possession of examinations, submitting work of another person or work previously used, or tampering with the academic work of another student. Individuals found guilty of academic dishonesty may be dismissed from the degree program, and at a minimum will receive an F for the course. It is the student’s responsibility to have a clear understanding of how to reference other individuals’ work, as well as having a clear understanding in general as to the various aspects of academic dishonesty. A tutorial on this issue is available at: http://srph.tamhsc.edu/academic-affairs/academic-integrity.html. A plagiarism tutorial can be found in Blackboard. Information on the Aggie Honor Code can be found at http://aggiehonor.tamu.edu.

REMEMBER: “AN AGGIE DOES NOT LIE, CHEAT, OR STEAL, OR TOLERATE THOSE WHO DO.”

AMERICANS WITH DISABILITIES ACT 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.

FERPA

The Federal Education Rights & Privacy Act requires that we advise students that by registering for this course, their HSC assigned e-mail address will be revealed to classmates and the instructor. By continuing your enrollment in the course you acknowledge your understanding of this policy. By enrolling in this course you agree to the following statement: "I understand that as a result of registering for this course, my HSC/Blackboard assigned e-mail address will be revealed to classmates and the instructor."

PLAGIARISM VIRTUAL COURSE

Plagiarism is the leading form of academic dishonesty that the School of Public Health has to address. As a SPH student, you are responsible for knowing what plagiarism is and how to avoid it. All SPH students are
automatically enrolled in Plagiarism Virtual Course on Blackboard E-Learning. This virtual course provides you with information and examples related to plagiarism in an effort to reduce the number of reported incidents. Please find a tutorial and resources under "Content." In addition, please find Turnitin, a software package that allows you to check whether you may have plagiarized your document. Please see Phuong Huynh: phuong@srph.tamhsc.edu for additional information.

END OF COURSE EVALUATION

Constructive feedback from students on course evaluations is taken very seriously at the School of Public Health. I am asking for your assistance in helping the School in its assessment of courses and faculty through your participation in the evaluation of your courses. As public health professionals you will one day have the responsibility to evaluate colleagues and health initiatives. The School views providing feedback on the School’s courses as part of your professional responsibility.

EQUAL OPPORTUNITY STATEMENT

The Texas A&M Health Science Center is an Equal Opportunity/ Affirmative Action employer. Inquiries regarding nondiscrimination policies may be directed to the Human Resources Officer by phone at (979) 436-9208, email hr@tamhsc.edu, or by mail at 200 Technology Way, College Station, TX 77845.

TITLE IX

Title IX of the Education Amendments of 1972 protects people from sex discrimination in educational programs and activities at institutions that receive federal financial assistance. Texas A&M University and the Texas A&M Health Science Center are committed to maintaining a learning environment that is free from discriminatory conduct based on gender. As required by Title IX, the University does not discriminate on the basis of sex in its education programs and activities, and it encourages any student or non-student who thinks that he or she has been subjected to sex discrimination, sexual harassment (including sexual violence) or sexual misconduct by another student, member of the faculty or staff, or campus visitor or contractor, to immediately report the incident to any of the individuals persons or offices listed below.

WHERE TO REPORT:

James Nachlinger,
Executive Director, Payroll and HR Services
Title IX Coordinator
979-436-9207
nachlinger@tamhsc.edu

The University encourages students to immediately consult with or report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to the TAMHSC Title IX Coordinator. Students may also report incidents of sex discrimination, sexual harassment (including sexual violence) or sexual misconduct to any School of Public Health administrator, university administrator, official or unit supervisor, who is then responsible for promptly notifying any of the above Title IX coordinators of the reported incident.

DISCLAIMER

This syllabus is representative of materials that will be covered in this class; it is not a contract between the student and the institution. It is subject to change. These changes will be communicated via email or posted as announcements. If you have any problems related to this class, please feel free to discuss them with the instructor.
## COURSE TOPICS AND SCHEDULE

### Live- Day 1 (Sunday)

<table>
<thead>
<tr>
<th>Module 1</th>
<th>Background and History of Public Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Describe the historical development of public health.</td>
</tr>
<tr>
<td>b.</td>
<td>Differentiate between individual and population health perspectives.</td>
</tr>
<tr>
<td>c.</td>
<td>Explain the methods of ensuring community health safety and preparedness.</td>
</tr>
<tr>
<td>d.</td>
<td>Understand the future needs of local communities in improving their overall health status.</td>
</tr>
<tr>
<td>e.</td>
<td>Examine relationships among organizations intended to serve communities</td>
</tr>
</tbody>
</table>

#### Live Lecture
- *Introduction and History of Public Health*, Griffith
- **Follow-Up/Re-enforcement Readings:**
  - Readings TBD

#### Activities
- Team- Defining Public Health
- Group- Public Health Issues Solve the Outbreak

<table>
<thead>
<tr>
<th>Module 2</th>
<th>Core Functions, Public Health Practice and the Epidemiologic Transition</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Describe the historical development of public health.</td>
</tr>
<tr>
<td>b.</td>
<td>Differentiate between individual and population health perspectives.</td>
</tr>
<tr>
<td>c.</td>
<td>Describe trends in public health practice.</td>
</tr>
<tr>
<td>d.</td>
<td>Identify and define the core public health functions and essential services.</td>
</tr>
<tr>
<td>e.</td>
<td>Begin to outline an interdisciplinary application of the core public health functions and essential public health to current issues in public health</td>
</tr>
</tbody>
</table>

#### Live Lecture
- *Core Functions and Public Health Practice*, Griffith
- *Population Health*, Gamm
- *Epidemiologic Transition*, Griffith
- **Follow-Up/Re-enforcement Readings:**

#### Activities
- Group- Core functions and Essential Services in Action
- Team- Core functions and Essential Service in Action-Guided Topics
### Module 3: How Public Health Works

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| a. Describe the legal and ethical bases for public health and health services. | Infrastructure, Ingredients and Inputs, Griffith  
The Governmental Public Health Infrastructure, Griffith  
Public Health Law, Public Health Law Center at William Mitchell College of Law |
| b. Identify the key components of federal, state, and local organizations that play a role in the public health infrastructure. | Follow-Up/Re-enforcement Readings:  
| c. Assess the relative importance of federal, state, local and private sector contributors to the local public health infrastructure. | Group: Public Health Entities; Solve the Outbreak  
Team- Infrastructure, Inputs and Ingredients-Guided Topics  
Individual- Topic of Interest summary |

---

### Between Live Sessions 1 and 2

**Epidemiology**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| a. Describe the role of epidemiology in assuring the public's health. | An Introduction to Epidemiology  
Required Readings:  
Readings TBD |
| b. Identify and describe applications of epidemiology. | |

**Biostatistics**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| a. Describe the role of biostatistics in assuring the public's health. | An Introduction to Biostatistics  
Required Readings:  
Readings TBD |
| b. Identify and describe applications of biostatistics. | |

**Environmental Health**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| a. Describe the role of environmental health in assuring the public's health. | What Every SPH Student Should Know About Environmental Health  
Required Readings:  
Readings TBD |
| b. Identify and describe applications of environmental health. | |

**Occupational Health**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Required Readings</th>
</tr>
</thead>
</table>
| a. Describe the role of occupational health in assuring the public's health. | What Every SPH Student Should Know About Occupational Health  
Required Readings:  
Readings TBD |
| b. Identify and describe applications of occupational health. | |
Between Live Sessions 1 and 2 (Continued)

<table>
<thead>
<tr>
<th>Health Promotion and Community Health Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the role of health promotion and community health sciences in assuring the public's health.</td>
<td>• An Introduction to Health Promotion and Community Health Sciences, Required Readings: Readings TBD</td>
</tr>
<tr>
<td>b. Identify and describe applications of promotion and community health sciences.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Policy and Management</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Describe the role of health policy in assuring the public's health.</td>
<td>• An Introduction to Health Policy and Management, Part 1 Required Readings: Readings TBD</td>
</tr>
<tr>
<td>b. Identify and describe applications of health policy.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Public Health Interventions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Identify and define intervention strategies applied to public health issues.</td>
<td>• Public Health Interventions, Virginia Commonwealth University, School of Nursing Required Readings: Readings TBD</td>
</tr>
</tbody>
</table>

Live- Day 2 (Saturday)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Live Lecture</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>Case Study- TBD</td>
<td>Group- Case study</td>
</tr>
<tr>
<td>Module 1 Public Health Concentrations, Issues and Interventions</td>
<td>• Assessment of Social Problems and Need</td>
<td></td>
</tr>
<tr>
<td>a. Define public health issue</td>
<td>• Systems and Stakeholders</td>
<td>Team- Systems and Stakeholders- Guided Topics</td>
</tr>
<tr>
<td>b. Identify roles for public health concentrations relation to selected case study</td>
<td></td>
<td>Individual- Systems and stakeholders diagram</td>
</tr>
</tbody>
</table>

Live- Day 3 (Sunday)

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Live Lecture</th>
<th>Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>The student will:</td>
<td>Case Study- TBD</td>
<td>Group- Case study</td>
</tr>
<tr>
<td>Module 1 Public Health Concentrations, Issues and Interventions</td>
<td>• Interventions</td>
<td></td>
</tr>
<tr>
<td>a. Identify and define intervention strategies to address public health issue</td>
<td>• Logic model</td>
<td>Team- Intervention strategies- Guided Topics</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Individual- Logic Model</td>
</tr>
</tbody>
</table>
### Between Live Sessions 3 and 4

**Public Health Working with Other Health Disciplines**

<table>
<thead>
<tr>
<th>a. Describe the role of other health disciplines in assuring the public's health.</th>
<th><strong>Electronic Media</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Identify and describe applications of other health disciplines.</td>
<td><strong>Nursing:</strong></td>
</tr>
<tr>
<td></td>
<td>o Making a Difference: Advanced Public Health Nursing Practice, Rush University College of Nursing</td>
</tr>
<tr>
<td></td>
<td>o History of Nursing and Public Health, NUR 330 Group Project posted by Tyler Aman</td>
</tr>
<tr>
<td></td>
<td><strong>Dentistry:</strong></td>
</tr>
<tr>
<td></td>
<td>o How does oral health help to build a healthier America? NYS Dental Foundation</td>
</tr>
<tr>
<td></td>
<td>o Introduction to Community Dental Health Coordinators, American Dental Association</td>
</tr>
<tr>
<td></td>
<td>o So You Want to be a Public Health Dental Hygienist? Working In a School Setting, Massachusetts Department of Public Health</td>
</tr>
<tr>
<td></td>
<td><strong>Pharmacy:</strong></td>
</tr>
<tr>
<td></td>
<td>o 2010 Pinnacle Awards - Maryland P3 Program, American Public Health Association</td>
</tr>
</tbody>
</table>

**Required Readings:**
- Readings TBD

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**Public Health Working with Other Disciplines**

<table>
<thead>
<tr>
<th>a. Describe the role of other disciplines in assuring the public's health.</th>
<th><strong>Electronic Media</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Identify and describe applications of other disciplines.</td>
<td><strong>Emergency Preparedness:</strong></td>
</tr>
<tr>
<td></td>
<td>o Emergency Preparedness in Public Health: The H1N1 Example, Doreen Westera</td>
</tr>
<tr>
<td></td>
<td>o Community Resiliency - Public Health Emergency Discussion Series, PHE.gov</td>
</tr>
<tr>
<td></td>
<td>o Public Health In Action: Emergency Preparedness, stanlytv</td>
</tr>
<tr>
<td></td>
<td><strong>Architecture &amp; Urban Planning:</strong></td>
</tr>
<tr>
<td></td>
<td>o Pecha Kucha: Food, Health and the Built Environment, Nisha Botchway</td>
</tr>
<tr>
<td></td>
<td><strong>Engineering:</strong></td>
</tr>
<tr>
<td></td>
<td>o How FDA's Science and Engineering Labs Solve Public Health Problems: The Huber Needle Story, FDA</td>
</tr>
<tr>
<td></td>
<td>o Wastewater Treatment Plant Tour - &quot;Flush To Finish&quot;, City of Grand Island</td>
</tr>
</tbody>
</table>

**Required Readings:**
- Readings TBD
<table>
<thead>
<tr>
<th>Module 1</th>
<th>Thinking Across the Concentrations to Address Public Health Issues</th>
</tr>
</thead>
<tbody>
<tr>
<td>a.</td>
<td>Integrate concepts from public health concentrations and other disciplines to develop strategies to address public health issues.</td>
</tr>
<tr>
<td></td>
<td><strong>Case Study- TBD</strong></td>
</tr>
<tr>
<td></td>
<td>• Logistics, Outcomes, and Sustainability</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Group- Case study</td>
</tr>
<tr>
<td></td>
<td>• Team- Addressing challenges- Guided Topics</td>
</tr>
<tr>
<td></td>
<td>• Individual- Intervention Challenges and Solutions</td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
- Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: [ ] Undergraduate [ ] Graduate [ ] First Professional (DDS, MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name): Department of Sociology  
3. Course prefix, number and complete title of course: SOCI 680 Teaching Undergraduate Sociology: Overview of Principles and Practices

4. Catalog course description (not to exceed 50 words):
   This course provides a basic understanding of the principles and practices of effective under-graduate teaching and learning, skills enhanced by experience and collaboration, which will prepare you to begin (or improve) teaching, and documentation of your teaching philosophy, skills and experience in the form of a teaching portfolio.

5. Prerequisite(s): NONE
   Cross-listed with: NA  Stacked with: NA  
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes [ ] No  If yes, from _____ to _____

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

8. Will this course be submitted to the Core Curriculum Council? [ ] Yes [ ] No

9. How will this course be graded? [ ] Grade [ ] S/U [ ] P/F (CLMD)

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

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

12. [ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)  
   SOCI 680 Teaching Undergraduate Sociology
   Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year LU Code
   3.00 0.00 0.00 3.00 4511010001 2590 15 16 0 0 3 3 2

   Approval recommended by: Patricia A. Hurley Date 5-7-15
   Department Head or Program Chair (Type Name & Sign) Patricia A. Hurley
   Chair, College Review Committee
   Patricia A. Hurley Department Head or Program Chair (Type Name & Sign) Date 3-7-18
   Dean of College

   Submitted to Coordinating Board by: Patricia A. Hurley Date
   Chair, GC or UCC

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Instructor: Dr. Judith A. Linneman  
(Linneman rhymes with cinnamon.)  
Office Location: 420 Academic Building  
Email: j-linneman@tamu.edu  
(Include Soci ### in the subject line.)  
Telephone: (979) 845-0816  
Office Hours: Tues., 9:00-11:30 a.m.,  
Fri., 1:00-3:00 p.m., and by appointment  
Term: Spring, 2016  
Section: ??  
Classroom: 308 Academic Building  
Meeting Day/Time: Thursdays, 9 a.m.-12 p.m.  
Credit Hours: 3  
Prerequisites: None  
Required: Yes  
Course Format: Seminar and Lecture

**Course Rationale**

This course provides: 1) a basic understanding of the principles and practices of effective undergraduate teaching and learning, 2) skills enhanced by experience and collaboration, which will prepare you to begin (or improve) teaching, and 3) documentation of your teaching philosophy, skills and experience in the form of a teaching portfolio for review by search committees.

In effect, this is an introductory course. Although some students will likely bring teaching experience of some type into our classroom (which will enrich our discussions), many will not. While portions of the course will focus specifically on teaching the discipline of sociology, much of it will address undergraduate teaching effectiveness, regardless of discipline. This course is not about what to teach, but about how to teach (and how to decide what to teach). A key goal is to prepare students to teach at Texas A&M University, requiring some attention to its unique institutional culture and Texas A&M teaching policies and procedures. For those whose careers will take them to classrooms at other institutions, most information specific to Texas A&M University still has relevance, since many institutions of higher education also have unique cultures, face similar issues, and (for those in the U.S.), are regulated by the same or similar federal and state laws.

What can be covered in this course is limited. Many aspects of teaching will not be addressed. Examples include teaching at the graduate level, distance and online courses, independent study courses, honor or writing intensive courses, team teaching, advanced teaching technologies, managing unusual situations that arise occasionally, and the finer points of many learning theories, course design models, and teaching or student assessment techniques. While you will gain valuable experience teaching to an audience, this experience will be limited.

**Course Goals**

The goals or general aims of this course include, but are not limited to:

- serving the discipline by building a repertoire of college teaching skills among its newest teachers so they can effectively impart knowledge and passion about sociology to students
• encouraging future sociology teachers to view teaching as a scholarly activity, which should be evidence-based, collaborative, and subject to peer review
• preparing graduate students for the types of employment many will enter
• enhancing graduate student employability through the development of teaching portfolios
• serving Texas A&M and its students by improving the quality and consistency of instruction within the Sociology Department

Learning Outcomes

After successful completion of this course, students should have a basic understanding of:
• various teaching and learning styles
• common models for course design
• activities associated with developing a course syllabus and other course materials
• effective teaching strategies in the university classroom
• how teaching sociology may differ from teaching in other disciplines
• institutional and departmental requirements for teaching at Texas A&M University and how these might vary among institutions
• issues that arise in teaching at the university level, and the implications of various strategies for addressing them
• how documenting teaching philosophy, skill and experience enhances employability

After successful completion of this course, students should be able to:

• build a strong course syllabus
• write clear course goals and objectives
• create well-designed lesson plans
• design valid and reliable student assessment tools such as exams and assignments
• create solid grading rubrics
• devise a sound and fair grading schema
• construct valid evaluation tools to assess teaching effectiveness and identify problems
• develop and present an effective lecture/class presentation
• identify and implement classroom activities and discussion strategies to promote learning
• manage many issues arising when interacting with students inside or outside the classroom
• build a teaching portfolio to document and highlight their philosophy on teaching and learning, teaching materials they have developed, their teaching skills and experience

After successful completion of this course, students will have:
• a teaching (or pre-teaching) portfolio including:
  o a reflective statement on their philosophy of teaching and learning
  o a fully developed syllabus for a course they would like to teach (hereafter referred to as My Ideal Course or MIC)
  o materials to supplement that course syllabus, such as
    ▪ lesson plans
    ▪ assessment tools such as test questions, with grading rubrics
    ▪ a classroom activity
    ▪ an assignment or paper
    ▪ a classroom assessment tool
    ▪ an early or mid-term teaching evaluation instrument
    ▪ examples of PowerPoint slides
- a graphic handout
- two video recordings of their own teaching for personal review
- formal feedback on their teaching from at least three persons

Course Materials

The following books will be used in this course.


You will be required to read other materials. Most will be distributed in class, posted for this class by Evans Library Course Reserves, or posted on eCampus, either on the Sociology Teaching InSite page (STIS) or the page for this course.

Course Requirements and Grading

All grades will be posted on eCampus. Keep a complete file copy of each assignment submitted for this class, and keep all graded assignments until final course grades have been posted. Work submitted late without written documentation of an emergency will be subject to a point penalty of 20% for each weekday (or part thereof) that it is submitted past the deadline. This means that work submitted a week late no longer has any point value.

If there are any factors that you believe might negatively impact your ability to perform well in this course (such as family issues, health problems, learning disability, personal problems, etc.), please meet with me early in the semester to discuss how such issues can be managed in the context of this course. Do not wait until it is too late in the semester for the issue to be addressed effectively.

Note: All references to page lengths below assume single sided printing, double spacing, one-inch margins, and a 14-point Arial font, the formatting which is required for all coursesubmissions.

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone Experience: Teaching (or Pre-Teaching) Portfolio to include:</strong></td>
<td>(400 points total, 66.8%)</td>
<td></td>
</tr>
<tr>
<td>- Reflective Statement on Philosophy of Teaching and Learning (3-4 pages)</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>First draft = 40 points</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised final version incorporating feedback from a sociology faculty member whose teaching you admire, a fellow sociology graduate student, and me. Include an extra ¾ to 1 page including names of faculty member and peer reviewer, a summary of their and my feedback, and how you incorporated it into the final version.
<table>
<thead>
<tr>
<th>Final version = 60 points</th>
<th>100</th>
<th>16.7%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Complete Course Syllabus for My Ideal Course (MIC)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First draft = 40 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revised final version incorporating feedback from a sociology faculty member who teaches the same or a related course, a fellow sociology graduate student (in the specialty area appropriate for the course, if applicable), and me. Include an extra ¾ to 1 page including names of faculty member and peer reviewer, a summary of their and my feedback, and how it was incorporated into the final version.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Final version = 60 points</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IMPORTANT!</strong> You cannot seek feedback from the same faculty member or same fellow graduate student on both the Statement of Philosophy on Teaching and Learning and your syllabus.</td>
<td>100</td>
<td>16.7%</td>
</tr>
<tr>
<td><strong>To be included in your portfolio to supplement your syllabus:</strong></td>
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<td>(200 points total, 33.4%)</td>
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<tr>
<td>- Two Complete Lesson Plans, each to cover a class of approximately 45 minutes</td>
<td>60</td>
<td>10.0%</td>
</tr>
<tr>
<td>- Sample Test featuring instructions, five multiple choice questions, five fill-in-the-blank questions and five essay questions covering both lesson plans, with grading rubric</td>
<td>40</td>
<td>6.7%</td>
</tr>
<tr>
<td>- One Assignment or Paper directions, with grading rubric</td>
<td>25</td>
<td>4.1%</td>
</tr>
<tr>
<td>- Five PowerPoint Slides for one of the lesson plans above</td>
<td>20</td>
<td>3.2%</td>
</tr>
<tr>
<td>- One Early or Mid-term Teaching Evaluation Assessment tool</td>
<td>15</td>
<td>2.5%</td>
</tr>
<tr>
<td>- One Graphic Handout for one of the lesson plans above</td>
<td>15</td>
<td>2.5%</td>
</tr>
<tr>
<td>- One Discussion or Group Activity description for one of the lesson plans above. (Discussion plans should include at least 3 major and several related follow-up questions or probes.)</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>- One Classroom Assessment tool or activity for one of the lesson plans above</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>- Portfolio assembly/binding, including organization, cover age and Table of Contents</td>
<td>5</td>
<td>1.0%</td>
</tr>
<tr>
<td><strong>Micro-Teaching Experiences</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(100 points total, 16.7%)</td>
<td></td>
<td></td>
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<tr>
<td>- Video and reflection paper on Micro-Teaching Experience One. Present a lesson (portion of a lesson plan in the syllabus for MIC) to two classmates (video-taped), and get collaborative feedback from them as you review the video together (1 page paper, including names of collaborators, your initial feeling about how well the presentation went, your reaction to the video, and a summary of the feedback )</td>
<td>45</td>
<td>7.5%</td>
</tr>
<tr>
<td>- Participation as an audience member in Micro-Teaching Experience One and Collaborative Reviews for the two classmates who reviewed yours.</td>
<td>10</td>
<td>1.7%</td>
</tr>
<tr>
<td>- Video-taped in-class Micro-Teaching Experience Two. The same presentation is given to entire class, but incorporating improvements suggested</td>
<td>45</td>
<td>7.5%</td>
</tr>
</tbody>
</table>
in Micro-Teaching Experience One collaborative review session described above. Submit ½ page reflection paper on what went well, what did not go well, and how this presentation differed from the first.

**Flexercise One: CHOOSE A or B Below.**

**Option A:**
Give a 15 minute *Tech Talk* presentation (30 points) AND a 10 minute *Teaching Resource Web-Site Tour* (20 points) to the class. Choose a teaching technology and a teaching-related website that you feel are particularly helpful. Use classroom computers to demonstrate the technology and take the class on a tour of useful features of the website.

Both the technology and the web-site should be useful in various concentration areas within sociology and require prior instructor approval to avoid duplication.

**Option B:**
*State of the Teaching Craft* paper (4-5 pages) (50 points).
Choose a college-level teaching-related topic from a list I will provide (first come, first served — no duplication). Summarize the most cited research on the topic in past 5-7 years.

**Notes on Observation/Interview of Master Teacher** Observe a minimum of 100 minutes of class time in an undergraduate class taught by a faculty member known to be an exceptional teacher. He or she does not need to be in the Sociology Department. Ask permission from the teacher before attending the class and offer to share your results. Interviewing the teacher is optional. Based on your classroom observation, describe what you believe makes this master teacher so proficient. Be specific. What does she/he do differently than most teachers? Is there room for improvement? Include course name and section number, teacher name, date(s), location, and time. The notes you took while you were observing should be attached to the paper, but are not counted in its length. (1-2 pages)

**Flexercise Two: CHOOSE A or B Below.**

**Option A:**
Complete an *ITS (Instructional Technology Services)* training course (online or in-class). Submit proof of completion and ½ page description of the technology and how you could implement it in *MIC*. See *LINK* for training schedule.

**Option B:**
Attend a *Center for Teaching Excellence* or *Graduate Student Academy Workshop*. Submit proof of completion and ½ page description of workshop content and how you could incorporate it in *MIC*. See *LINK* for workshop schedule.
IMPORTANT! Either option must be completed during this semester. Act early – fewer training opportunities are available late in the semester.

Discussion questions for graduate instructor guest panel (submit 3 questions minimum) 10 1.7%

| TOTAL | 600 | 100% |

Completion Grade Only
All inventories, surveys and classroom exercises are “completion grade only.” You may miss two with no penalty. Each missed in excess of two results in a five point deduction from points earned through other activities.

Assignment of Course Grades

Final course grades will be assigned based on the following schema.

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Percent Range</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>537-600</td>
<td>89.5% or More</td>
<td>A</td>
</tr>
<tr>
<td>477-536</td>
<td>79.5% to 89.4%</td>
<td>B</td>
</tr>
<tr>
<td>417-476</td>
<td>69.5% to 79.4%</td>
<td>C</td>
</tr>
<tr>
<td>357-416</td>
<td>59.5% to 69.4%</td>
<td>D</td>
</tr>
<tr>
<td>&lt; 357</td>
<td>59.4% or Less</td>
<td>F</td>
</tr>
</tbody>
</table>

Course Policies

Because you are graduate students and prospective members of the professoriate, I expect professionalism in every aspect of this course. For some of you, this course might be among the most useful you ever take in terms of direct applicability to major responsibilities associated with your job in the future. In fact, the teaching portfolio you create as a requirement of this course could help you secure a job. Tips for success in this course include regular, punctual attendance, good time management, careful reading of resource materials and instructions, and coming to me with your questions or to seek advice. You do not need to be a good public speaker to do well in this course, but taking this course should improve those skills. Equity demands that I be consistent in the application of course rules and policies. Enrollment in this course means that you accept and agree to abide by the rules set forth in this syllabus.

Attendance

Attendance will be taken daily. You are allowed two unexcused absences with no penalty. Use them wisely. A third or fourth absence requires written documentation indicating that your absence
was caused by an emergency, was unavoidable and beyond your control, such as your severe illness or a death in your immediate family. Save your free absences for more common events such as sick children, unspecified “family situations,” doctor or dentist appointments that cannot be rescheduled, transportation problems, minor illness not requiring medical treatment, and personal or professional travel. Any undocumented third or fourth absence(s), and any absence(s) in excess of four (even if documented) will result in make-up work assignments or a 10 point deduction from points earned through completion of assignments and activities. 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 online at http://student-rules.tamu.edu/rule07.

**Lateness**

As a professional and a prospective teacher, you should arrive on time, every time. Not only does arriving late cause you to miss important material, but it is often perceived as rude and distracts everyone, particularly a presenter. Because the door to our classroom is behind the presenter, and in the front of the room, your late arrival is hard to ignore. If you have a conflict that might cause you to be tardy, please meet with me about it as soon as possible. Late or missed buses and parking problems are not reasonable excuses for lateness. These events are not uncommon. Factor them into your daily schedule. An attendance sheet will be circulated at the beginning of each class and collected soon thereafter. If you arrive after it has been collected, you need to convince me after class that your tardiness could not have been prevented by better planning on your part. If I am unconvinced, I reserve the right not to allow you to sign the attendance sheet for that day.

**Discussion and Class Participation**

The format of this course combines lecture and seminar. Some classes will involve lecture with discussion, while others will be more discussion oriented. You are expected to participate in class discussions although no points will be awarded or deducted based on participation. Each student should come to class armed with several discussion questions related to the assigned reading for that day. This will help you learn to lead class discussions one day. It is common for a few students to dominate class discussions, which is an issue you are likely to face in your teaching activities. Our goal should be a more or less democratic discussion environment, with all or most students contributing to discussion, and no individuals using more than their fair share of “air time.”

**Communication**

Check your Texas A&M email daily for important information about . I might communicate important information about this course.

**Academic Integrity**

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Honor System. Students will be required to state their
commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the TAMU community from the requirements or the processes of the Honor System. You will be expected to abide by the Aggie Honor Code (right) in this course. See the Honor Council Rules and Procedures at www.tamu.edu/aggiehonor for more information. At this point in your preparation for your professional career, it is expected that you have already grasped the importance of integrity. You are expected to behave with integrity because you have internalized its importance in our discipline and in the academic enterprise as a whole, rather than because you fear the negative consequences of being caught behaving dishonestly. For more information about consequences for violations of rules on academic honesty, see http://student-rules.tamu.edu.

According to Texas A&M University Student Rule 20, Plagiarism is "The appropriation of another person's ideas, processes, results, or words without giving appropriate credit." (http://student-rules.tamu.edu). You should credit your use of anyone else's words, graphic images, or ideas using standard citation styles. If I should discover that you have failed to properly credit sources or have improperly used material written by someone else, I will assign a course grade of "unsatisfactory" to you. The Aggie Honor System Office processes for adjudication and appeals can be found at www.tamu.edu/aggie honor

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

I have a severe visual impairment. Exposing students to a variety of perspectives and types of people is key to the mission of a major public university. Having a legally blind professor will develop your awareness of and sensitivity toward the disabled. The simple things you need to do to accommodate the disability-related needs of your instructor are part of your education about diversity and should be viewed as any other course requirements.

I might have difficulty matching names with faces, because I cannot see entire faces clearly. Please do not take this personally or assume that I do not care about you as an individual. You need to carefully follow all directions regarding fonts and font sizes and use black/white contrast in any materials I will need to reads, such as documents and PowerPoint slides. Do not shade or highlight written material or text on slides. Your handwriting needs to be black ink in block letters that are widely spaced and are about one quarter to one half inch in height (no larger). Never open the blinds in our classroom. Keep your backpack under your desk, not against the wall. Keep your feet away from areas where I might walk. Keep the desks out of the front and side aisles of the classroom. Never place drinks on any surface in our classroom except on your desk. If you wish to shake my hand, you will have to tell me. I will not see your extended hand. I might not recognize or respond to you outside of the classroom unless you introduce yourself and address me by name. When in doubt, assume that I cannot see you. Following are some examples of types of print and handwriting that I can and cannot read.

Can't Read

Can't Read

Can't Read
Can't Read

Can't Read

Can Read

Can't Read

Course Calendar

Complete readings by the date on which they are listed below. Be prepared to discuss them and answer questions about them. **MTT** = McKeachie's Teaching Tips (Svinicki & McKeachie); **ECUT** = Effective College and University Teaching (Buskist & Benassi); **TG** = Teaching Guide (under Teaching Guides) on Sociology Teaching In-Site organization webpage on eCampus.
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
</tr>
</thead>
</table>
| 1 Jan. 21 | Introductions  
Course Overview  
Review Syllabus  
Discuss Assignments | **Ice Breaker:** *Guess Who*  
**Activity:** *Tell and Show -- Your Happy Face*  
**Due:** photo (head shot at least 3 inches in height)  
**Due:** Teaching Experience and Career Goals Inventory  
**Due:** three-person Micro-Teaching Collaborative Teams formed  
**Film Clip:** *Ferris Bueller's Day Off*  
**Consider:** ideal course; you would like to teach (hereafter referred to as My Ideal Course, MIC) | *MTT,* Ch. 1 (Introduction)  
*ECUT,* Ch. 3 (Allaying Graduate Student Fears about Teaching)  
Outline Summary of Boyer Report Recommendations, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* by the Carnegie Foundation's Boyer Commission  
http://www.as.wvu.edu/~lbrady/boyer-report.html  
http://chronicle.com/article/Are-Undergraduates-Actually/125979/  
*What is SoTL? Society for Teaching and Learning in Higher Education*  
http://www.stlhe.ca/sotl/what-is-sotl/  
**Supplemental:**  
http://www.washingtonmonthly.com/college_guide/blog/quality_assurance_for_higher_e.php?page=all |
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| 3 Feb. 4 | Do people have learning styles? Do you?  
*Perry Scheme for Intellectual/Ethical Development*  
Who (and "where") are your students? What are college undergraduates like in general? TAMU undergraduates? Sociology Majors? Are students just consumers in an educational marketplace? Do many students have an unreasonable sense of entitlement? | **Due:** Identification of MIC  
**Due:** Completed Index of Learning Style Questionnaire by B Soloman and R. Felder (NC State Univ.). Bring results to class.  
**Discussion:** Your Learning Style  
**Activity:** Complete “Teachers I’d Most and Least Like to Emulate” survey | **MTT,** Ch.2 (Countdown for Course Preparation)  
**ECUT,** Ch. 4 (Preparing for the Transition from Graduate School to the Academy)  
Interpreting your Learning Style Inventory results:  
**Overview,** *Perry Scheme for intellectual/Ethical Development,*  
http://perrynetwork.org/?page_id=21  
**The American Freshman: National Norms Fall 2013. Higher Education Research Institute, UCLA.**  
**Students Are ‘Customers,’ but Not in the Classroom,** M.O. Thirunarayanan,  
Chronical of Higher Education, 7/6/2012  
http://chronicle.com/article/Students-Are-Customers-but/130254/  
**Supplemental:**  
Enrollment Profile Report Fall, 2015, Data and Research Services, Texas A&M Univ.  
http://dars.tamu.edu/Data-and-Reports/Student#enrollment (Select most recend available edition.)  
**ASA Bachelor’s and Beyond Survey**  
http://tso.sagepub.com/content/38/4/314.abstract  
**Antidote for Entitled ‘Customers’ Inside Higher Education by Steven J. Bell**  
<table>
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</tr>
</thead>
</table>
| 4    | Diversity and inclusion in the classroom                                  | **Due:** Completed *Teaching Goals Inventory* by T Angelo and K. Cross (Univ. of Iowa). Bring results to class. [Link](http://fm.iowa.uiowa.edu/fmi/xsl/tgi/data_entry.xsl?-db=tgi_data-&-lay=Layout01&view)  
**Due:** *Flexercise One* Plan Approval  
**Discussion:** Results of "Teachers I'd Most and Least Like to Emulate" survey  
**Discussion:** Results of *Teaching Goals Inventory*  
**Activity:** Complete *Essence of Sociology* inventory. | *MTT*, Ch. 12 (Teaching Culturally Diverse Students)  
*ECUT*, Ch. 16 (Diversity and Diversity Issues in Teaching) [Teaching Diversity Content/Courses]  
*ECUT*, Ch. 10 (Learning-Centered Lecturing)  
Sylvia Hurtado, *et al.*, *Undergraduate Teaching Faculty: The 2010-2011 HERI Faculty Survey*, Higher Education Research Institute, UCLA. (See tables on use of student-centered techniques.) [Link](http://www.heri.ucla.edu/monographs/HERI-FAC2011-Monograph.pdf)  
**Watch Video** (48 mins.): Good vs. Great Teaching: Are the best teachers born or made? (Dr. Shannon Kincaid, CUNY). [Link](https://www.youtube.com/watch?v=IOZgkmsyQnc)  
**Supplemental:**  
*Diversity & Inclusive Teaching*, Center for Teaching, Vanderbilt Univ. [Link](http://cft.vanderbilt.edu/guides-sub-pages/diversity/) |
| Feb. 11 | Are great teachers born or made? Nature or nurture? Art or science?  
Do you have a teaching style?  
Teacher-Centered vs. Student (Learner)-centered Classrooms | | |
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<tr>
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<tbody>
<tr>
<td>Feb. 18</td>
<td>Reflective Statement on Philosophy of Teaching and Learning</td>
<td><strong>Tutorial Due:</strong> Completed <em>Getting Started Exercise</em> (Generating Ideas) under <em>Getting Started</em> (<a href="http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html">http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html</a>)</td>
<td><em>ECUT</em>, Ch. 8 (Writing and Developing Your Philosophy of Teaching)</td>
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<tr>
<td></td>
<td>Teaching Sociology: Core?; Sensitive issues; Politics; Common student misperceptions in Sociology courses; Topics difficult to teach; Can critical thinking be taught?</td>
<td><strong>Due:</strong> Flexercise Two Plan Approval</td>
<td><em>ECUT</em>, Ch. 17 (Teaching Controversial Issues, Liberally)</td>
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<td><em>MTT</em>, Ch. 21 (Teaching Thinking)</td>
</tr>
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<td>Week</td>
<td>Topic(s)</td>
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</tbody>
</table>
| 6    | **Learning Theories:** Levels of Learning: Bloom's Cognitive and Affective Taxonomies  
      Experiential Learning: Case Method, Problem Based Learning (PBL), Role Plays, Simulations, and Games, Service Learning, Field Work, and Labs  
      Student Motivation: the ARCS model  
      Instructional Design Models  
      The "Big Idea," Big Question" the course will address  
      Selected Theories  
      Five Stages of Course Design: five activities: design, development, production, execution, and evaluation | **Tutorial Due:** Completed Step Two of the tutorial for creating your statement of philosophy of teaching and learning (Creating Your Teaching Philosophy Draft)  
http://www1.umn.edu/ohr/teachlearn/tutorials/philosophy/index.html  
**Due:** List of three teaching-related questions you would like to ask our panel of experienced Graduate Instructors who will visit on March 24. | **ECUT, Ch. 6 (The Science of Learning and Its Applications)  
Forehand, Mary. 2001. “Bloom’s Taxonomy” in Emerging Perspectives on Learning, Teaching and Technology, Michael Orey (Ed.).  
MTT, Ch. 15 (Experiential Learning: Case-Based, Problem-Based, and Reality-Based)  
MTT, Ch. 11 (Motivation in the College Classroom)  
ARCS: A Story of Motivational Design, an entertaining YouTube video by John Johnson (3 mins.) on John Keller’s ARCS Model.  
http://www.youtube.com/watch?v=EtEajgPEwRE  
ADDIE Model (for Instructional Design)  
http://www.instructionaldesign.org/models/addie.html  
**Supplemental:**  
Learning Theories, Instructional Design.org  
http://www.instructionaldesign.org/theories/index.html  
Motivating Your Students, Teaching Tips and Resources, Center for Instructional Excellence, Purdue Univ. (John Keller’s ARCS Model)  
http://www.purdue.edu/cie/teachingtips/motivating_students/index.html  
Instructional Design Models, Instructional Design Central  
http://www.instructionaldesigncentral.com/htm/IDC_instructionaldesignmodels.htm |
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<tr>
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</tr>
</thead>
</table>
| 7 Mar. 3 | Course Rationale (Big Idea?)  
Course Goals vs. Objectives and Outcomes  
Topics: Lesson Plans to achieve objectives  
Selecting Books and Other Readings  
Technology in Teaching | **Tutorial Due:** Completed Step Three of the tutorial for creating your statement of philosophy of teaching and learning: Assessing your teaching philosophy statement draft  
**Due:** First Draft of Reflective Statement on Philosophy of Teaching and Learning  
**Activity** (Debate): Textbooks—To Use or Not to Use. Be prepared to argue on either side, using the readings | **ECUT,** Ch. 7 (Course Design)  
**Assessment Primer:** *Course Goals, Objectives & Learning Outcomes,* Assessment, Univ. of Connecticut  
[http://assessment.uconn.edu/primer/goals1.html](http://assessment.uconn.edu/primer/goals1.html)  
**Strategies for Effective Lesson Planning,* Stiliana Milkova; Center for Research on Learning and Teaching, Univ. of Michigan  
[http://www.cirtl.umich.edu/gsis/p2_5](http://www.cirtl.umich.edu/gsis/p2_5)  
**Planning a Course: Choosing and Using Instructional Materials,* Center for the Integration of Research, Teaching and Learning  
[http://www.cirtl.net/node/2515](http://www.cirtl.net/node/2515)  
**ECUT,** Ch. 18 (Technology in Higher Education) |
<table>
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</tr>
</thead>
</table>
| 8    | Mar. 10                                                                | Developing Handouts, Assignments and Exams, High stakes vs. low stakes assessments, Getting Students to Read, Incorporating Writing into your course, Activities/Discussions Group Work | **Activity:** Complete Letter Grade Meanings Inventory, *MTT*, Ch. 7 (Assessing, Testing, and Evaluating...), *ECUT*, Ch. 12 (Leading Discussions)  
Low-Stakes Assignments, Teaching Commons, DePaul Univ.  
http://teachingcommons.depaul.edu/Feedback_Grad ing/low-stakes-assignments.html  
Integrating Writing into Your Teaching, Graduate School of Arts and Sciences Teaching Center, Columbia Univ.  
*MTT*, Ch. 14 (Active Learning: Group-Based Learning)  
**Supplemental:**  
*Methods of Assessment*, Center for Teaching and Learning, Univ. of Texas  
https://ctl.utexas.edu/teaching/assessment/planning/methods  
A sample writing assignment that requires critical thinking.  
http://www.criticalthinking.org/pages/a-sample-assignment-format/438  
Extensive packet of writing handouts: *Teaching Your Students Good Writing*, Graduate Teaching Center, Advanced Teaching Series, Yale Univ.  
http://www.yale.edu/graduateschool/teaching/forms/papers/writingWorkshopHandout.pdf  
*MTT*, Ch. 16 (Using High-Stakes and Low-Stakes Writing to Enhance Learning)  
Discussions, Teaching Guide, Center for Teaching, Vanderbilt Univ.  
http://cft.vanderbilt.edu/guides-sub-pages/discussions/  
*Managing Hot Moments in the Classroom*, by Lee Warren, Derek Bok Center for Teaching and Learning, Harvard Univ., posted by Carnegie Mellon Univ.  
http://www.cmu.edu/teaching/resources/Teaching/CourseDesign/InstructionalStrategies/Hot-MomentsClassroom.pdf  
Difficult Dialogues, Center for Teaching, Vanderbilt Univ.  
http://cft.vanderbilt.edu/guides-sub-pages/difficult-dialogues/  
Sociology through Active Learning: Student Exercises, by Kathleen McKinney et al. (2001)  
http://www.sagepub.com/upm-data/3023_McKinneyNote.pdf |
<table>
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</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Grade Schemas&lt;br&gt;Course Policies: attendance; participation; grading on improvement, attitude, participation, attendance, etc.&lt;br&gt;Academic Dishonesty&lt;br&gt;Putting it all together in a syllabus: Required and recommended syllabus components</td>
<td><strong>Deadline:</strong> <em>Exercise One Completion Deadline</em>&lt;br&gt;<strong>Discussion:</strong> Results of Letter Grade Meanings Inventory&lt;br&gt;<strong>Activity:</strong> Graduate Instructor Panel</td>
<td><em>TG: Syllabus Checklist</em>&lt;br&gt;<em>TG: Draft Syllabi: Suggestions and Common Omissions</em>&lt;br&gt;<em>TG: Syllabus Template</em>&lt;br&gt;<em>TG: Academic Integrity and the Aggie Code of Honor</em>&lt;br&gt;<strong>Supplemental:</strong> <em>Teaching Tips to Prevent Academic Misconduct,</em> Faculty Resources, Aggie Honor System Office, Texas A&amp;M Univ.&lt;br&gt;<a href="http://aggiehonors.tamu.edu/Faculty/TeachingTips.aspx">http://aggiehonors.tamu.edu/Faculty/TeachingTips.aspx</a>&lt;br&gt;<em>Preventing Academic Misconduct,</em> Graduate Student Instructor Teaching Resource Center, UC Berkeley&lt;br&gt;<a href="http://gsi.berkeley.edu/teachingguide/misconduct/index.html">http://gsi.berkeley.edu/teachingguide/misconduct/index.html</a>&lt;br&gt;<em>Minimum Syllabus Requirements,</em> Curricular Services, Texas A&amp;M Univ.&lt;br&gt;<a href="http://curricularservices.tamu.edu/minimum-syllabus-requirements/">http://curricularservices.tamu.edu/minimum-syllabus-requirements/</a></td>
</tr>
<tr>
<td>10</td>
<td>Effective Lectures&lt;br&gt;Class Size Issues&lt;br&gt;Using <em>PowerPoint</em> Effectively&lt;br&gt;Using Online Course Management Platforms (e.g., eCampus and Howdy)</td>
<td></td>
<td><em>MTT, Ch. 6 (How to Make Lectures More Effective)</em>&lt;br&gt;<em>Seven Principles for Good Practice in Undergraduate Education,</em> Walker Center for Teaching and Learning; Univ. of Tennessee, Chattanooga&lt;br&gt;<a href="http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php">http://www.utc.edu/walker-center-teaching-learning/teaching-resources/7-principles.php</a>&lt;br&gt;<em>MTT, Ch. 18 (Teaching Large Classes)</em>...&lt;br&gt;<strong>Supplemental:</strong> <em>What the Best College Teachers Do,</em> by Ken Bain, Harvard Univ. Press, Cambridge, MA, 2004.&lt;br&gt;<em>Large Classes: A Teaching Guide,</em> Center for Teaching Excellence, Univ. of Maryland&lt;br&gt;<a href="http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html">http://www.cte.umd.edu/library/teachingLargeClass/guide/index.html</a>&lt;br&gt;Hill, Andrea, et al. (2012) “The dilemmas of <em>PowerPoint.</em>” <em>Teaching Sociology</em> 40(3):242-56&lt;br&gt;<em>Get Started with eCampus,</em> Instructional Technology Services, Texas A&amp;M Univ.&lt;br&gt;<a href="http://ecampus.tamu.edu/get-started.php">http://ecampus.tamu.edu/get-started.php</a></td>
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<td>Week</td>
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| **11 Apr. 6** | Classroom Assessment Techniques (CATs) | **Due:** First Draft of MIC Syllabus Due  
**Due:** Micro-Teaching Experience One  
**Activity:** Fill in the Blanket: Writing Specific and Precise Test Questions  
**Video:** Student Views on Instructor Feedback ([link](https://nms.doit.wisc.edu/embedders/e.php?account=lde&file=2013Kickoff.m4v&folder=/ta&w=640&h=360&start=false&cap=no&capurl=&img=)) | Strategies to Check Student Learning in the Classroom (Classroom Assessment Techniques), Center for Excellence in Learning and Teaching, Iowa State Univ.  
http://www.celt.iastate.edu/teaching-resources/classroom-practice/teaching-techniques-strategies/check-student-learning/  
MTT, Ch.8 (Testing: The Details)  
MTT, Ch.9 (Good Designs for Written Feedback for Students)  
Strengths and Dangers of Essay Questions for Exams, Center for Teaching Excellence, Duquesne Univ.  
Writing Multiple Choice Items: Best Practices, Center for Teaching and Learning, Univ. of Texas  
http://ctl.utexas.edu/teaching/assessment/planning/multiple-choice  
Best Practices for Designing and Grading Exams, Center for Research on Learning and Teaching, Univ. of Michigan.  
http://www.crlt.umich.edu/P8_0  
**Supplemental:**  
Classroom Assessment Techniques (CATs): A Guide for Faculty and Teaching Assistants; University Teaching and Learning Center, George Washington Univ.  
http://tlc.provost.gwu.edu/classroom-assessment-techniques  
Improving Multiple Choice Exams, Center for Faculty Excellence, Univ. of North Carolina.  
http://www.uky.edu/Ag/CLD/CETL/files/f09workshop/Improv%20MC_UNC%20CFE.pdf  
How to Provide Constructive Feedback -- that Won’t Exasperate Your Students, Graduate School of Arts and Sciences Teaching Center, Columbia Univ.  
<table>
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<tr>
<th>Week</th>
<th>Topic(s)</th>
<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
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<tr>
<td>12</td>
<td>Grading: Rubrics</td>
<td><strong>Due:</strong> Final Draft of <em>Reflective Statement on Philosophy of Teaching and Learning</em>, Due</td>
<td><em>MTT</em>, Ch. 10 (Assigning Grades: What Do They Mean?)</td>
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<td>Apr. 13</td>
<td>Grading on a percentage scale (criterion referenced) or on a curve (norm referenced)</td>
<td><strong>Activity:</strong> Wanna’ <strong>BET</strong>*?</td>
<td><em>ECUT</em>, Ch. 19 (Course and Instructor Evaluation)</td>
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<td>Grade Inflation</td>
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<td><strong>Improving Your Teaching, Obtaining Feedback,</strong> Center for Research on Learning and Teaching, Univ. of Michigan</td>
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<td>Formative and Summative Teaching Evaluation</td>
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<td>What do Student Ratings of Teaching Measure?</td>
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<td><em>Do Student Evaluations Measure Teaching Effectiveness?</em> Phillip Stark; <em>The Berkeley Blog</em>,</td>
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<td>Ethics/FERPA/Student Educational Records</td>
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<td><a href="http://blogs.berkeley.edu/2013/10/14/do-student-evaluations-measure-teaching-effectiveness/">http://blogs.berkeley.edu/2013/10/14/do-student-evaluations-measure-teaching-effectiveness/</a></td>
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<td><em>MTT</em>, Ch. 22 (The Ethics of Teaching)</td>
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<td><em>FERPA for Faculty, Staff and Administrators,</em> Texas A&amp;M University, Office of the Registrar</td>
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<td><strong>Supplemental:</strong></td>
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<td><em>Grading Student Work,</em> Center for Teaching Guide, Vanderbilt University</td>
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<td><a href="http://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/">http://cft.vanderbilt.edu/guides-sub-pages/grading-student-work/</a></td>
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<td><em>Grading Time: I Give Up, You're All Exceptional,</em> Rebecca Schuman, The Huffington Post, posted May 7, 2012</td>
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<td><a href="http://www.huffingtonpost.com/rebecca-schuman/grading-time-i-give-up-yo_b_1489430.html">http://www.huffingtonpost.com/rebecca-schuman/grading-time-i-give-up-yo_b_1489430.html</a></td>
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<td><em>Gathering Feedback from Students,</em> Center for Teaching; Vanderbilt University (Includes forms to download and use)</td>
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<td><a href="http://cft.vanderbilt.edu/guides-sub-pages/student-feedback/">http://cft.vanderbilt.edu/guides-sub-pages/student-feedback/</a></td>
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<td><em>The Quick Course Diagnosis (QCD)</em> (Barbara J. Millis), Center for Teaching Excellence, Lansing Community College</td>
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<td><a href="http://www.lcc.edu/cte/services_support/faculty_feedback_project/qcd.aspx">http://www.lcc.edu/cte/services_support/faculty_feedback_project/qcd.aspx</a></td>
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<td><em>ASA Code of Ethics</em> (see section 18)</td>
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| 13   | Classroom Interaction and Management         | Due: Notes on Observation of Master Teacher  
**Video Clips:** Scenes from a Classroom (vignettes of student complaints/issues and suggested responses), Center for Teaching and Learning, Univ. of Minnesota [http://www1.umn.edu/ohr/teachlearn/tutorials/conflict/](http://www1.umn.edu/ohr/teachlearn/tutorials/conflict/) | *ECUT,* Ch. 9 (Developing Student-Teacher Rapport...)  
*MTT,* Ch.13 (Different Students, Different Challenges)  
Addressing Students' Needs, Dealing with Disruptive Behavior in the Classroom, Center for the Integration of Research, Teaching and Learning [http://www.cirl.net/node/2553](http://www.cirl.net/node/2553)  
TG: When Students Need More Help than you Can (or Should) Provide  
*ECUT,* Ch. 5 (Teaching in the Context of Professional Development and Work-Private Life Balance)  
Time Management for Teaching, Center for Teaching Excellence, St. Edward's Univ. ([View the slide show.](http://think.stedwards.edu/cte/blog/pct/time-management-teaching))  
**Supplemental:**  
For Your Consideration: Reflections on Teaching and Learning; Managing Classroom Conflict, Center for Faculty Excellence; Univ. of North Carolina [http://cfe.unc.edu/pdfs/FYC22](http://cfe.unc.edu/pdfs/FYC22)  
<table>
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<th>Scheduled Activities and Due Dates</th>
<th>Reading to be Completed Before Class</th>
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<tr>
<td>14</td>
<td>Micro-Teaching Experience Two</td>
<td>Due: Teaching Portfolio</td>
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<td>Due: Flexercise Two</td>
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<td>TBD</td>
<td>Micro-Teaching Experience Two spillover (?)</td>
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Course Changes
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions
1. Course request type: □ Undergraduate  ✔ Graduate  □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): School of Public Health Epidemiology and Biostatistics
3. Course prefix, number and complete title of course:
   PHEB 680 Epidemiologic Proposal Development
   Attach a brief supporting statement for changes in title or content, schedule, and 5 below.
4. Change requested
   a. Prerequisite(s): From: _____________________ To: _____________________
   b. Withdrawal (reason): No longer required. No enrollment for several years.
   c. Cross-list with: ________________________________
   Cross-listed courses require the signature of both department heads.
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type: □ Grade  □ S/U  □ P/F (CLA)
7. If this course will be stacked, please indicate the course number of the stacked course: ___________________
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
9. Complete current course title and current catalog course description:
   This course describes the components of a National Institutes of Health grant application, including the scientific, budgetary and human subjects aspects of the proposal. Students develop an epidemiologic research proposal utilizing these guidelines. In a mock study section, the students will serve as reviewers for colleagues' proposals.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   a. As currently in course inventory:

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<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>PHEB</td>
<td>680</td>
<td>Epidemiologic Proposal Devpt</td>
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<th>Admin. Unit</th>
<th>HCE Code</th>
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   b. Change to:

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<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<th>Lect</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
<th>Level</th>
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</thead>
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   Approval recommended by: ____________________________

   Department Head or Program Chair (Type Name & Sign) Date 2/3/15

   Department Head or Program Chair (Type Name & Sign) Date 3/2/15 (if cross-listed course)

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

   Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8211 or sandra.williams@tamu.edu.
Curricular Services – 08/14
Texas A&M University
Department Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions
1. Course request type:
   □ Undergraduate  □ Graduate  □ First Professional
2. Request submitted by (Department or Program Name): School of Public Health
3. Course prefix, number and complete title of course: SOPH 690 Thesis Development
4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): no longer required; no enrollment for several years
   c. Cross-list with:

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.
5. Is this an existing core curriculum course? □ Yes  □ No
6. If grade type is changing for existing course, indicate the new grade type:
   □ Grade  □ S/U  □ P/F (CLMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).
8. Complete current course title and current catalog course description:
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

11. a. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   SOPH 690 Thesis Development
   Lect. Lab Other SCH CIP and Fund Code  Admin. Unit  HICE Code
   3.00  0.00  3.00  512201  2425  0 0 3 6 3 2

   b. Change to:

   Prefix  Course #  Title (excluding punctuation)
   
   Lect. Lab Other SCH CIP and Fund Code  Admin. Unit  HICE Code
   
   Approval recommended by:
   Antonio Rene, Ph.D.  2/11/11

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

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

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

   Associate Director, Curricular Services  

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14
Informational Items
School of Law

New Courses

LAW 7303. Agricultural Law. Credit 2 to 3. Study of major areas of agricultural law; practical approach including discussions and hands-on assignments; legal issues relating to animal agriculture, food safety, landowner rights, the interaction between agriculture and energy production, agricultural leases, agricultural policy and estate and succession planning for farm families. Prerequisite: One year of law school in full-time or part-time program.

LAW 7320. Health Care, Technology and the Law. Credit 2 to 3. Introduction to legal issues that healthcare businesses encounter when using technology to enhance the patient-physician experience; examination of the regulation of patient privacy and security, medical software and mobile applications, electronic medical records, robotic surgery, fraud and abuse, corporate practice of medicine and use of the internet to deliver medicine across state lines. Prerequisite: One year of law school in full-time or part-time program.

LAW 7493. Securities Law Enforcement. (2-0). Credit 2. Exploration of the SEC’s enforcement of federal securities laws and related efforts by FINRA and the DOJ; introduction to how the SEC enforces federal securities laws including various aspects of the enforcement process, investigative techniques, the Wells process and the SEC’s litigation efforts in both federal courts and administrative proceedings. Prerequisite: One year of law school in full-time or part-time program; Business Associations I.

LAW 7644. Climate Change and Energy Law Seminar. (2-0). Credit 2. Analysis of evolving climate change control and adaptation policies, both domestic and international; evaluation of policies intersecting with laws regulating energy development; the extent to which laws and policies incentivize technological innovation and encourage sustainable energy development. Prerequisite: All lockstep courses except Constitutional Law.

LAW 7792. LARW III: Criminal Procedure. (2-0). Credit 2. Concepts first studied in Criminal Procedure will be put into practice; includes draft motions to suppress and habeas corpus petitions challenging timely topics. Prerequisite: One year of law school in full-time or part-time program; Criminal Procedure.

LAW 7868S. Intellectual Property and Technology Clinic. Credit 2 to 3. Trademarks section focuses on general trademark issues; patent section focuses on general patent issues; includes counseling clients, conducting registrability or patentability searches and preparing trademark or patentability opinions for clinic clients, drafting and filing of trademark or patent applications and response to Office Actions. May be taken two times for credit. Prerequisites: One year of law school in full-time or part-time program; trademark section: Intellectual Property, or Trademark and Unfair Competition or concurrent enrollment.
LAW 7869. Innocence Clinic. Credit 2 to 3. Opportunities to investigate claims of actual innocence on behalf of Texas inmates including document/transcript review, examining new evidence and locating and re-interviewing witnesses; work closely with innocence Project of Texas attorneys if cases move into litigation; weekly classroom component explores causes and cures of wrongful convictions. May be taken two times for credit. Prerequisites: One year of law school in full-time or part-time program.

Change in Courses

LAW 7162. Civil Rights Litigation.

Course description
From: This course provides an overview of federal legislation designed to provide private actions to enforce constitutional rights, including the kinds of relief available and limits on recovery.

To: Federal claims against local or state officials alleging violations of U.S. constitution; relevant to lawyers representing school districts, prisons, law enforcement and state government agencies as well as individuals served by these entities.


Course description
From: This seminar studies the many and various ways in which race and the American legal system interact, from both a historical and contemporary standpoint. Particular emphasis will be placed on the role the law has played in reinforcing slavery, shaping Reconstruction, and influencing the lives of various racial groups. The seminar culminates with an examination of some of the current issues surrounding the legal treatment of race, including reparations and affirmative action.

To: Impact of race and ethnicity on the American legal system from a historical and contemporary standpoint; examination of the role of race in criminal justice, immigration, family affairs, business, education and national security context; preparation to represent diverse clients.


Course description
From: An examination of an emerging branch of legal inquiry that addresses threats to the autonomy of American nationhood. The sources of this law are not unified, ranging from early landmark cases in the Supreme Court to statutes, executive orders, and "practices." The basic theme of the course is the counterbalancing of legal protection from genuine threats to our national life and the need to preserve our fundamental rights under the rule of law.

To: Criminal and civil statutes, Supreme Court cases, executive orders and government policies that impact U.S. national security; relevant to prosecutors, criminal defense attorneys and lawyers representing state and federal agencies, law enforcement, technology companies, as well as individuals served by these entities.
NEW COURSES
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   □ Undergraduate □ Graduate □ First Professional (e.g., DPM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):  
   School of Law  
   Law 7303 Agricultural Law

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

4. Catalog course description (not to exceed 50 words):

   Teaches upon some of the major areas of agricultural law; takes a practical approach, including discussions and hands-on assignments; discusses legal issues relating to animal agriculture, food safety, landowner rights, the interaction between agriculture and energy production, agricultural leases, agricultural policy, and estate and succession planning for farm families.

5. Prerequisite(s):  
   One year of law school in the full-time or part-time program

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

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

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

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

10. 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)

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

12. [Table: Prefix, Course #, Title (excluding punctuation)]

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<thead>
<tr>
<th>Prefix</th>
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<th>Title (excluding punctuation)</th>
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<tr>
<td>Law</td>
<td>7303</td>
<td>Agricultural Law</td>
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   Approval recommended by:

   Maxine M. Harrington  
   Department Head or Program Chair (Type Name & Sign)  
   Date 2-25-15

   Neal Newman  
   Chair, College Review Committee  
   Date 2-25-15

   Andrew P. Morris  
   Dean of College  
   Date 2-25-15

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

   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 – 04/14
COURSE SYLLABUS
Agricultural Law
Fall 201x

Course Information:

Agricultural Law  LAW-7800F-601 CRN 23236
2 Credit Hours
Fall 201x

Course Description: This course touches upon some of the major areas of agricultural law. The course takes a practical approach, including discussions and hands-on assignments; Legal issues relating to animal agriculture, food safety, landowner rights, the interaction between agriculture and energy production, agricultural leases, agricultural policy, and estate and succession planning for farm families will be discussed.

Prerequisite: One year in law school in the full-time or part-time program

Instructor Information:

Professor Tiffany Dowell
(979) 845-1941
tdowell@tamu.edu
600 John Kimbrough Blvd, Ste. 337
College Station, TX 77843
Office hours available by appointment.

Resource Materials:

The materials for this course will be available via Blackboard and will be posted two weeks prior to each class. Students are expected to review all materials in advance of class and be prepared to discuss the reading assignments each meeting.

Course Objectives:

The goal of this course is to provide a basic overview of some of the major legal issues surrounding the agricultural industry. The course will focus on practical legal issues commonly seen by agricultural law attorneys practicing in Texas. At the end of this course, students should be able to

- Understand and identify the basic concepts and legal issues important to the agricultural industry, farmers and ranchers, suppliers of agricultural services and products, and food firms;
- Acquire an understanding of basic Texas agricultural laws and statutes;
- Articulate and debate differing positions on various policy issues;
• Demonstrate comprehension of the general rules, principles and concepts of agricultural law as evidenced by performance on the final examination; and
• Improve legal research, communication, and writing skills through various weekly writing assignments.

Evaluation and Grading Policies

Students will be evaluated based upon their performance on 5 short written assignments and a final examination. Work must be submitted in a timely fashion; late work will not be accepted.

The points available for each assignment are as follows:
Written assignments: 100 points (20 points possible per assignment)
Final examination: 200 points
One extra credit assignment, worth 5 points, will be given at the beginning of the semester for interested students.

Students are required to abide by the Texas A&M University Law School’s attendance policy and applicable consequences.

Course Topics & Calendar of Activities

In order to provide students with a general overview of agricultural law, this course will focus on numerous important legal issues. A detailed list of reading materials and assignments due will be posted each week on Blackboard. Each class meeting will focus on a different legal concept, as described below.

September 6, 2014 – What is Agricultural Law?; Important Issues in Agricultural Law; Agricultural Leases

September 27, 2014 – Agriculture and Energy Production

October 4, 2014 – Animal Law; Establishing a Niche Practice

October 18, 2014 – Food Law; Local Food; Production Contracts; Fence Law

November 6, 2014 – Water Law from an Agricultural Perspective; Emerging Issues in Law and Policy for Agriculture Producers and Private Landowners

November 22, 2014 – Agricultural Policy; Estate and Succession Planning for the Farm Family

Law School Disability Policy:

Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability
services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

As required by the Texas A&M University Law School Honor System Rules, the Aggie Honor Code shall apply to students in this course. “An Aggie does not lie, cheat or steal, or tolerate those who do.”

**Statement on Professionalism:**

“What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.” Dean Roscoe Pound”…In the Spirit of Public Service: A Blueprint for the Rekindling of Lawyer Professionalism” at 10 (ABA 1986).

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’” Commission on Professionalism, State Bar of New Mexico.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate  □ Graduate  ☑ First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): School of Law

3. Course prefix, number and complete title of course: Law 7320  Health Care, Technology & the Law

4. Catalog course description (not to exceed 50 words):
Introduces legal issues that healthcare businesses encounter when using technology to enhance the patient-physician experience; examines regulation of patient privacy and security, medical software and mobile apps, electronic medical records, robotic surgery, fraud and abuse, corporate practice of medicine, and use of the Internet to deliver medicine across state lines.

5. Prerequisite(s): One year of law school in the full-time or part-time program

Cross-listed with:
Stacked with:

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

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

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

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

8. Will this course be submitted to the Core Curriculum Council? □ Yes  ☑ No

9. 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)
   J.D. (Law)

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

☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

12. Prefix  Course #  Title (excluding punctuation)
    Law  7320  Health Care, Tech & Law

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Approval recommended by:
Maxine Harrington  2/25/15
Department Head or Program Chair (Type Name & Sign)  Date

Neal Newman  2/25/15
Chair, College Review Committee  Date

Andrew P. Morris  2/25/15
Dean of College  Date

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

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 04/14
Healthcare, Technology and the Law

Fall 20xx Course Syllabus & Reading Material

Course Information

Healthcare, Technology and the Law
LAW-7900F-601
Thursdays 1:00pm until 2:50pm

Instructor Information

Tara Kepler, JD, MPA  www.keplerhealthlaw.com  tara@keplerhealthlaw.com  (972) 596-5293
additional contact information and office hours will be provided on the first day of class

Course Description & Prerequisites

This course introduces students to the array of legal issues that healthcare businesses encounter when technology is used to enhance the patient-physician experience. The course will examine government regulation of patient privacy and security, medical software and mobile apps, electronic medical records, robotic surgery, fraud and abuse, the corporate practice of medicine, and the use of the Internet to deliver medicine across state lines.

Prerequisite: One year of law school in the full-time or part-time program

Course Reading Materials

There is no formal textbook for this course. The required reading materials for each class are listed below and will also be made available to students electronically at least one week in advance of the class discussion.

Course Objectives

By the end of the course, students should be able to:

- Identify and resolve competing authorities governing healthcare technology business ventures
- Master common state and federal compliance issues for healthcare technology business models
- Identify and apply the analytical framework for resolving common healthcare technology business dilemmas
- Develop and draft practical advice for start-up and established healthcare technology businesses
40% Pop Quizzes
There will be seven (7) in-class pop quizzes (short answer and/or multiple choice) which will assess:

- Whether students reviewed the reading material in preparation for the class discussion; and
- Whether students engaged in the classroom discussion (e.g., listened and took notes).

The two lowest grades for the pop quizzes will be dropped. The top five quiz scores will be equally weighted. Quizzes will all be "open book and open notes," but with time limitations.

60% Final Exam
The final exam will be "open book and open notes" and will include a combination of multiple choice, short answer and short essay questions. The final exam will be Monday, December 15 at 2pm.

Law School Disability Policy
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University's disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Professionalism & Academic Integrity
All students must adhere to the Texas A&M University Law School Honor System Rules and with the Aggie Honor Code: "An Aggie does not lie, cheat or steal, or tolerate those who do."

All students are also expected to conduct themselves in a professional manner. "Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer's civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties." Commission on Professionalism, State Bar of New Mexico.
1. THE FEDERALISM FRAMEWORK

Issues
- What are the interplay and bases of federal and state regulation of the US healthcare industry?
- Why is this interplay particularly relevant when advising clients involved in the business of healthcare technology in US and abroad?

Reading Material for August 28
- 42 U.S.C. § 18091
II. DIAGNOSING & TREATING VIA TECHNOLOGY

Issues
- When does the use of technology in healthcare become the practice of medicine?
- How do state governments define and regulate the use of technology in the practice of medicine?
- What government agencies or divisions have jurisdiction over a particular healthcare technology encounter?
- Are licensed healthcare providers held to higher or different standards across the industry?
- How may a provider or company reach across multiple states to deliver its healthcare technology services without violating the law?

Reading Material for September 4
- 42 U.S.C. §1395m(m)(1)
- 42 C.F.R. § 410.78(a)(3)
- Cal. Bus. & Prof. Code §2290.5
- Mont. Code § 37-3-342
- N.M. Stat. § 61-6-6(K)
- Miss. Code § 73-25-34
- S.D. Codified Laws § 36-4-41
III. PRESCRIBING VIA TECHNOLOGY

Issues

1. What is the standard(s) for a proper patient physician relationship for using technology to prescribe medications?
2. How do the standard(s) vary across state and federal agencies?
3. What are the bases that the DEA uses for shutting down rogue Internet pharmacies and Internet prescribing mills?
4. How do state and federal regulators ensure that electronic prescriptions are authorized by a DEA-authorized or state-licensed practitioner with the proper prescribing credentials?

Reading Material for September 11

4. Joseph Gaudio, M.D., Suspension of [DEA] Registration, 74 Fed. Reg. 10083, 10091-93 (Mar. 9, 2009);

Reading Material for September 18

1. 21 U.S.C. §§ 802(54), 829(c)
2. 21 C.F.R. § 1300.04

Reading Material for September 25

1. Ohio Admin. Code § 4731-11-09
2. Ga. Admin. Code § 360-3-02
IV. FDA REGULATION OF SOFTWARE AND MOBILE APPS

Issues

- What does the FDA regulate relevant to companies providing virtual or remote healthcare services.
- How do you determine what classification the FDA has assigned to your client's device?
- Where does the FDA draw the line between regulated and non-regulated medical devices and software in virtual healthcare industries?
- How should a startup e-health company be counseled if the company seeks to minimize FDA regulatory burdens in the early stages of company development?
- How would you advise a new client (that plans to begin marketing a device next month) if you discover the device is classified as a Class I FDA device? What about discovery that it is a Class II FDA device?

Reading Material for October 2

- 21 C.F.R. § 880.6310
- 21 C.F.R. § 892.2010
- 21 C.F.R. § 892.9
- 21 C.F.R. § 870.1130
- 21 C.F.R. Subchapter H, Table of Contents
- Mobile Medical Applications, Draft Guidance (Sept. 25, 2013)
- Medical Device Data Systems, Medical Image Storage Devices, and Medical Image Communications Devices, Draft Guidance (June 20, 2014)
V. CORPORATE PRACTICE OF MEDICINE & ILLEGAL FEE SPLITTING

Issues
- When does the act of a healthcare technology corporation transform into the criminal unlicensed practice of medicine?
- When do otherwise legitimate corporate healthcare technology profit distributions transform into illegal fee-splitting?
- How do state variations on the corporate practice of medicine doctrine shape the US healthcare technology industry?
- How far does liability reach when a healthcare technology business venture violates state medical licensing laws?

Reading Material for October 9
- 225 ll.CS 60/22(A)(14)

Reading Material for October 16
- Tex. Occ. Code § 162.001
- Tex. Occ. Code § 162.0021
VI. PATIENT PRIVACY IN A DIGITAL WORLD

Issues

- What is HIPAA?
- What is protected health information?
- What is the minimum necessary rule?
- What is a business associate?
- May a covered entity be a business associate?
- When is a business associate agreement needed and what must it include?
- Who all may be liable for the breach of a patient’s privacy rights when information is stored, created or maintained by a healthcare technology or software intermediary under the federal HIPAA Privacy & Security Rules?
- How do you advise a client on HIPAA compliance policies as it relates to data encryption and use of mobile devices?
- How are federal and state privacy laws reconciled?

Reading Material for October 23

- Eisenhower Medical Center v. Superior Court, 226 Cal.App.4th 430 (2014)
- Resolution Agreement, United States DHHS and UCLA (July 2011)

Reading Material for October 30

- HIPAA Omnibus Rule Reference Chart
- 45 C.F.R. § 160.103
- Texas Comparative Analysis Matrix: Current Federal and State Privacy Laws
- Medical Records Access & Privacy in California
VII. REIMBURSEMENT OPPORTUNITIES & RISKS

Issues
- What conditions must be met for Medicare payment for telemedicine services?
- What conditions must be met for Medicaid payment for telemedicine services?
- May private health insurance plans deny reimbursement for telemedicine services?
- Is telemedicine a “smart” business option for capitated or fee-for-service payment models?
- Why may self-insured employers be more interested in telemedicine treatment and care management modalities over traditional in-person encounters?
- What are the legal constraints for telemedicine business models that do not plan to accept any form of health insurance payments or coverage for the services provided?
- What are the most common health insurance fraud and abuse issues in telemedicine business ventures and how should you advise clients on mitigating those risks?

Reading Material for November 6
- 42 U.S.C. §1395m(m)(1)
- Medicare Claims Processing Manual, Ch. 12, §190.
- 42 C.F.R. § 410.78
- 1 Tex. Admin. Code §§ 354.1430-34
- Medi-Cal Provider Manual, Medi-Cal Services, Part 2 — General Medicine, Medicine: Telemedicine (mednet tele)
- Tex. Ins. Code § 1455.004
- Cal. Ins. Code § 10123.85

Reading Material for November 13

Reading Material for November 20
- 42 U.S.C. § 1395nn
- 22 Tex. Admin. Code § 199.5
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

4. Catalog course description (not to exceed 50 words):
Exploring the SEC’s enforcement of federal securities laws and related efforts by FINRA and the DOJ; introduces students to how the SEC enforces federal securities laws, including various aspects of the enforcement process, investigative techniques, the Wells process, and the SEC’s litigation efforts in both federal courts and administrative proceedings.

5. Prerequisite(s): One year in law school in the full-time or part-time program; Business Associations
Cross-listed with:
Stacked with:

6. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.
Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. This course will be:
a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
J.D. (Law)
b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with those departments.
11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)

12. Prefix Course # Title (excluding punctuation)
Law 7493
Sec Law Enforcement

Lect. Lab SCH CIP and Fund Code Admin. Unit Acad. Year FICE Code
0 2 0 0 0 2 2 2 0 1 0 1 0 0 8 1 7 1 0 1 5 - 1 6 0 0 3 6 3 2

Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date 2-25-15
Neal Newman
Chair, College Review Committee Date 2-25-15
Andrew P. Morris
Dean of College Date 2-25-15

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
SECURITIES LAW ENFORCEMENT
SYLLABUS – SPRING 20xx

Class Meets: Tuesdays, 4:30 - 6:20

Course Description: This course explores the Securities and Exchange Commission’s enforcement of federal securities laws and related efforts by FINRA and the DOJ. The course introduces students to how the SEC enforces federal securities laws, including various aspects of the enforcement process, investigative techniques, the Wells process, and the SEC’s litigation efforts in both federal courts and administrative proceedings.

Prerequisites: One year in law school in the full-time or part-time program: Business Associations

Instructors:

David Woodcock, Regional Director, SEC – Fort Worth Regional Office
Timothy Evans, Enforcement Attorney, SEC – Fort Worth Regional Office

Office Hours: Please email your questions directly to woodcockd@sec.gov or evanstim@sec.gov or to set up a phone call or meeting.

Attendance: Regular and punctual attendance is mandatory. You are expected to follow the attendance policy stated in the Texas A&M University School of Law Academic Standards.

Grading: Grades will be determined based on a take home final exam (80%), a practicum component (15%), and classroom participation (5%). The exam will consist of several essays. All exams will be graded anonymously. Final course grades will be adjusted in accordance with the Texas A&M University School of Law Academic Standards.

1/13/15 Course and SEC Overview

Discuss the mission of the SEC and the role of self-regulatory organizations, private plaintiffs and defense counsel in securities law enforcement. Other topics will include the general statutory framework governing enforcement actions and the resource, policy and political considerations relevant to the SEC’s Enforcement Division and FINRA’s Enforcement Department.


SEC v. W. J. Howey Co., 328 U.S. 293 (1946)


1/20/15 SEC Investigative Process

The genesis and development of an informal inquiry/formal investigation. We will discuss the SEC’s investigative authority and various investigative techniques, including subpoenas compelling the production of documents and the testimony of witnesses, telephone interviews, and chronologies. We will also discuss the rights of witnesses, the manner in which the SEC enforces its subpoenas, the SEC’s internal deliberative process, and ways in which the Enforcement Division coordinates its actions with the SEC’s other divisions and offices and the SEC’s cooperation with and referrals to or from self-regulatory organizations such as the NASD and the various stock exchanges. We will also briefly discuss the Enforcement Division’s formal recommendations to the Commission and the various types of enforcement actions.

Reading:

4. SEC Form 1662 (“Supplemental Information for Persons Requested to Supply Information Voluntarily or Directed to Supply Information Pursuant to a Commission Subpoena”), available at http://www.sec.gov/about/forms/sec1662.pdf

1/27/15 Case Origination and Market Manipulation

This class will focus on the various ways that the Commission identifies its investigations. It will include discussion of the agency’s Tips, Complaints, and Referrals system, the Office of Market Intelligence, and the Office of the Whistleblower. We will also dig deeper into the opening phases of an investigation, including the authority to conduct investigations, the documents used to confer that authority, and opening investigative steps. Finally, we will discuss the ways markets can be manipulated and how the SEC investigations such cases.

Reading:

1. Exchange Act Section 10(b) and Rule 10b-5
2. Securities Act Sections 5 and 17
3. 2014 Annual Report to Congress on the Dodd-Frank Whistleblower Program, available at...
2/3/15 Financial Reporting Fraud

This class will examine the Commission’s role in ensuring that public corporations accurately report their financial results and fully disclose material information relating to the performance of the corporation. We will discuss the creation of financial statements, the role of the independent auditor in financial reporting, and the importance of accurate financial statements to investors. The class will also discuss the SEC’s efforts to identify, investigate, and prosecute financial fraud.


2/10/15 Insider Trading

A discussion of insider trading, including the elements of the offense, the basic theories, tipper/tippee liability, and available remedies.


Dirks v. SEC, 463 U.S. 646 (1983)

SEC v. Obus, 693 F.3d 276 (2d Cir. 2012)


2/17/15 Complex Investigations

Discussion of how the SEC handles particularly complex areas in enforcement, including the Specialized Units, FCPA, Municipal Securities, Asset Management, Market Abuse, and Complex Financial Instruments.
Reading:


Market Abuse:


Foreign Corrupt Practices:


Complex Financial Instruments:


Municipal Securities and Public Pensions:

Defence Bar Perspective on SEC Enforcement

Discussions with practitioners in the SEC defense bar. Topics will include internal investigations, representing clients before the Commission, attorney/client privilege issues, and cooperating with the Commission.

Reading:
- Janus Capital Group, Inc. v. First Derivative Traders, 131 S. Ct. 2296 (2011)

Interagency Securities Enforcement

This class will address how the SEC interacts with other agencies during its investigations, including criminal authorities, FINRA, and state securities agencies.

Reading:
3/17/15  Enforcement Interaction with Other Divisions/Offices

Discussion of the Enforcement Division's interaction with other divisions and offices in the agency, including the Division of Corporation Finance, Division of Investment Management, Division of Trading and Markets, the Division of Economic and Risk Analysis, and the Office of Compliance, Inspection, and Examination (OCIE). We will discuss the important role these other divisions/offices play in enforcement and investor protection and in the other components of the SEC's mission.

3/24/15  Remedies and Litigation

Discussion of the various remedies available to the SEC, including injunctions, cease-and-desist orders, officer and director bars, administrative sanctions, civil penalties, disgorgement, Section 21(a) reports, stop orders, cooperation agreements, charging decisions, the settlement process, and the preparation and utility of a Wells submission. Class will also include an examination of issues surrounding the Commission's litigation efforts. Topics will include how the Commission determines whether to bring proceedings in federal court or as administrative proceedings and challenges unique to securities litigation.


3/31/15  Private Securities Litigation

A discussion of the differences between public and private enforcement of securities laws, some of the key issues in private litigation, and the interaction between public and private securities enforcement.


A discussion of the role compliance and risk management play in the prevention of securities law violations. This will include a discussion of the role of the board, audit committees, auditors and accountants, compliance officers, and regulators. Will include a discussion of the SEC’s National Exam Program.


Law School Disability Policy:

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discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

All students should be aware of the Aggie Honor Code:

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

Students are also expected to comply with the law school Honor Council Rules and Procedures, available on the law school’s website.

**Statement on Professionalism:**

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses and unrepresented parties.’”

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1 Commission on Professionalism, State bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html.
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions:
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name): School of Law
   Law 7644 Climate Change & Energy Law Seminar

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

4. Catalog course description (not to exceed 50 words):
   Analyzes evolving climate change control and adaptation policies – both domestic and international; evaluates how these policies intersect with laws regulating energy development; discusses the extent to which these laws and policies incentivize technological innovation and encourage sustainable energy development.

5. Prerequisite(s):
   All lockstep courses except Constitutional Law
   Cross-listed with:
   Stacked with:
   [Cross-listed courses require the signature of both department heads.]

6. Is this a variable credit course?  
   - [ ] Yes
   - [x] No
   If yes, from ________ to ________

7. Is this a repeatable course?  
   - [ ] Yes
   - [x] No
   If yes, this course may be taken ________ times.
   Will this course be repeated within the same semester?  
   - [ ] Yes
   - [x] No

8. Will this course be submitted to the Core Curriculum Council?  
   - [ ] Yes
   - [x] No

9. 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)
      J.D. (Law)

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

11. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ext. tamu.edu/resources/export-control-basics-for-distance-education).

12. Prefix: Law  
    Course #: 7644  
    Title (excluding punctuation): Climate Change & Energy Law Seminar

   Admin. Unit: 1  
   Acad. Year: 15  
   FICE Code: 0  

   Approval recommended by:
   Maxine M. Harrington, Department Head or Program Chair (Type Name & Sign)  
   Date 2-25-15

   Neal Newman, Chair, College Review Committee  
   Date 2-25-15

   Andrew P. Morrise, Dean of College  
   Date 2-25-15

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

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

   Associate Director, Curricular Services  
   Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu
Curricular Services – 04/14
Texas A&M University School of Law  
CLIMATE CHANGE & ENERGY SEMINAR (LAW-7700F-601)  
SYLLABUS  
- Fall 201x -

Contact Information

Instructor: Gina S. Warren  
Campus Email: gswarren@law.tamu.edu  
Office: Rm 118  
Office Phone: 817.212.3935

Class Schedule and Location: Class is scheduled for Tuesday evenings from 6:00 to 7:50 p.m. in room 206.


Course Description: Welcome to Climate Change & Energy Seminar! In this seminar, we will analyze evolving climate change control and adaptation policies – both domestic and international – and we will evaluate how those policies intersect with laws regulating energy development. We will also discuss the extent to which these laws and policies incentivize technological innovation and encourage sustainable energy development.

Prequisite: One year in law school in the full-time or part-time program.

Course Goals: The primary objectives of this course include: (1) understanding the major laws and policies (both domestic and international) addressing climate change and especially where those laws and policies intersect with energy development and production; (2) understanding climate change from a scientific, cultural, ethical, and economic perspective, in addition to the legal perspective; and (3) researching and writing scholarly work-product so as to illustrate an in-depth understanding of (1) and (2).

Course Attendance and Participation: Students will be expected to have read the assigned readings prior to class and to be prepared to discuss the material in class. Please refer to the law school’s Academic Standards for pertinent information regarding the law school’s attendance policy.
Grades: Students’ grades will be based on analytical writing, an in-class presentation, and class participation, as follows:

**Students Seeking Rigorous Writing Credit:**

- **Research Paper (80% of final grade):** Students will be required to prepare a minimum 6,500-word paper (exclusive of footnotes) on a topic selected with my approval. A failure to meet the minimum word limit will result in a lowering of students’ grades by two letter grades (i.e., A to a C). In addition, students who fail to meet the minimum word requirement will not receive rigorous writing credit. Students must meet the schedule for handing in topics, outlines, drafts and final papers as set forth in the attached course schedule (partial or incomplete work product will not be accepted). A failure to meet these deadlines will result in a lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A) for each deadline missed. Late papers will not be accepted.

**For Students NOT Seeking Rigorous Writing Credit:**

- **Series of three (3) essays (80% of final grade):** Instead of a research paper, students who are not seeking rigorous writing credit may elect to prepare a series of three (3) essays throughout the semester on a topic or topics selected with my approval. Word limits will be assigned for each essay. A failure to meet the minimum word limit will result in a lowering of students’ grades by two letter grades (i.e., A to a C). Students must meet the schedule for handing in topics and essays. A failure to meet these deadlines will result in a lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A) for each deadline missed. Late papers will not be accepted.

**For All Students:**

- **In-Class Presentation (20% of final grade):** Students will be required to give a twenty (20) minute in-class presentation introducing the topic selected for their paper and providing a general overview of the subject. Such presentations will be assigned in the first few weeks of class.

- **Participation:** Students are expected to come to class prepared to discuss the materials assigned for that day. Hence, overall class participation will also factor into your grade. Class presence, performance, and participation can result in raising or lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A). Class participation will be assessed based on
your attendance, demonstrated knowledge of the subject, preparedness, and constructive participation in class discussion, as well as on your ability to demonstrate the above learning outcomes.

**Law School Disability Policy:** The law school adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Office Hours:** I am available to meet with students regularly and my office hours are Tuesday and Wednesday 1:30 – 2:30pm and Tuesday 5:00 – 6:00pm. You should also feel free to call or e-mail me with any questions, concerns, or comments, or to schedule an appointment.

**Course Schedule and Reading Assignments:** What follows is an anticipated course schedule. *I reserve the right to change and adjust the assignments based on the pace and progress of the class, the topics of particular interest to the class, and otherwise, as I deem necessary.*

**TENTATIVE COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.26.14</td>
<td>Chapter 1 – The Challenge of Climate Change: Scientific, Legal, and Political Elements</td>
<td>1-49 (skim if you need to, but try to get a good understanding of the challenges)</td>
</tr>
<tr>
<td>09.02.14</td>
<td>Chapter 2 – International Legal Approaches: Treaties and Non-Binding Agreements</td>
<td>63-98</td>
</tr>
<tr>
<td>Date</td>
<td>Subject</td>
<td>Pages</td>
</tr>
<tr>
<td>------------</td>
<td>-------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>09.09.14</td>
<td>Chapter 3 – U.S. Legal Developments: Legislative, Executive, and Judicial Action</td>
<td>128-146; 152-156 plus skim Federal Register – EPA Stationary Source GHG Emissions Standards (posted online)</td>
</tr>
<tr>
<td>09.16.14</td>
<td>Chapter 3 – U.S. Legal Developments: Legislative, Executive, and Judicial Action</td>
<td>156-182 plus read <em>Utility Air Regulatory Group v. EPA</em> (posted online)</td>
</tr>
<tr>
<td></td>
<td><strong>Topics due by 6:00pm today via email</strong></td>
<td></td>
</tr>
<tr>
<td>09.23.14</td>
<td>Chapter 4 – Foreign Legal Developments: Comparative Law and Policy</td>
<td>211-255</td>
</tr>
<tr>
<td>09.30.14</td>
<td>Chapter 5 – State and Local Action: Governmental Efforts and Transnational Collaboration</td>
<td>261-264; 279-294; 301-322</td>
</tr>
<tr>
<td>10.07.14</td>
<td>Chapter 6 – Non-State Actors and Initiatives: NGOS, Corporations, and Individuals</td>
<td>346-358; plus posted excerpt.</td>
</tr>
<tr>
<td></td>
<td><strong>Outline &amp; preliminary bibliography for research paper due by 6:00pm today via e-mail</strong></td>
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<tr>
<td></td>
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<td></td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Pages</td>
</tr>
<tr>
<td>------------</td>
<td>----------------------------------------------</td>
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</tr>
<tr>
<td>10.21.14</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>10.28.14</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>11.04.14</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>First draft of paper due by Midnight, Friday, November 7, 2014 via email</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Essay No. 2 due by Midnight, Friday, November 7, 2014 via e-mail</em></td>
<td></td>
</tr>
<tr>
<td>11.11.14</td>
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<tr>
<td>11.18.14</td>
<td>Student Presentations</td>
<td></td>
</tr>
<tr>
<td>11.25.14</td>
<td>No Class (work on final papers)</td>
<td></td>
</tr>
</tbody>
</table>

*Final paper due by 9:00am Monday, December 1, 2014 via email*
*Essay No. 3 due by 9:00am Monday, December 1, 2014 via email*

Academic Integrity: “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. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DPM, JLI, MEd, etc.)
2. Request submitted by (Department or Program Name): School of Law
3. Course prefix, number and complete title of course: Law 7792 LARW III: Criminal Procedure
4. Catalog course description (not to exceed 50 words):
   Enables students to put into practice the concepts first studied in Criminal Procedure. Students will be required to
   draft motions to suppress and habeas corpus petitions challenging timely topics.

5. Prerequisite(s): One year of law school in the full-time or part-time program; Criminal Procedure
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. 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)

   J.D. (Law)

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

11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control-basics-for-distance-education).

12. Prefix: Law
    Course #: 7792
    Title (excluding punctuation): LARW III: Criminal Procedure

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
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<td>0</td>
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<td>16</td>
</tr>
<tr>
<td>0</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date 2-25-15
Neal Newman
Chair, College Review Committee Date 2-25-15
Andrew P. Morris
Dean of College Date

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

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 04/14
LARW III: Criminal Procedure  
Fall Semester 20xx  
Professor Meg Penrose    Mondays 3:00 p.m. – 4:50 p.m.

Course Description

This course enables students to put into practice the concepts first studied in Criminal Procedure. Students will be required to draft motions to suppress and habeas corpus petitions challenging timely topics. Prerequisites: (1) One year of law school in the full-time or part-time program; (2) Criminal Procedure.

Office Hours

My office is on the first floor of the law school. General office hours are Mondays from 3:30 p.m. to 5:30 p.m., Wednesdays from 1:30 p.m. to 3:30 p.m. and other days by appointment. *I maintain an open door policy and encourage students to stop by during office hours or to make an appointment when necessary.* I may be reached via cell phone or text message at (972) 310-8669 any day between 10:00 a.m. and 7:00 p.m. or via e-mail megpenrose@law.tamu.edu.

Attendance Policy

Class attendance and participation are essential to a student’s understanding of course materials and, ultimately, success in this class. There is no unprepared status in this class. Students are permitted to miss three (3) class days during the semester without adverse consequences.

After the third absence, the professor – absent extenuating circumstances – will lower a student’s grade one grade level (i.e., from an “A” to a “B” upon the fourth absence or unprepared; from a “B” to a “C” for the fifth absence or unprepared; from a “C” to a “D” for the sixth absence or unprepared). Upon the accumulation of seven absences or unpre pareds – in any combination – the student will receive a failing grade in the course due to attendance. Any desire to have an absence, tardy or unprepared excused requires written explanation of the circumstances underlying the request for excuse.
Teaching Method and Class Preparation

This class will be taught utilizing a modified form of the Socratic method. The Socratic method requires that both student and professor be prepared to engage in thorough discourse regarding the course readings and related materials. It is a highly interactive form of learning. This is a research and application class so no textbook will be assigned. Instead, students are expected to read all assigned cases as well as conduct independent research to complete the assigned writing projects. Students may also be asked to prepare class presentations for discussion.

Students are expected to be prepared to discuss each day’s reading assignment. There will be no “unprepared” status in this course. Students that are unprepared will have their final grade lowered one full level (i.e. from an “A” to a “B,” etc.). In addition, students that are called on will be required to present the case(s) and participate in the daily discussion -- with the assistance of the professor if necessary. That being said, I am firm but fair. If an emergency situation or illness arises, students are expected to notify the professor of any situation precluding participation prior to the start of class.

Course Objectives

Students should leave this course with an enhanced understanding of the practical application of criminal procedure, particularly as it relates to motion practice. The goal is for students to learn to put their legal knowledge to use through the drafting of common criminal practice motions. Each student will be required to draft at least one motion on behalf of the state and one motion on behalf of a criminal defendant. In this manner, students will more fully appreciate the role of pursuing and defending criminal procedure motions.

Grading Policy

Students will be graded in this course based on class attendance (as set forth above), quality of participation and three writing assignments. Excepting up to 10% discretionary credit reserved for exceptional class performance, three writing assignments (two short and one longer) will account for the total grade in this course. Students have the ability to work in pairs on two of the three
writing assignments. And, students can choose which two of the three assignments they desire to work in pairs. For students who decide to work in pairs on any assignment, the assigned grade will be the same for each student. In other words, if working in pairs, there will be no individual grades. Instead, the assignment will receive a grade and the two students both receive that same grade. Adverse grade consequences may occur due to excessive absences or unpreparedness in class as described above.

**Academic Integrity Statement and Policy**

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

Students in this course are expected to follow all Law School Honor System Rules and to conduct themselves, in all academic endeavors, consistent with the Aggie Code set forth above.

In addition, it is expected that all students in this course will adhere to the highest levels of professionalism, including integrity, civility, honor, honesty and mutual respect for the work and ideas of others – even those with whom we fiercely disagree. As a member of the legal profession, you are privileged to help others but are expected to do so always with the highest regard for our courts, our judges, other lawyers and the spirit of fair process. As we are reminded by the words that appear over the United States Supreme Court, lawyers must always strive to achieve “Equal Justice Under Law.”

**Accommodation of Disabilities**

Texas A&M University School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.
There is no formal textbook for this course. The Professor will assign cases throughout the semester depending on the nature of the assignments selected.

Case assignments are subject to change with adequate notice given by the Professor.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon. Jan. 20(^{th})</td>
<td>Martin Luther King, Jr., Holiday – no class today</td>
</tr>
<tr>
<td>Mon. Feb. 10(^{th})</td>
<td>Shaken Baby Syndrome (materials sent by professor)</td>
</tr>
<tr>
<td>Mon. Feb. 17(^{th})</td>
<td>Second Assignment Handed Out – Due Mon. March 24(^{th})</td>
</tr>
<tr>
<td></td>
<td>Texas Outcry Witness Statute</td>
</tr>
<tr>
<td></td>
<td>Texas Continuous Child Abuse Statute</td>
</tr>
<tr>
<td></td>
<td><strong><strong><strong>FIRST ASSIGNMENT DUE</strong></strong></strong>********************</td>
</tr>
<tr>
<td>Mon. Feb. 24(^{th})</td>
<td>Motions for New Trial Cases TBD</td>
</tr>
</tbody>
</table>
Mon. March 3rd  Cases TBD
Mon. March 10th  SPRING BREAK
HOLIDAY  Mon. March 17th  Cases TBD

Martinez v. Ryan, 132 S.Ct. 1309
11.07 and 2254

******SECOND ASSIGNMENT DUE**********

Mon. March 31st
Right to Counsel and General Writ Practice

LaFluer v. Cooper, 132 S.Ct. 1376 (2012)
Right to Counsel and General Writ Practice

Mon. April 14th  Brady v. Maryland, 373 U.S. 83 (1963)
Giglio v. United States, 405 U.S. 150 (1972)

Mon. April 21st  Right to Counsel and General Writ Practice

Mon. April 28th  *****THIRD ASSIGNMENT DUE*************
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., M.D., J.D., M.B.A., etc.)
2. Request submitted by (Department or Program Name): School of Law
   Law 7868S Intellectual Property Technology Clinic
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):

Trademarks section focuses on general trademark issues; patent section focuses on general patent issues; includes counseling clients, conducting registrability or patentability searches and preparing trademark or patentability opinions for clinic clients, drafting and filing of trademark or patent applications, and responses to Office Actions.

5. Prerequisite(s):

   One year in law school in the full-time or part-time program. Trademark Section: Intellectual Property or Trademark & Unfair Competition Law (Trademark & Unfair Competition Law may be taken concurrently).

   Cross-listed with: ____________________________
   Stacked with: ____________________________

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

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

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

8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No

9. 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)

   J.D. (Law)

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

11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

   Law 7868S Intellectual Property Technology Clinic

   0 3 0 0 0 3 2 2 0 1 0 1 0 0 0 0 8 1 7 1 0 1 5 - 1 0 0 3 6 3 2

   Approval recommended by:

   Maxine M. Harrington
   Department Head or Program Chair (Type Name & Sign) Date

   Neal Newman
   Chair, College Review Committee Date

   Andrew P. Morris
   Dean of College Date

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

   Submitted to Coordinating Board by:

   Chair, GC or UCC Date

   Associate Director, Curricular Services Date

   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
TAMU IP and Technology Law Clinic - Trademarks
Fall 2015
2 credit hours

Tuesday, 4:00-5:50 p.m.
Room ___

Instructor:
Professor Cheryl Leb
Email: cheryl.leb@kellyhart.com
Phone: 817-878-3547
Office Hours: By appointment

Course Description:
Clinic students will focus exclusively on trademark clearance and acquisition of rights. Students will conduct trademark searches and prepare trademark applications. Students will engage in interviewing and counseling of clients, and will also make presentations on legal issues to the clients. The goal of the Clinic is to prepare students to be effective lawyers by working with real-life clients. In working with clients, students will be supervised by a licensed attorney.

Prerequisites:
Intellectual Property or Trademark & Unfair Competition Law (Trademark & Unfair Competition Law may be taken concurrently).

Resource Materials:
There is no required textbook for this course; however a hard copy of the TMEP is strongly encouraged. The online version is available through the USPTO. Readings will be distributed in class or available online.

Course Objectives:
Throughout this course, students will:
1. Understand and gain an appreciation for specific substantive areas of law related to trademark clearance and acquisition of rights.
2. Begin to develop a knowledge base from which to build the capacity to diagnose short-term and long-term problems related to trademark clearance and acquisition of rights.
3. Learn and refine skills for effective interviewing, counseling and communication.
4. Be able to counsel and serve clients effectively and ethically.
5. Develop a "bedside manner" (i.e., an effective process for client counseling).
6. Develop professionalism and an ethical framework as a counselor to Clients, including how to work collaboratively with other practitioners.
Approach:
Class meetings and work will include:

- **In-class workshops:** Class meetings will include some lecture, and also workshops on topics relevant to trademark law. Student participation in all classes and discussions is required.

- **Interviewing Simulations with Mock Clients:** Students may be assigned to do a diagnostic interview with a "mock client" – a (pretend) entrepreneur who is seeking assistance. Students working in teams will conduct a diagnostic interview and receive detailed feedback from the Instructor, the mock client, and other students observing the interview.

- **Interviewing and Consulting Sessions with Real Clients.** Student teams will begin to assist assigned real business client(s) for the remaining weeks of the term, starting with a diagnostic interview with the client (estimated 2-3 meetings total – one at the beginning, a mid-term check-in, and a final meeting). Based on what is learned in the diagnostic interview, student teams will then conduct research, counsel, lead training sessions, and/or draft legal documents.

- **“Firm” Case Conferences:** The entire class will meet regularly as a Firm to have opportunities to discuss real client cases and pool insights and expertise.

- **Team Meetings:** Beginning after the real client interviews, teams will meet with the Professor to review research and discuss case strategy.

- **Writing Assignments:** Writing assignments consist of documents related to practice: (1) clearance search letters; (2) client notes; and (3) deliverables such as memos and trademark applications.

**Evaluation and Grading Policies:**
All work, including but not limited to notes, maintenance of case files, client services, class participation, and memos, will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. I expect adherence to our rules of professional conduct where applicable. All written Clinic work must be submitted to the Instructor for review.

**Law School Disability Policy:**
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs,
Rosalind Jeffers, in consultation with the University's disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Policy:**
An Aggie does not lie, cheat or steal, or tolerate those who do.

**Statement on Professionalism:**
Professionalism includes the skill, good judgment, and polite behavior characteristic of a person trained to do a job well. Students are expected to maintain the highest levels of professionalism, just as if the student were working at a world-class law firm.

**Course Topics, Calendar of Activities, Major Assignment Dates:**
The course schedule provided below is meant to be used as a beginning guideline, and reflects the general order of topics. However, there may be particular topics that will take more time and others that may be added or changed. This flexibility allows us to flow with the class's interests and best meet both your needs and the needs of our clients.

**Preliminary Course Schedule**

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Introduction: Trademark Law</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Trademark Searching</td>
</tr>
<tr>
<td></td>
<td>• Resources</td>
</tr>
<tr>
<td></td>
<td>• USPTO Requirements</td>
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</table>

<table>
<thead>
<tr>
<th>Class 2</th>
<th>Client Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Engagement Letters</td>
</tr>
<tr>
<td></td>
<td>• Client Intake Discussion</td>
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<table>
<thead>
<tr>
<th>Class 3</th>
<th>Client Interviewing and Counseling</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Mock Interviews</td>
</tr>
<tr>
<td></td>
<td>• Scenario building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Class 4 and beyond</th>
<th>Client Projects</th>
</tr>
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Texas A&M University School of Law Intellectual Property and Technology
Law Clinic: Patents
Fall 2015
2 Credit Hours
Tuesday 4:00-5:50 PM

Class Information
Course # 7900S-602
Room # 104
Professor: Noah Tevis
Email: noahtevis@gmail.com
Phone: 817-456-0785
Office: CLIP Office
Office Hours: By Appointment

Course Description
The Patent Law Clinic (PLC) is designed as a practical course in conducting patent searches, counseling clients, and writing patent applications. The clinic targets law students who plan on pursuing a career as patent attorneys or patent litigators. While patent prosecution practice is not strictly a requirement for patent litigation attorneys, this skill provides valuable insight to patent litigators that practice in this field.

The PLC offers students the ability to work with entrepreneurs in support of their perfection of Intellectual Property patent matters. To this end, PLC students will focus exclusively on preparation of U.S. patent applications. This training will include preparation of patent applications in a variety of technical fields, such as electrical, computer, software, and mechanical arts, which represent a vast majority of both patent application filings and growth in patent filings. The goal of the PLC is to prepare students to enter a law firm or in-house setting equipped to prepare patent applications without substantial additional training or supervision by their employer. While legal principles will be covered where applicable, this course will emphasize the practical aspects of how patent applications should be prepared to maximize client value and minimize risks of rejection by the USPTO. Students will engage in interviewing and counseling of clients and will also make presentations on legal issues to the clients. In working with clients, students will be closely supervised by a licensed attorney.

Prerequisites

Intellectual Property or Patent Law (Patent Law may be taken concurrently).

The preparation of patent applications requires understanding of technical engineering and scientific content, students are expected to have a solid scientific/engineering background and be capable of using these skills in the preparation of patent applications.

Students should meet USPTO patent agent/attorney registration requirements which can be found at http://www.uspto.gov/ip/boards/oed/exam/grbpage.jsp. Qualified students are encouraged to take and pass the USPTO patent bar before they leave law school, as completion of this registration hurdle is an important factor in the hiring determination of many law firms. While USPTO patent bar registration is not a prerequisite for this course, it is anticipated that students completing the PLC will pursue this certification as part of their career path.
Resource Materials
Required textbook resources for this class include the following:

Sheldon, Jeffrey G. How to Write a Patent Application. 2nd Ed. PLI, 2014. See the order form at the end of this Syllabus)

Other resources will be available online, such as: USPTO Manual of Patent Examination Procedure (MPEP) (http://www.uspto.gov/patents/law/index.jsp)

Other resources will be provided by the professor via email or distributed in class.

Course Objectives
Patent practice may be generally divided into two parts: patent preparation (writing the patent application) and patent prosecution (processing the patent application through the USPTO administrative examination process). This course will concentrate on the proper preparation of patent applications. This will entail to some extent anticipation of hurdles that must be overcome in the prosecution of a patent application. Some students may get to participate in patent prosecution, depending on whether any of previously filed PLC patent applications are examined by the US PTO during the semester.

The overall goals in this learning process will be to:
(a) Enable students to prepare patent applications;
(b) Provide exposure to patent practice for purposes of further student career decisions; and
(c) Provide a valuable service to the clients.

Within this context, students will learn the following skill sets and be able to:
- Generate patent applications conforming to USPTO requirements.
- Discern indicia of quality within a patent application.
- Avoid prosecution pitfalls associated with poor patent preparation.
- Interact with clients with proper intake procedures to ensure quality patent application preparation.
- Rapidly generate a patent title, abstract, and claims supporting broad patent scope.
- Avoid potential litigation pitfalls in the preparation of patent applications.
- Counsel potential clients in the mechanics of patent protection in the context of overall IP protection.
- Avoid/address common objections/rejections issued by USPTO patent Examiners.
- Service clients with a high standard of ethics and professionalism.

Approach
Class meetings and work will include:
- Lectures including content relating to patent practice, professionalism, and character development as a patent practitioner. Lectures are designed to provide the information necessary for the student to become an excellent patent practitioner, obtain and succeed as a patent practitioner, and in doing so reflect well on themselves and the legal profession.

- Homework which will include drafting of patent applications and other patent-related documents. Homework is designed to provide the student a real-world view of patent practice and the mechanics of patent application preparation.

- Interviewing and consulting with actual patent clients. This contact may be in-person or electronic but is designed to provide the student the opportunity to hone client interaction skills necessary to successfully generate a thorough patent application and represent the client before the USPTO.
This class is not designed to “hide the ball” with respect to expected student work product, but rather designed to provide models of construction and behavior to provide the student a starting point at patent practice that will hopefully position them well for integration into a patent practice law firm or in-house corporate setting.

**Evaluation and Grading Policies**
All work, including but not limited to homework, patent applications, maintenance of case files, client services, and class participation, will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. Students are expected to adhere to applicable rules of professional conduct. All clinic work will be supervised by an attorney.

**Attendance Policy**
Attendance is required in accordance with the policy of Texas A&M School of Law. A student who has more than the allowable number of unexcused class absences will be administratively withdrawn. Students are required to be punctual to class, as timeliness is an essential element of a professional patent practice.

**Law School Disability Policy**
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Policy**
An Aggie does not lie, cheat or steal, or tolerate those who do. Students are expected on their honor to neither give nor receive unauthorized aid on academic work in the PLC. Student resources regarding the Aggie Honor System Rules and Honor System Office are available at http://aggiehonor.tamu.edu/Students/. Student resources regarding the Texas A&M University Law School Honor System Rules can be found in the student handbook, at https://law.tamu.edu/Portals/0/docs/Current%20Students/Student_Handbook_2014.pdf

**Statement on Professionalism**
Professionalism in patent practice requires not only hard skills, such as legal aptitude, communication skills, and technical knowledge, but also soft skills, such as ethical judgment, integrity, common sense, and a strong work ethic. Professionalism is daily placing the client’s interests above your own.

Students are expected to adhere to both the spirit and letter of the USPTO Rules of Professional Conduct (available at http://www.uspto.gov/ip/boards/oed/ethics.jsp) and the Texas Lawyer’s Creed (available at http://www.supreme.courts.state.tx.us/pdf/TexasLawyersCreed.pdf). Unprofessional student conduct by any PLC student will result in dismissal and administrative withdrawal from the PLC class.

**Course Topics, Calendar of Activities, Major Assignment Dates**
The course schedule provided below is meant to be used as a beginning guideline, and reflects the general order of topics. However, there may be particular topics that will take more time and others that may be added or changed. This flexibility allows us to flow with the class’s interests and best meet
both student needs and the needs of our clients.

**Preliminary Course Schedule – Formal reading/homework to be supplied in class**

This schedule is subject to change. Portions of class time that would otherwise be filled with lecture may be used for actual patent practice, depending upon client availability.

- Class 1: Introductions, Preliminary USPTO Clinic Requirements, Conflict Checks, Overview of the patent process, Chapter 1
- Class 2: Working with the inventor, Chapter 4
- Class 3: Patentability searches, Chapter 5
- Class 4: Parts of a patent application, Chapter 2
- Class 5: Electronic filing with the USPTO, Chapter 3
- Class 6: Patent drawings and patentable subject matter, Chapters 6 and 6A
- Class 7: Preparing the claims, Chapter 7
- Class 8: Preparing the claims, Chapter 7 (cont.)
- Class 9: Writing the Specification, Chapter 8
- Class 10: Writing the Specification, Chapter 8 (cont.)
- Class 11: Information Disclosure Statement, Chapter 9
- Class 12: Design patent applications, Chapter 10
- Class 13: Provisional patent applications, Chapter 11
- Class 14: Various technology types of patent applications, Chapters 12-16
- Class 15: Foreign filing, Chapter 17
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type: □ Undergraduate □ Gradate □ First Professional (e.g., J.D., M.D., etc.)
2. Request submitted by (Department or Program Name): School of Law
   Law 7869 Innocence Clinic
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Attend students the opportunity to investigate claims of actual innocence or behalf of Texas inmates, including
   document/transcript review, examining new evidence, and locating and re-interviewing witnesses. Students work
   closely with Innocence Project of Texas attorneys if cases move into litigation; weekly classroom component
   explores the causes and curing of wrongful convictions.

5. Prerequisite(s): One year in law school in the full-time or part-time program
   Cross-listed with: 
   Stacked with: 
   Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? □ Yes □ No If yes, from __ to __
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken __ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   J.D. (Law)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.
    Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://web.tamu.edu/resourced/export-control/export-control-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)
    Law 7869 Innocence Clinic

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Approval recommended by:
Maxine M. Harrington, Department Head or Program Chair (Type Name & Sign) Date
Neal Newman, Chair, College Review Committee Date
Andrew P. Morris, Dean of College Date

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

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 04/14
Texas A&M University School of Law  
Special Topics: Innocence Clinic  

Syllabus

Course Information:
Special Topics: Innocence Clinic  2 Credits  
LAW-7700P-601  CRN 25386

Instructor:
Nick Vilbas, JD  
Executive Director, Innocence Project of Texas  
nick@ipoftexas.org  (903) 880-1533  
Office: Innocence Project Office  
Available all day Wednesday, otherwise by appointment/email

Course Description:
The Innocence Project of Texas Innocence Clinic is a clinical program for second and third year law students to investigate claims of actual innocence on behalf of Texas inmates. Student activities will include document/transcript review, examining new evidence, and locating and re-interviewing witnesses. Students will also work closely with Innocence Project of Texas attorneys when cases move into the litigation phase, possibly drafting motions for DNA testing or writs of habeas corpus. Students will work under the direct supervision of Innocence Project of Texas staff lawyers. A weekly classroom component will also explore the causes and cures of wrongful convictions as it relates to case investigation and litigation.

Students earn 2 hours of credit for the course, which includes a two-hour classroom component and completion of 130 hours of casework.

Prerequisite: One year of law school in the full-time or part-time program. No honor code violations.

Expected Learning Outcomes:
Upon completion of the course, the student should have:
1. Knowledge of the Texas criminal justice system, with a focus on post-conviction remedies for wrongfully convicted individuals.
2. General understanding of the causes of wrongful convictions.
3. General understanding of post-conviction innocence claim investigation
4. General understanding of various bases of post conviction relief such as junk science, DNA, victim recantations, etc.

Grading/Methods for Assessing Expected Learning Outcomes:
The Innocence Clinic is a Pass/Fail course. The expected learning outcomes for the course will be determined by the students’ performance in topics relevant to the course by the following: (1) Assigned Readings, (2) Class Participation and Completion of required Hours, and (3) Completion of one or more Case Memo and Trial Transcript Summary.
Disability Policy:
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Academic Integrity Statement and Policy:

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

Matters of academic dishonesty by law students are governed by the Honor System Rules. All students are bound by the Texas A&M Aggie Code of Honor and the Texas A&M University System Rules and Procedures. Law students are also bound by additional rules of the Law School. Students are responsible for knowing the Honor Code and Honor System Rules, complying with their requirements, and reporting known violations. Texas A&M University also has a Student Conduct Code regarding nonacademic misconduct that applies to law students.

Professionalism:
Clinic students are expected to conduct themselves in a professional manner. Students will be investigating real cases involving real people, often involving very sensitive matters.

“What does it mean to be a professional? The term refers to a group... pursuing a learned art as a common calling in the spirit of public service — no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.”
Dean Roscoe Pound

Course Materials:
No textbook required. Students will be provided class materials via email, download, disc or thumb drive prior to start of class.

Assignments and Readings (Subject to Change)

Class 1: January 14
  Case Review Procedures
  Case Flow Chart
  Sample memo and Transcript Summary

Class 2: January 21
  Tim Cole Opinion Order
  Post Conviction DNA and Actual Innocence
Class 3: January 28
   Reading TBA

Class 4: February 4
   Indigent Defense Report

Class 5: February 11
   Applications for Writ of Habeas Corpus
   Innocence Writs
   DUE: First drafts of all case documents completed (Procedural History, Memo, Transcript Summary)

Class 6: February 18
   Suppression of Exculpatory Evidence

Class 7: February 25
   Video: TBA

Class 8: March 4
   Shaken Baby Syndrome (pg. 1-56)

Class 9: March 18
   Shaken Baby Syndrome (pg. 57-106)
   DUE: Second drafts of all case documents completed (Procedural History, Memo, Transcript Summary)

Class 10: March 25
   Update on Legal Standards

Class 11: April 1
   Progress in Fire Investigations

Class 12: April 8
   Ex Parte Robbins
   SB Bill 344

Class 13: April 15
   Topic/Reading TBA

Class 14: April 22 LAST CLASS
   DUE: FINAL drafts of all case review documents.
Change in Courses
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments

Form Instructions

1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [x] First Professional (JD, MD, DO, DMD, DNP)

2. Request submitted by (Department or Program Name):
   School of Law

3. Course prefix, number and complete title of course:
   Law 7162 Civil Rights Litigation

4. Change requested
   a. Prerequisite(s):
      From: ____________________________  To: ____________________________
   b. Withdrawal (reason):
      ________________________________
   c. Cross-list with:
      ________________________________
   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11 a and b for a change in title.
   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11 a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - [x] Yes
   - [ ] No

6. If grade type is changing for existing course, indicate the new grade type:
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLMD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vnr.tamu.edu/hsources/export-control/Export-Control-Basics-For-Distance-Education).

8. Complete course title and current catalog course description:
   Civil Rights Litigation.

   This course provides an overview of federal legislation designed to provide private actions to enforce constitutional rights, including the kinds of relief available and limits on recovery.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Civil Rights Litigation

   Addresses federal claims against local or state officials alleging violations of U.S. constitution; course relevant to lawyers representing school districts, prisons, law enforcement, and state government agencies as well as individuals served by these entities.

10. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    | Law    | 7162     | Civ Rights Litig            |

    | Lect. | Lab | Other | SCH  | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |--------|-----|-------|------|-------------------|-------------|-----------|-------|
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    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |--------|-----|-------|-----|-------------------|-------------|------------|-----------|-------|
    |        |     |       |     |                   | 15          | 16         | 0 0 3 6 3 2 | 7     |

11. a. As currently in course inventory:

    | Prefix | Course # | Title (excluding punctuation) |
    |--------|----------|------------------------------|
    |        |          |                              |

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |--------|-----|-------|-----|-------------------|-------------|-----------|-------|
    |        |     |       |     |                   | 15          | 16         | 0 0 3 6 3 2 | 7     |

   Approval recommended by:
   ____________________________
   Maxine M. Harrington
   Department Head or Program Chair (Type Name & Title) Date
   ____________________________
   Neal Newman
   Chair, College Review Committee Date
   ____________________________
   Andrew P. Morris
   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@vamu.edu.
Curricular Services – 8/14
Justification Statement: LAW-7162 Civil Rights Litigation – new course description

The proposed change in course description provides a more accurate and comprehensive description of the key doctrines and concepts that will be covered in the course and the relevancy to particular areas of law.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments.

1. Course request type: □ Undergraduate □ Graduate □ First Professional (BOS, MII, JD, PharmD, LPM)

2. Request submitted by (Department or Program Name): School of Law

3. Course prefix, number and complete title of course: Law 7437 National Security Law

4. Change requested
   a. Prerequisite(s): From: _______ To: _______
   b. Withdrawal (reason): _______
   c. Cross-list with: _______

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/E (CL/NO)

7. If this course will be stacked, please indicate the course number of the stacked course:
   [I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://var.tamu.edu/resource/Export Controls/Export-Control-Basics-for-Distance-Education).]

9. Complete current course title and current catalog course description:
   National Security Law.
   An examination of an emerging branch of legal inquiry that addresses threats to the autonomy of American nationhood. The sources of this law are not unified, ranging from early landmark cases in the Supreme Court to statutes, executive orders, and "practices." The basic theme of the course is the countermobility of legal protection from genuine threats to our national life and the need to preserve our fundamental rights under the rule of law.

10. Complete proposed course title and proposed catalog course description (not to exceed 30 words):
    National Security Law
    Examines criminal and civil statutes, Supreme Court cases, executive orders, and government policies that impact U.S. national security; course content is relevant to prosecutors, criminal defense attorneys and lawyers who represent state and federal government agencies, law enforcement, technology companies, as well as individuals served by these entities.

11. As currently in course inventory:

   Prefix: Law
   Course #: 7437
   Title (excluding punctuation): Nat’l Sec Law

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code
   3.00 3.00 2201010008 1710 0 0 3 6 3 2 7

   a. Change to:

   Prefix: Law
   Course #: _______
   Title (excluding punctuation): _______

   Lect. Lab Other SCH CIP and Fund Code Admin. Unit FICE Code

   Approval recommended by:
   Maxine M. Harrington
   Department Head or Program Chair (Type Name & Sign) Date
   Neal Newman
   Chair, College Review Committee Date
   Andrew P. Morris
   Dean of College Date
   Chair, GC or UCC Date

Submitted to Coordinating Board by: Date

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 08/14

The proposed change in course description reflects the changing nature of national security and is designed to offer students a broader, updated understanding of the key doctrines and concepts that will be covered in the course.
Texas A&M University  
Departmental Request for a Change in Course  
Undergraduate • Graduate • Professional  
• Submit original form and attachments  

Form Instructions:  
1. Course request type:  
   - [ ] Undergraduate  
   - [ ] Graduate  
   - [x] First Professional (MED, MHA, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name): School of Law  
3. Course prefix, number and complete title of course:  
   Law 7666 Race & the Law Seminar  

4. Change requested  
   a. Prerequisite(s): From:  
      To:  
   b. Withdrawal (reason):  
   c. Cross-listed with:  

5. Is this an existing core curriculum course?  
   - [ ] Yes  
   - [x] No  
6. If grade type is changing for existing course, indicate the new grade type:  
   - [ ] Grade  
   - [x] S/U  
   - [ ] P/F  
7. If this course will be stacked, please indicate the course number of the stacked course:  
   - [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://nvr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).  

9. Complete current course title and current catalog course description:  
   Race & the Law Seminar  
   This seminar studies the many and various ways in which race and the American legal system interact, from both a historical and contemporary standpoint. Particular emphasis will be placed on the role the law has played in reinforcing slavery, shaping Reconstruction, and influencing the lives of various racial groups. The seminar culminates with an examination of some of the current issues surrounding the legal treatment of race, including  

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):  
    Race & the Law Seminar  
    Addresses how race and ethnicity impact the American legal system, from both a historical and contemporary standpoint; examines role of race in criminal justice, immigration, family affairs, business, education, and national security context; prepares law students to represent diverse clients.  

11. As currently in course inventory:  

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

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

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.  
Curricular Services – 08/14

The proposed change in course description reflects the changing nature of race and the law and is designed to offer students a broader, more contemporary understanding of the key theories, doctrines and concepts that will be covered in the course.
First Professional Programs
Informational Review
March 2, 2015

School of Law

New Courses

LAW 7303. Agricultural Law. Credit 2 to 3. Study of major areas of agricultural law; practical approach including discussions and hands-on assignments; legal issues relating to animal agriculture, food safety, landowner rights, the interaction between agriculture and energy production, agricultural leases, agricultural policy and estate and succession planning for farm families. Prerequisite: One year of law school in full-time or part-time program.

LAW 7320. Health Care, Technology and the Law. Credit 2 to 3. Introduction to legal issues that healthcare businesses encounter when using technology to enhance the patient-physician experience; examination of the regulation of patient privacy and security, medical software and mobile applications, electronic medical records, robotic surgery, fraud and abuse, corporate practice of medicine and use of the internet to deliver medicine across state lines. Prerequisite: One year of law school in full-time or part-time program.

LAW 7493. Securities Law Enforcement. (2-0). Credit 2. Exploration of the SEC’s enforcement of federal securities laws and related efforts by FINRA and the DOJ; introduction to how the SEC enforces federal securities laws including various aspects of the enforcement process, investigative techniques, the Wells process and the SEC’s litigation efforts in both federal courts and administrative proceedings. Prerequisite: One year of law school in full-time or part-time program; Business Associations I.

LAW 7644. Climate Change and Energy Law Seminar. (2-0). Credit 2. Analysis of evolving climate change control and adaptation policies, both domestic and international; evaluation of policies intersecting with laws regulating energy development; the extent to which laws and policies incentivize technological innovation and encourage sustainable energy development. Prerequisite: All lockstep courses except Constitutional Law.

LAW 7792. LARW III: Criminal Procedure. (2-0). Credit 2. Concepts first studied in Criminal Procedure will be put into practice; includes draft motions to suppress and habeas corpus petitions challenging timely topics. Prerequisite: One year of law school in full-time or part-time program; Criminal Procedure.

LAW 7868S. Intellectual Property and Technology Clinic. Credit 2 to 3. Trademarks section focuses on general trademark issues; patent section focuses on general patent issues; includes counseling clients, conducting registerability or patentability searches and preparing trademark or patentability opinions for clinic clients, drafting and filing of trademark or patent applications and response to Office Actions. May be taken two times for credit. Prerequisites: One year of law school in full-time or part-time program; trademark section: Intellectual Property, or Trademark and Unfair Competition or concurrent enrollment.
First Professional Programs
Informational Review
March 2, 2015

LAW 7869. Innocence Clinic. Credit 2 to 3. Opportunities to investigate claims of actual innocence on behalf of Texas inmates including document/transcript review, examining new evidence and locating and re-interviewing witnesses; work closely with innocence Project of Texas attorneys if cases move into litigation; weekly classroom component explores causes and cures of wrongful convictions. May be taken two times for credit. Prerequisites: One year of law school in full-time or part-time program.

Change in Courses

LAW 7162. Civil Rights Litigation.

Course description
From: This course provides an overview of federal legislation designed to provide private actions to enforce constitutional rights, including the kinds of relief available and limits on recovery.
To: Federal claims against local or state officials alleging violations of U.S. constitution; relevant to lawyers representing school districts, prisons, law enforcement and state government agencies as well as individuals served by these entities.


Course description
From: This seminar studies the many and various ways in which race and the American legal system interact, from both a historical and contemporary standpoint. Particular emphasis will be placed on the role the law has played in reinforcing slavery, shaping Reconstruction, and influencing the lives of various racial groups. The seminar culminates with an examination of some of the current issues surrounding the legal treatment of race, including reparations and affirmative action.
To: Impact of race and ethnicity on the American legal system from a historical and contemporary standpoint; examination of the role of race in criminal justice, immigration, family affairs, business, education and national security context; preparation to represent diverse clients.


Course description
From: An examination of an emerging branch of legal inquiry that addresses threats to the autonomy of American nationhood. The sources of this law are not unified, ranging from early landmark cases in the Supreme Court to statutes, executive orders, and "practices." The basic theme of the course is the counterbalancing of legal protection from genuine threats to our national life and the need to preserve our fundamental rights under the rule of law.
To: Criminal and civil statutes, Supreme Court cases, executive orders and government policies that impact U.S. national security; relevant to prosecutors, criminal defense attorneys and lawyers representing state and federal agencies, law enforcement, technology companies, as well as individuals served by these entities.
INFORMATIONAL REVIEW

SCHOOL OF LAW
NEW COURSES
Texas A&M University
Departmental Request for a New Course
Undergraduate ∙ Graduate ∙ Professional
• Submit original form and attach a course syllabus.

Form Instructions

1. Course request type:
   [ ] Undergraduate  [ ] Graduate  [ √ ] First Professional (e.g., DPM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   School of Law
   Law 7303  Agricultural Law

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

4. Catalog course description (not to exceed 50 words):
   Teaches upon some of the major areas of agricultural law; takes a practical approach, including discussions and
   hands-on assignments; discusses legal issues relating to animal agriculture, food safety, landlord rights, the
   interaction between agriculture and energy production, agricultural leases, agricultural policy, and estate and
   succession planning for farm families.

5. Prerequisite(s):
   One year of law school in the full-time or part-time program

6. Is this a variable credit course?  [ √ ] Yes  [ ] No  If yes, from ___ to ___

7. Is this a repeatable course?  [ ] Yes  [ √ ] No  If yes, this course may be taken ___ times.

8. Will this course be submitted to the Core Curriculum Council?  [ ] Yes  [ √ ] No

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

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

   J.D. (Law)

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

   Attach approval letters.

12. [ √ ] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ves.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

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Approval recommended by:

Maxine M. Harrington  [Signature]  2-25-15

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

Neal Newman  [Signature]  2-25-15

Chair, College Review Committee  Date

Andrew P. Morris  [Signature]  2-25-15

Dean of College  Date

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

(if cross-listed course)

Submit to Coordinating Board by:

Chair, GC or UCC  Date

Associate Director, Curricular Services  Date

Effective Date  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
COURSE SYLLABUS
Agricultural Law
Fall 201x

Course Information:

Agricultural Law LAW-7800F-601 CRN 23236
2 Credit Hours
Fall 201x

Course Description: This course touches upon some of the major areas of agricultural law. The course takes a practical approach, including discussions and hands-on assignments; Legal issues relating to animal agriculture, food safety, landowner rights, the interaction between agriculture and energy production, agricultural leases, agricultural policy, and estate and succession planning for farm families will be discussed.

Prerequisite: One year in law school in the full-time or part-time program

Instructor Information:

Professor Tiffany Dowell
(979) 845-1941
tdowell@tamu.edu
600 John Kimbrough Blvd, Ste. 337
College Station, TX 77843
Office hours available by appointment.

Resource Materials:

The materials for this course will be available via Blackboard and will be posted two weeks prior to each class. Students are expected to review all materials in advance of class and be prepared to discuss the reading assignments each meeting.

Course Objectives:

The goal of this course is to provide a basic overview of some of the major legal issues surrounding the agricultural industry. The course will focus on practical legal issues commonly seen by agricultural law attorneys practicing in Texas. At the end of this course, students should be able to

- Understand and identify the basic concepts and legal issues important to the agricultural industry, farmers and ranchers, suppliers of agricultural services and products, and food firms;
- Acquire an understanding of basic Texas agricultural laws and statutes;
- Articulate and debate differing positions on various policy issues;
• Demonstrate comprehension of the general rules, principles and concepts of agricultural law as evidenced by performance on the final examination; and
• Improve legal research, communication, and writing skills through various weekly writing assignments.

Evaluation and Grading Policies

Students will be evaluated based upon their performance on 5 short written assignments and a final examination. Work must be submitted in a timely fashion; late work will not be accepted.

The points available for each assignment are as follows:
Written assignments: 100 points (20 points possible per assignment)
Final examination: 200 points
One extra credit assignment, worth 5 points, will be given at the beginning of the semester for interested students.

Students are required to abide by the Texas A&M University Law School’s attendance policy and applicable consequences.

Course Topics & Calendar of Activities

In order to provide students with a general overview of agricultural law, this course will focus on numerous important legal issues. A detailed list of reading materials and assignments due will be posted each week on Blackboard. Each class meeting will focus on a different legal concept, as described below.

September 6, 2014 – What is Agricultural Law?; Important Issues in Agricultural Law; Agricultural Leases
September 27, 2014 – Agriculture and Energy Production
October 4, 2014 – Animal Law; Establishing a Niche Practice
October 18, 2014 – Food Law; Local Food; Production Contracts; Fence Law
November 6, 2014 – Water Law from an Agricultural Perspective; Emerging Issues in Law and Policy for Agriculture Producers and Private Landowners
November 22, 2014 – Agricultural Policy; Estate and Succession Planning for the Farm Family

Law School Disability Policy:

Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability
services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

As required by the Texas A&M University Law School Honor System Rules, the Aggie Honor Code shall apply to students in this course. “An Aggie does not lie, cheat or steal, or tolerate those who do.”

**Statement on Professionalism:**

“What does it mean to be a professional? The term refers to a group . . . *pursuing a learned art as a common calling in the spirit of public service* – no less a public service because it may incidentally be a means of livelihood. *Pursuit of the learned art in the spirit of public service is the primary purpose.* Dean Roscoe Pound” ... *In the Spirit of Public Service: A Blueprint for the Rekindling of Lawyer Professionalism*” at 10 (ABA 1986).

“What is professionalism? ‘Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.’” Commission on Professionalism, State Bar of New Mexico.
Texas A&M University
Departmental Request for a New Course
Undergraduate ✗ Graduate ✗ Professional

Submit original form and attach a course syllabus.

Course Request Type:
- [ ] Undergraduate
- [ ] Graduate
- [x] First Professional (e.g., DVM, JD, MD, etc.)

Request submitted by (Department or Program Name):
School of Law

Course prefix, number and complete title of course:
Law 7320    Health Care, Technology & the Law

Catalog course description (not to exceed 50 words):
Introduces legal issues that healthcare businesses encounter when using technology to enhance the patient-physician experience; examines regulation of patient privacy and security, medical software and mobile apps, electronic medical records, robotic surgery, fraud and abuse, corporate practice of medicine, and use of the Internet to deliver medicine across state lines.

Prerequisite(s):
One year of law school in the full-time or part-time program.

Cross-listed with:

Stacked with:

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

Is this a variable credit course?
- [x] Yes
- [ ] No
If yes, from ___ to ___

Is this a repeatable course?
- [ ] Yes
- [x] No
If yes, this course may be taken ___ times.

Will this course be repeated within the same semester?
- [ ] Yes
- [x] No

Will this course be submitted to the Core Curriculum Council?
- [ ] Yes
- [x] No

This course will be:
- [ ] required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
- [ ] elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
  - [ ] J.D. (Law)

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

I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-controls-basics-for-distance-education).

Prefix     Course #     Title (excluding punctuation)
-------------     ---------     ------------------------------------
Law 7320        Health Care, Tech & Law

Approval recommended by:
Maxine Harrington, Department Head or Program Chair (Type Name & Sign) Date
Neal Newman, Chair, College Review Committee Date
Andrew P. Monroe, Dean of College Date

Submitted to Coordinating Board by:
Chair, GC or UCC Date
Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
Healthcare, Technology and the Law
Fall 20xx Course Syllabus & Reading Material

Course Information

Healthcare, Technology and the Law
LAW-7900F-601
Thursdays 1:00pm until 2:50pm

Instructor Information

Tara Kepler, JD, MPA  www.keplerhealthlaw.com  tara@keplerhealthlaw.com  (972) 596-5293
Additional contact information and office hours will be provided on the first day of class

Course Description & Prerequisites

This course introduces students to the array of legal issues that healthcare businesses encounter when technology is used to enhance the patient-physician experience. The course will examine government regulation of patient privacy and security, medical software and mobile apps, electronic medical records, robotic surgery, fraud and abuse, the corporate practice of medicine, and the use of the Internet to deliver medicine across state lines.

Prerequisite: One year of law school in the full-time or part-time program

Course Reading Materials

There is no formal textbook for this course. The required reading materials for each class are listed below and will also be made available to students electronically at least one week in advance of the class discussion.

Course Objectives

By the end of the course, students should be able to:

- Identify and resolve competing authorities governing healthcare technology business ventures
- Master common state and federal compliance issues for healthcare technology business models
- Identify and apply the analytical framework for resolving common healthcare technology business dilemmas
- Develop and draft practical advice for start-up and established healthcare technology businesses
40% Pop Quizzes
There will be seven (7) in-class pop quizzes (short answer and/or multiple choice) which will assess:

- Whether students reviewed the reading material in preparation for the class discussion; and
- Whether students engaged in the classroom discussion (e.g., listened and took notes).

The two lowest grades for the pop quizzes will be dropped. The top five quiz scores will be equally weighted. Quizzes will all be "open book and open notes," but with time limitations.

60% Final Exam
The final exam will be "open book and open notes" and will include a combination of multiple choice, short answer and short essay questions. The final exam will be Monday, December 15 at 2pm.

Law School Disability Policy
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Professionalism & Academic Integrity
All students must adhere to the Texas A&M University Law School Honor System Rules and with the Aggie Honor Code: "An Aggie does not lie, cheat or steal, or tolerate those who do."

All students are also expected to conduct themselves in a professional manner. “Professionalism is conduct consistent with the tenets of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses, and unrepresented parties.” Commission on Professionalism, State Bar of New Mexico.
1. **THE FEDERALISM FRAMEWORK**

*Issues*
- What are the interplay and bases of federal and state regulation of the US healthcare industry?
- Why is this interplay particularly relevant when advising clients involved in the business of healthcare technology in US and abroad?

*Reading Material for August 28*
- 42 U.S.C. § 18091
II. DIAGNOSING & TREATING VIA TECHNOLOGY

Issues
- When does the use of technology in healthcare become the practice of medicine?
- How do state governments define and regulate the use of technology in the practice of medicine?
- What government agencies or divisions have jurisdiction over a particular healthcare technology encounter?
- Are licensed healthcare providers held to higher or different standards across the industry?
- How may a provider or company reach across multiple states to deliver its healthcare technology services without violating the law?

Reading Material for September 4
- 42 U.S.C. §1395m(m)(1)
- 42 C.F.R. § 410.78(a)(3)
- Cal. Bus. & Prof. Code §2290.5
- Mont. Code § 37-3-342
- N.M. Stat. § 61-6-6(K)
- Miss. Code § 73-25-34
- S.D. Codified Laws § 36-4-41
III. PRESCRIBING VIA TECHNOLOGY

Issues
- What is the standard(s) for a proper patient-physician relationship for using technology to prescribe medications?
- How do the standard(s) vary across state and federal agencies?
- What are the bases that the DEA uses for shutting down rogue Internet pharmacies and Internet prescribing mills?
- How do state and federal regulators ensure that electronic prescriptions are authorized by a DEA-authorized or state-licensed practitioner with the proper prescribing credentials?

Reading Material for September 11
- Joseph Gaudio, M.D., Suspension of [DEA] Registration, 74 Fed. Reg. 10083, 10091-93 (Mar. 9, 2009);

Reading Material for September 18
- 21 U.S.C. §§ 802(54), 829(e)
- 21 C.F.R. § 1300.04

Reading Material for September 25
- Ohio Admin. Code § 4731-11-09
- Ga. Admin. Code § 360-3-02
IV. FDA REGULATION OF SOFTWARE AND MOBILE APPS

**Issues**
- What does the FDA regulate relevant to companies providing virtual or remote healthcare services.
- How do you determine what classification the FDA has assigned to your client's device?
- Where does the FDA draw the line between regulated and non-regulated medical devices and software in virtual healthcare industries?
- How should a startup e-health company be counseled if the company seeks to minimize FDA regulatory burdens in the early stages of company development?
- How would you advise a new client (that plans to begin marketing a device next month) if you discover the device is classified as a Class I FDA device? what about discovery that it is a Class II FDA device?

**Reading Material for October 2**
- 21 C.F.R. § 880.6310
- 21 C.F.R. § 892.2010
- 21 C.F.R. § 892.9
- 21 C.F.R. § 870.1130
- 21 C.F.R. Subchapter H, Table of Contents
- Mobile Medical Applications, Draft Guidance (Sept. 25, 2013)
- Medical Device Data Systems, Medical Image Storage Devices, and Medical Image Communications Devices, Draft Guidance (June 20, 2014)
V. CORPORATE PRACTICE OF MEDICINE & ILLEGAL FEE SPLITTING

Issues
- When does the act of a healthcare technology corporation transform into the criminal unlicensed practice of medicine?
- When do otherwise legitimate corporate healthcare technology profit distributions transform into illegal fee-splitting?
- How do state variations on the corporate practice of medicine doctrine shape the US healthcare technology industry?
- How far does liability reach when a healthcare technology business venture violates state medical licensing laws?

Reading Material for October 9
- 225 ILCS 60/22(A)(14)

Reading Material for October 16
- Tex. Occ. Code § 162.001
- Tex. Occ. Code § 162.0021
VI. PATIENT PRIVACY IN A DIGITAL WORLD

Issues
- What is HIPAA?
- What is protected health information?
- What is the minimum necessary rule?
- What is a business associate?
- May a covered entity be a business associate?
- When is a business associate agreement needed and what must it include?
- Who all may be liable for the breach of a patient's privacy rights when information is stored, created or maintained by a healthcare technology or software intermediary under the federal HIPAA Privacy & Security Rules?
- How do you advise a client on HIPAA compliance policies as it relates to data encryption and use of mobile devices?
- How are federal and state privacy laws reconciled?

Reading Material for October 23
- Eisenhower Medical Center v. Superior Court, 226 Cal.App.4th 430 (2014)
- Resolution Agreement, United States DHHS and UCLA (July 2011)

Reading Material for October 30
- HIPAA Omnibus Rule Reference Chart
- 45 C.F.R. § 160.103
- Texas Comparative Analysis Matrix: Current Federal and State Privacy Laws
- Medical Records Access & Privacy in California
VII. REIMBURSEMENT OPPORTUNITIES & RISKS

Issues

- What conditions must be met for Medicare payment for telemedicine services?
- What conditions must be met for Medicaid payment for telemedicine services?
- May private health insurance plans deny reimbursement for telemedicine services?
- Is telemedicine a “smart” business option for capitated or fee-for-service payment models?
- Why may self-insured employers be more interested in telemedicine treatment and care management modalities over traditional in-person encounters?
- What are the legal constraints for telemedicine business models that do not plan to accept any form of health insurance payments or coverage for the services provided?
- What are the most common health insurance fraud and abuse issues in telemedicine business ventures and how should you advise clients on mitigating those risks?

Reading Material for November 6

- 42 U.S.C. §1395m(m)(1)
- Medicare Claims Processing Manual, Ch. 12, §199.
- 42 C.F.R. § 410.78
- Tex. Admin. Code §§ 354.1430-34
- Medi-Cal Provider Manual, Medi-Cal Services, Part 2 — General Medicine, Medicine: Telemedicine (medne tele)
- Tex. Ins. Code § 1455.004
- Cal. Ins. Code § 10123.85

Reading Material for November 13


Reading Material for November 20

- 42 U.S.C. § 1395nn
- 22 Tex. Admin. Code § 199.5
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DPM, JD, MD, etc.)
2. Request submitted by (Department or Program Name): School of Law
   Law 7493 Securities Law Enforcement

4. Catalog course description (not to exceed 50 words):
   Explores the SEC’s enforcement of federal securities laws and related efforts by FINRA and the DOJ; introduces students to how the SEC enforces federal securities laws, including various aspects of the enforcement process, investigative techniques, the Wells process, and the SEC’s litigation efforts in both federal courts and administrative proceedings.

5. Prerequisite(s): One year in law school in the full-time or part-time program; Business Associations I

6. Is this a variable credit course? □ Yes □ No If yes, from _____ to _____
7. Is this a repeatable course? □ Yes □ No If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester? □ Yes □ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes □ No
9. 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)
      J.D. (Law)
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education)

12. Prefix | Course # | Title (excluding punctuation)
     Law | 7493 | Sec Law Enforcement

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Approval recommended by:

Maxine M. Harrington □
Department Head or Program Chair (Type Name & Sign) Date 7-25-15

Neal Newman □
Chair, College Review Committee Date 7-25-15

Andrew P. Morris □
Dean of College Date 7-25-15

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

Submitted to Coordinating Board by:

Chair, GC or UCC Date

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@vtamu.edu.
Curriculum Services – 04/14
SECURITIES LAW ENFORCEMENT
SYLLABUS – SPRING 20xx

Class Meets: Tuesdays, 4:30 - 6:20

Course Description: This course explores the Securities and Exchange Commission’s enforcement of federal securities laws and related efforts by FINRA and the DOJ. The course introduces students to how the SEC enforces federal securities laws, including various aspects of the enforcement process, investigative techniques, the Wells process, and the SEC’s litigation efforts in both federal courts and administrative proceedings.

Prerequisites: One year in law school in the full-time or part-time program: Business Associations

Instructors:

David Woodcock, Regional Director, SEC – Fort Worth Regional Office
Timothy Evans, Enforcement Attorney, SEC - Fort Worth Regional Office

Office Hours: Please email your questions directly to woodcockd@sec.gov or evanstim@sec.gov or to set up a phone call or meeting.

Attendance: Regular and punctual attendance is mandatory. You are expected to follow the attendance policy stated in the Texas A&M University School of Law Academic Standards.

Grading: Grades will be determined based on a take home final exam (80%), a practicum component (15%), and classroom participation (5%). The exam will consist of several essays. All exams will be graded anonymously. Final course grades will be adjusted in accordance with the Texas A&M University School of Law Academic Standards.

1/13/15 Course and SEC Overview

Discuss the mission of the SEC and the role of self-regulatory organizations, private plaintiffs and defense counsel in securities law enforcement. Other topics will include the general statutory framework governing enforcement actions and the resource, policy and political considerations relevant to the SEC’s Enforcement Division and FINRA’s Enforcement Department.

Reading:


SEC v. W. J. Howey Co., 328 U.S. 293 (1946)
1/20/15 SEC Investigative Process

The genesis and development of an informal inquiry/formal investigation. We will discuss the SEC’s investigative authority and various investigative techniques, including subpoenas compelling the production of documents and the testimony of witnesses, telephone interviews, and chronologies. We will also discuss the rights of witnesses, the manner in which the SEC enforces its subpoenas, the SEC’s internal deliberative process, and ways in which the Enforcement Division coordinates its actions with the SEC’s other divisions and offices and the SEC’s cooperation with and referrals to or from self-regulatory organizations such as the NASD and the various stock exchanges. We will also briefly discuss the Enforcement Division’s formal recommendations to the Commission and the various types of enforcement actions.

Reading:

4. SEC Form 1662 (“Supplemental Information for Persons Requested to Supply Information Voluntarily or Directed to Supply Information Pursuant to a Commission Subpoena”), available at http://www.sec.gov/about/forms/sec1662.pdf

1/27/15 Case Origination and Market Manipulation

This class will focus on the various ways that the Commission identifies its investigations. It will include discussion of the agency’s Tips, Complaints, and Referrals system, the Office of Market Intelligence, and the Office of the Whistleblower. We will also dig deeper into the opening phases of an investigation, including the authority to conduct investigations, the documents used to confer that authority, and opening investigative steps. Finally, we will discuss the ways markets can be manipulated and how the SEC investigations such cases.

Reading:

1. Exchange Act Section 10(b) and Rule 10b-5
2. Securities Act Sections 5 and 17
2/3/15  **Financial Reporting Fraud**

This class will examine the Commission’s role in ensuring that public corporations accurately report their financial results and fully disclose material information relating to the performance of the corporation. We will discuss the creation of financial statements, the role of the independent auditor in financial reporting, and the importance of accurate financial statements to investors. The class will also discuss the SEC’s efforts to identify, investigate, and prosecute financial fraud.

Reading:  

2/10/15  **Insider Trading**

A discussion of insider trading, including the elements of the offense, the basic theories, tipper/tippee liability, and available remedies.

Reading:  

Dirks v. SEC, 463 U.S. 646 (1983)

SEC v. Obus, 693 F.3d 276 (2d Cir. 2012)


2/17/15  **Complex Investigations**

Discussion of how the SEC handles particularly complex areas in enforcement, including the Specialized Units, FCPA, Municipal Securities, Asset Management, Market Abuse, and Complex Financial Instruments.

Market Abuse:


Foreign Corrupt Practices:


Complex Financial Instruments:


Municipal Securities and Public Pensions:

http://www.sec.gov/News/PressRelease/Detail/PressRelease/1365171514194#.VKBiv0ADA

Asset Management:


2/24/15 Defense Bar Perspective on SEC Enforcement

Discussions with practitioners in the SEC defense bar. Topics will include internal investigations, representing clients before the Commission, attorney/client privilege issues, and cooperating with the Commission.

Janus Capital Group, Inc. v. First Derivative Traders, 131 S. Ct. 2296 (2011)

3/3/15 Interagency Securities Enforcement

This class will address how the SEC interacts with other agencies during its investigations, including criminal authorities, FINRA, and state securities agencies.

### 3/17/15  **Enforcement Interaction with Other Divisions/Offices**

Discussion of the Enforcement Division's interaction with other divisions and offices in the agency, including the Division of Corporation Finance, Division of Investment Management, Division of Trading and Markets, the Division of Economic and Risk Analysis, and the Office of Compliance, Inspection, and Examination (OCIE). We will discuss the important role these other divisions/offices play in enforcement and investor protection and in the other components of the SEC’s mission.

### 3/24/15  **Remedies and Litigation**

Discussion of the various remedies available to the SEC, including injunctions, cease-and-desist orders, officer and director bars, administrative sanctions, civil penalties, disgorgement, Section 21(a) reports, stop orders, cooperation agreements, charging decisions, the settlement process, and the preparation and utility of a Wells submission. Class will also include an examination of issues surrounding the Commission’s litigation efforts. Topics will include how the Commission determines whether to bring proceedings in federal court or as administrative proceedings and challenges unique to securities litigation.


### 3/31/15  **Private Securities Litigation**

A discussion of the differences between public and private enforcement of securities laws, some of the key issues in private litigation, and the interaction between public and private securities enforcement.

Reading:  


A discussion of the role compliance and risk management play in the prevention of securities law violations. This will include a discussion of the role of the board, audit committees, auditors and accountants, compliance officers, and regulators. Will include a discussion of the SEC’s National Exam Program.


Law School Disability Policy:

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discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Statement and Policy:**

All students should be aware of the Aggie Honor Code:

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

Students are also expected to comply with the law school Honor Council Rules and Procedures, available on the law school’s website.

**Statement on Professionalism:**

"What is professionalism? 'Professionalism is conduct consistent with the tenents of the legal profession as demonstrated by a lawyer’s civility, honesty, integrity, character, fairness, competence, ethical conduct, public service, and respect for the rule of law, the courts, clients, persons who work within the legal profession, witnesses and unrepresented parties.'"¹

¹ Commission on Professionalism, State bar of New Mexico. Available at: http://www.nmbar.org/Attorneys/commissiononprofessionalism.html.
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional

Submit original form and attach a course syllabus.

Form Instructions:

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (e.g., DVM, JD, MD, etc.)

2. Request submitted by (Department or Program Name):
   School of Law
   Law 7644 Climate Change & Energy Law Seminar

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

4. Catalog course description (not to exceed 50 words):
   Analyzes evolving climate change control and adaptation policies - both domestic and international; evaluates how these policies intersect with laws regulating energy development; discusses the extent to which these laws and policies incentivize technological innovation and encourage sustainable energy development.

5. Prerequisite(s): All Lockstep courses except Constitutional Law

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

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

8. Will this course be submitted to the Core Curriculum Council? Yes No

9. 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)

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

11. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vet.tamu.edu/resources/export-control-basics-for-distance-education).

12. [Prefix] [Course #] [Title (excluding punctuation)]
   Law 7644 Climate Change & Energy Law Seminar

   Lect Lab SCI CIP and Fund Code Admin. Unit Acad. Year FICE Code
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   Approval recommended by:
   Maxine M. Harrington
   Department Head or Program Chair
   Date
   (if cross-listed course)
   Department Head or Program Chair
   Date
   Andrew P. Morrise
   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 – 04/14
Texas A&M University School of Law
CLIMATE CHANGE & ENERGY SEMINAR (LAW-7700F-601)
SYLLABUS
- Fall 201x -

Contact Information
Instructor: Gina S. Warren
Campus Email: gswarren@law.tamu.edu
Office: Rm 118
Office Phone: 817.212.3935

Class Schedule and Location: Class is scheduled for Tuesday evenings from 6:00 to 7:50 p.m. in room 206.


Course Description: Welcome to Climate Change & Energy Seminar! In this seminar, we will analyze evolving climate change control and adaptation policies – both domestic and international – and we will evaluate how those policies intersect with laws regulating energy development. We will also discuss the extent to which these laws and policies incentivize technological innovation and encourage sustainable energy development.

Prequisite: One year in law school in the full-time or part-time program.

Course Goals: The primary objectives of this course include: (1) understanding the major laws and policies (both domestic and international) addressing climate change and especially where those laws and policies intersect with energy development and production; (2) understanding climate change from a scientific, cultural, ethical, and economic perspective, in addition to the legal perspective; and (3) researching and writing scholarly work-product so as to illustrate an in-depth understanding of (1) and (2).

Course Attendance and Participation: Students will be expected to have read the assigned readings prior to class and to be prepared to discuss the material in class. Please refer to the law school’s Academic Standards for pertinent information regarding the law school’s attendance policy.
Grades: Students’ grades will be based on analytical writing, an in-class presentation, and class participation, as follows:

Students Seeking Rigorous Writing Credit:
• **Research Paper (80% of final grade):** Students will be required to prepare a minimum 6,500-word paper (exclusive of footnotes) on a topic selected with my approval. A failure to meet the minimum word limit will result in a lowering of students’ grades by two letter grades (i.e., A to C). In addition, students who fail to meet the minimum word requirement will not receive rigorous writing credit. Students must meet the schedule for handing in topics, outlines, drafts, and final papers as set forth in the attached course schedule (partial or incomplete work product will not be accepted). A failure to meet these deadlines will result in a lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A) for each deadline missed. **Late papers will not be accepted.**

For Students NOT Seeking Rigorous Writing Credit:
• **Series of three (3) essays (80% of final grade):** Instead of a research paper, students who are not seeking rigorous writing credit may elect to prepare a series of three (3) essays throughout the semester on a topic or topics selected with my approval. Word limits will be assigned for each essay. A failure to meet the minimum word limit will result in a lowering of students’ grades by two letter grades (i.e., A to C). Students must meet the schedule for handing in topics and essays. **A failure to meet these deadlines will result in a lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A) for each deadline missed. Late papers will not be accepted.**

For All Students:
• **In-Class Presentation (20% of final grade):** Students will be required to give a twenty (20) minute in-class presentation introducing the topic selected for their paper and providing a general overview of the subject. Such presentations will be assigned in the first few weeks of class.
• **Participation:** Students are expected to come to class prepared to discuss the materials assigned for that day. Hence, overall class participation will also factor into your grade. Class presence, performance, and participation can result in raising or lowering of students’ grades by one letter increment (i.e., C+ to a C, or B+ to A). Class participation will be assessed based on
your attendance, demonstrated knowledge of the subject, preparedness, and constructive participation in class discussion, as well as on your ability to demonstrate the above learning outcomes.

Law School Disability Policy: The law school adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Office Hours: I am available to meet with students regularly and my office hours are Tuesday and Wednesday 1:30 – 2:30pm and Tuesday 5:00 – 6:00pm. You should also feel free to call or e-mail me with any questions, concerns, or comments, or to schedule an appointment.

Course Schedule and Reading Assignments: What follows is an anticipated course schedule. I reserve the right to change and adjust the assignments based on the pace and progress of the class, the topics of particular interest to the class, and otherwise, as I deem necessary.

TENTATIVE COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Date</th>
<th>Subject</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>08.26.14</td>
<td>Chapter 1 – The Challenge of Climate Change: Scientific, Legal, and Political Elements</td>
<td>1-49 (skim if you need to, but try to get a good understanding of the challenges)</td>
</tr>
<tr>
<td>09.02.14</td>
<td>Chapter 2 – International Legal Approaches: Treaties and Non-Binding Agreements</td>
<td>63-98</td>
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<tr>
<td>Date</td>
<td>Subject</td>
<td>Pages</td>
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<tr>
<td>09.09.14</td>
<td>Chapter 3 – U.S. Legal Developments: Legislative, Executive, and Judicial Action</td>
<td>128-146; 152-156 plus skim Federal Register – EPA Stationary Source GHG Emissions Standards (posted online)</td>
</tr>
<tr>
<td>09.16.14</td>
<td>Chapter 3 – U.S. Legal Developments: Legislative, Executive, and Judicial Action</td>
<td>156-182 plus read <em>Utility Air Regulatory Group v. EPA</em> (posted online)</td>
</tr>
<tr>
<td></td>
<td><em>Topics due by 6:00pm today via email</em></td>
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<tr>
<td>09.25.14</td>
<td>Chapter 4 – Foreign Legal Developments: Comparative Law and Policy</td>
<td>211-255</td>
</tr>
<tr>
<td>09.30.14</td>
<td>Chapter 5 – State and Local Action: Governmental Efforts and Transnational Collaboration</td>
<td>261-264; 279-294; 301-322</td>
</tr>
<tr>
<td>10.07.14</td>
<td>Chapter 6 – Non-State Actors and Initiatives: NGOS, Corporations, and Individuals</td>
<td>346-358; plus posted excerpt.</td>
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<td></td>
<td><em>Outline &amp; preliminary bibliography for research paper due by 6:00pm today via e-mail</em></td>
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<td>Date</td>
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<tr>
<td>10.21.14</td>
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<td>10.28.14</td>
<td>Student Presentations</td>
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<tr>
<td>11.04.14</td>
<td>Student Presentations</td>
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<tr>
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<td>*First draft of paper due by *</td>
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<td><em>Midnight, Friday, November 7, 2014 via email</em></td>
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<td><em>Essay No. 2 due by Midnight,</em></td>
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<td><em>e-mail</em></td>
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<tr>
<td>11.11.14</td>
<td>Student Presentations</td>
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<tr>
<td>11.18.14</td>
<td>Student Presentations</td>
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<tr>
<td>11.25.14</td>
<td>No Class (work on final papers)</td>
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</tbody>
</table>

**FINAL paper due by 9:00am Monday, December 1, 2014 via email**

**Essay No. 3 due by 9:00am Monday, December 1, 2014 via email**

**Academic Integrity:** "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. Course request type: □ Undergraduate □ Graduate □ First Professional (e.g., DPM, JID, M.D., etc.)
2. Request submitted by (Department or Program Name): School of Law
   Law 7792 LARW III: Criminal Procedure
3. Course prefix, number and complete title of course:
   LARW 7792 LARW III: Criminal Procedure
4. Catalog course description (not to exceed 50 words):
   Enables students to put concepts first studied in Criminal Procedure into practice. Students will be required to draft motions to suppress and habeas corpus petitions challenging timely topics.

5. Prerequisite(s):
   One year of law school in the full-time or part-time program; Criminal Procedure
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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

8. Will this course be submitted to the Core Curriculum Council?
   □ Yes □ No

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

J.D. (Law)

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

11. □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://epr.tamu.edu/resources/export-control-basics-for-distance-education).

12. Prefix Course # Title (excluding punctuation)

<table>
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<th>SCI</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>HCE Code</th>
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<td>0022</td>
<td>01</td>
<td>10</td>
<td>003632</td>
</tr>
</tbody>
</table>

Approval recommended by:
Maxine M. Harrington
Department Head or Program Chair (Type Name & Sign) Date
Neal Newman
Chair, College Review Committee Date
Andrew P. Morris
Dean of College Date

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

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

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
LARW III: Criminal Procedure
Fall Semester 20xx
Professor Meg Penrose Mondays 3:00 p.m – 4:50 p.m.

Course Description

This course enables students to put into practice the concepts first studied in Criminal Procedure. Students will be required to draft motions to suppress and habeas corpus petitions challenging timely topics. Prerequisites: (1) One year of law school in the full-time or part-time program; (2) Criminal Procedure.

Office Hours

My office is on the first floor of the law school. General office hours are Mondays from 3:30 p.m. to 5:30 p.m., Wednesdays from 1:30 p.m. to 3:30 p.m. and other days by appointment. I maintain an open door policy and encourage students to stop by during office hours or to make an appointment when necessary. I may be reached via cell phone or text message at (972) 310-8669 any day between 10:00 a.m. and 7:00 p.m. or via e-mail megpenrose@law.tamu.edu.

Attendance Policy

Class attendance and participation are essential to a student’s understanding of course materials and, ultimately, success in this class. There is no unprepared status in this class. Students are permitted to miss three (3) class days during the semester without adverse consequences.

After the third absence, the professor – absent extenuating circumstances – will lower a student’s grade one grade level (i.e., from an “A” to a “B” upon the fourth absence or unprepared; from a “B” to a “C” for the fifth absence or unprepared; from a “C” to a “D” for the sixth absence or unprepared). Upon the accumulation of seven absences or unprepareds – in any combination – the student will receive a failing grade in the course due to attendance. Any desire to have an absence, tardy or unprepared excused requires written explanation of the circumstances underlying the request for excuse.
Teaching Method and Class Preparation

This class will be taught utilizing a modified form of the Socratic method. The Socratic method requires that both student and professor be prepared to engage in thorough discourse regarding the course readings and related materials. It is a highly interactive form of learning. This is a research and application class so no textbook will be assigned. Instead, students are expected to read all assigned cases as well as conduct independent research to complete the assigned writing projects. Students may also be asked to prepare class presentations for discussion.

Students are expected to be prepared to discuss each day’s reading assignment. **There will be no “unprepared” status in this course.** Students that are unprepared will have their final grade lowered one full level (i.e. from an “A” to a “B,” etc.). In addition, students that are called on will be required to present the case(s) and participate in the daily discussion -- with the assistance of the professor if necessary. That being said, I am firm but fair. If an emergency situation or illness arises, students are expected to notify the professor of any situation precluding participation **prior to the start of class.**

Course Objectives

Students should leave this course with an enhanced understanding of the practical application of criminal procedure, particularly as it relates to motion practice. The goal is for students to learn to put their legal knowledge to use through the drafting of common criminal practice motions. Each student will be required to draft at least one motion on behalf of the state and one motion on behalf of a criminal defendant. In this manner, students will more fully appreciate the role of pursing and defending criminal procedure motions.

Grading Policy

Students will be graded in this course based on class attendance (as set forth above), quality of participation and three writing assignments. Excepting up to 10% discretionary credit reserved for exceptional class performance, three writing assignments (two short and one longer) will account for the total grade in this course. Students have the ability to work in pairs on two of the three
writing assignments. And, students can choose which two of the three assignments they desire to work in pairs. For students who decide to work in pairs on any assignment, the assigned grade will be the same for each student. In other words, if working in pairs, there will be no individual grades. Instead, the assignment will receive a grade and the two students both receive that same grade. Adverse grade consequences may occur due to excessive absences or unpreparedness in class as described above.

**Academic Integrity Statement and Policy**

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

Students in this course are expected to follow all Law School Honor System Rules and to conduct themselves, in all academic endeavors, consistent with the Aggie Code set forth above.

In addition, it is expected that all students in this course will adhere to the highest levels of professionalism, including integrity, civility, honor, honesty and mutual respect for the work and ideas of others — even those with whom we fiercely disagree. As a member of the legal profession, you are privileged to help others but are expected to do so always with the highest regard for our courts, our judges, other lawyers and the spirit of fair process. As we are reminded by the words that appear over the United States Supreme Court, lawyers must always strive to achieve “Equal Justice Under Law.”

**Accommodation of Disabilities**

Texas A&M University School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.
TEXTBOOK

There is no formal textbook for this course. The Professor will assign cases throughout the semester depending on the nature of the assignments selected.

Case assignments are subject to change with adequate notice given by the Professor.

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Reading Assignment</th>
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<tbody>
<tr>
<td>Mon. Jan. 20th</td>
<td>Martin Luther King, Jr., Holiday – no class today</td>
</tr>
<tr>
<td>Mon. Feb. 10th</td>
<td>Shaken Baby Syndrome (materials sent by professor)</td>
</tr>
<tr>
<td>Mon. Feb. 17th</td>
<td>Second Assignment Handed Out – Due Mon. March 24th</td>
</tr>
<tr>
<td></td>
<td>Texas Outcry Witness Statute</td>
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<tr>
<td></td>
<td>Texas Continuous Child Abuse Statute</td>
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<tr>
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<td><em><strong><strong>FIRST ASSIGNMENT DUE</strong></strong></em>*********</td>
</tr>
<tr>
<td>Mon. Feb. 24th</td>
<td>Motions for New Trial Cases TBD</td>
</tr>
</tbody>
</table>
Mon. March 3rd  Cases TBD
Mon. March 10th  SPRING BREAK
HOLIDAY Mon. March 17th  Cases TBD

28th

Martinez v. Ryan, 132 S.Ct. 1309 
1911 (2013) Habeas Corpus Writs 
11.07 and 2254

******SECOND ASSIGNMENT 
DUE*************

Right to Counsel and General Writ Practice

LaFluer v. Cooper, 132 S.Ct. 1376 (2012) 
Right to Counsel and General Writ Practice

Mon. April 14th  Brady v. Maryland, 373 U.S. 83 (1963) 
Giglio v. United States, 405 U.S. 150 (1972)

Mon. April 21st  Right to Counsel and General Writ Practice

Mon. April 28th  ******THIRD ASSIGNMENT DUE**************
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type:  
   □ Undergraduate  □ Graduate  □ First Professional (e.g., J.D., M.D., M.Eng., etc.)
2. Request submitted by (Department or Program Name):
   School of Law
   Internship 7868S Intellectual Property/Technology Clinic
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):

   Trademarks section focuses on general trademark issues; patent section focuses on general patent issues; includes counseling clients, conducting registrability or patentability searches and preparing trademark or patentability opinions for clinic clients, drafting and filing of trademark or patent applications, and responses to Office Actions.

5. Prerequisite(s):
   One year in law school in the full-time or part-time program. Trademark Section: Intellectual Property or Trademark & Unfair Competition Law (Trademark & Unfair Competition Law may be taken concurrently).

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

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

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

9. Will this course be submitted to the Core Curriculum Council? □ Yes  □ No

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

   J.D. (Law)

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

12. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>Law</td>
<td>7868S</td>
<td>Intell Prop &amp; Tech Clinic</td>
</tr>
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</table>

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<td>0 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:
Maxine M. Harrington  Department Head or Program Chair  Date
Neal Newman  Chair, College Review Committee  Date
Andrew P. Morris  Dean of College  Date

Department Head or Program Chair (if cross-listed course)  Date

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

Associate Director, Curricular Services  Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 04/14
TAMU IP and Technology Law Clinic - Trademarks
Fall 2015
2 credit hours

Tuesday, 4:00-5:50 p.m.
Room ___

Instructor:
Professor Cheryl Leb
Email: cheryl.leb@kellyhart.com
Phone: 817-878-3547
Office Hours: By appointment

Course Description:
Clinic students will focus exclusively on trademark clearance and acquisition of rights. Students will conduct trademark searches and prepare trademark applications. Students will engage in interviewing and counseling of clients, and will also make presentations on legal issues to the clients. The goal of the Clinic is to prepare students to be effective lawyers by working with real-life clients. In working with clients, students will be supervised by a licensed attorney.

Prerequisites:
Intellectual Property or Trademark & Unfair Competition Law (Trademark & Unfair Competition Law may be taken concurrently).

Resource Materials:
There is no required textbook for this course; however a hard copy of the TMEP is strongly encouraged. The online version is available through the USPTO. Readings will be distributed in class or available online.

Course Objectives:
Throughout this course, students will:
1. Understand and gain an appreciation for specific substantive areas of law related to trademark clearance and acquisition of rights.
2. Begin to develop a knowledge base from which to build the capacity to diagnose short-term and long-term problems related to trademark clearance and acquisition of rights.
3. Learn and refine skills for effective interviewing, counseling and communication.
4. Be able to counsel and serve clients effectively and ethically.
5. Develop a "bedside manner" (i.e., an effective process for client counseling).
6. Develop professionalism and an ethical framework as a counselor to Clients, including how to work collaboratively with other practitioners.
Approach:
Class meetings and work will include:

- **In-class workshops:** Class meetings will include some lecture, and also workshops on topics relevant to trademark law. Student participation in all classes and discussions is required.

- **Interviewing Simulations with Mock Clients:** Students may be assigned to do a diagnostic interview with a "mock client" – a (pretend) entrepreneur who is seeking assistance. Students working in teams will conduct a diagnostic interview and receive detailed feedback from the Instructor, the mock client, and other students observing the interview.

- **Interviewing and Consulting Sessions with Real Clients:** Student teams will begin to assist assigned real business client(s) for the remaining weeks of the term, starting with a diagnostic interview with the client (estimated 2-3 meetings total – one at the beginning, a mid-term check-in, and a final meeting). Based on what is learned in the diagnostic interview, student teams will then conduct research, counsel, lead training sessions, and/or draft legal documents.

- **“Firm” Case Conferences:** The entire class will meet regularly as a Firm to have opportunities to discuss real client cases and pool insights and expertise.

- **Team Meetings:** Beginning after the real client interviews, teams will meet with the Professor to review research and discuss case strategy.

- **Writing Assignments:** Writing assignments consist of documents related to practice: (1) clearance search letters; (2) client notes; and (3) deliverables such as memos and trademark applications.

Evaluation and Grading Policies:
All work, including but not limited to notes, maintenance of case files, client services, class participation, and memos, will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. I expect adherence to our rules of professional conduct where applicable. All written Clinic work must be submitted to the Instructor for review.

Law School Disability Policy:
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs,
Rosalind Jeffers, in consultation with the University's disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school's policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

**Academic Integrity Policy:**
An Aggie does not lie, cheat or steal, or tolerate those who do.

**Statement on Professionalism:**
Professionalism includes the skill, good judgment, and polite behavior characteristic of a person trained to do a job well. Students are expected to maintain the highest levels of professionalism, just as if the student were working at a world-class law firm.

**Course Topics, Calendar of Activities, Major Assignment Dates:**
The course schedule provided below is meant to be used as a beginning guideline, and reflects the general order of topics. However, there may be particular topics that will take more time and others that may be added or changed. This flexibility allows us to flow with the class’s interests and best meet both your needs and the needs of our clients.

**Preliminary Course Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Introduction: Trademark Law</th>
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<tbody>
<tr>
<td></td>
<td>• Trademark Searching</td>
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<td></td>
<td>• Resources</td>
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<td>• USPTO Requirements</td>
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<tr>
<th>Class</th>
<th>Client Intake</th>
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<tr>
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<td>• Engagement Letters</td>
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<td></td>
<td>• Client Intake Discussion</td>
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<thead>
<tr>
<th>Class</th>
<th>Client Interviewing and Counseling</th>
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<tr>
<td></td>
<td>• Mock Interviews</td>
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<tr>
<td></td>
<td>• Scenario building</td>
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<table>
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<tr>
<th>Class and beyond</th>
<th>Client Projects</th>
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Texas A&M University School of Law Intellectual Property and Technology
Law Clinic: Patents
Fall 2015
2 Credit Hours
Tuesday 4:00-5:50 PM

Class Information
Course # 7900S-602
Room # 104
Professor: Noah Tevis
Email: noahtevis@gmail.com
Phone: 817-456-0785
Office: CLIP Office
Office Hours: By Appointment

Course Description
The Patent Law Clinic (PLC) is designed as a practical course in conducting patent searches, counseling clients, and writing patent applications. The clinic targets law students who plan on pursuing a career as patent attorneys or patent litigators. While patent prosecution practice is not strictly a requirement for patent litigation attorneys, this skill provides valuable insight to patent litigators that practice in this field.

The PLC offers students the ability to work with entrepreneurs in support of their perfection of Intellectual Property patent matters. To this end, PLC students will focus exclusively on preparation of U.S. patent applications. This training will include preparation of patent applications in a variety of technical fields, such as electrical, computer, software, and mechanical arts, which represent a vast majority of both patent application filings and growth in patent filings. The goal of the PLC is to prepare students to enter a law firm or in-house setting equipped to prepare patent applications without substantial additional training or supervision by their employer. While legal principles will be covered where applicable, this course will emphasize the practical aspects of how patent applications should be prepared to maximize client value and minimize risks of rejection by the USPTO. Students will engage in interviewing and counseling of clients and will also make presentations on legal issues to the clients. In working with clients, students will be closely supervised by a licensed attorney.

Prerequisites

Intellectual Property or Patent Law (Patent Law may be taken concurrently).

The preparation of patent applications requires understanding of technical engineering and scientific content, students are expected to have a solid scientific/engineering background and be capable of using these skills in the preparation of patent applications.

Students should meet USPTO patent agent/attorney registration requirements which can be found at http://www.uspto.gov/ip/boards/oed/exam/grbpage.jsp. Qualified students are encouraged to take and pass the USPTO patent bar before they leave law school, as completion of this registration hurdle is an important factor in the hiring determination of many law firms. While USPTO patent bar registration is not a prerequisite for this course, it is anticipated that students completing the PLC will pursue this certification as part of their career path.
Resource Materials
Required textbook resources for this class include the following:

Sheldon, Jeffrey G. How to Write a Patent Application. 2nd Ed. PLI, 2014. See the order form at the end of this Syllabus.

Other resources will be available online, such as: USPTO Manual of Patent Examination Procedure (MPEP) (http://www.uspto.gov/patents/law/index.jsp)

Other resources will be provided by the professor via email or distributed in class.

Course Objectives
Patent practice may be generally divided into two parts: patent preparation (writing the patent application) and patent prosecution (processing the patent application through the USPTO administrative examination process). This course will concentrate on the proper preparation of patent applications. This will entail to some extent anticipation of hurdles that must be overcome in the prosecution of a patent application. Some students may get to participate in patent prosecution, depending on whether any of previously filed PLC patent applications are examined by the USPTO during the semester.

The overall goals in this learning process will be to:
(a) Enable students to prepare patent applications;
(b) Provide exposure to patent practice for purposes of further student career decisions; and
(c) Provide a valuable service to the clients.

Within this context, students will learn the following skill sets and be able to:
- Generate patent applications conforming to USPTO requirements.
- Discern indicia of quality within a patent application.
- Avoid prosecution pitfalls associated with poor patent preparation.
- Interact with clients with proper intake procedures to ensure quality patent application preparation.
- Rapidly generate a patent title, abstract, and claims supporting broad patent scope.
- Avoid potential litigation pitfalls in the preparation of patent applications.
- Counsel potential clients in the mechanics of patent protection in the context of overall IP protection.
- Avoid/address common objections/rejections issued by USPTO patent Examiners.
- Service clients with a high standard of ethics and professionalism.

Approach
Class meetings and work will include:
- Lectures including content relating to patent practice, professionalism, and character development as a patent practitioner. Lectures are designed to provide the information necessary for the student to become an excellent patent practitioner, obtain and succeed as a patent practitioner, and in doing so reflect well on themselves and the legal profession.
- Homework which will include drafting of patent applications and other patent-related documents. Homework is designed to provide the student a real-world view of patent practice and the mechanics of patent application preparation.
- Interviewing and consulting with actual patent clients. This contact may be in-person or electronic but is designed to provide the student the opportunity to hone client interaction skills necessary to successfully generate a thorough patent application and represent the client before the USPTO.
This class is not designed to “hide the ball” with respect to expected student work product, but rather designed to provide models of construction and behavior to provide the student a starting point at patent practice that will hopefully position them well for integration into a patent practice law firm or in-house corporate setting.

Evaluation and Grading Policies
All work, including but not limited to homework, patent applications, maintenance of case files, client services, and class participation, will be evaluated for quality and care, thoughtfulness, critical thinking, timeliness, and completeness. Students are expected to adhere to applicable rules of professional conduct. All clinic work will be supervised by an attorney.

Attendance Policy
Attendance is required in accordance with the policy of Texas A&M School of Law. A student who has more than the allowable number of unexcused class absences will be administratively withdrawn. Students are required to be punctual to class, as timeliness is an essential element of a professional patent practice.

Law School Disability Policy
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Academic Integrity Policy
An Aggie does not lie, cheat or steal, or tolerate those who do. Students are expected on their honor to neither give nor receive unauthorized aid on academic work in the PLC. Student resources regarding the Aggie Honor System Rules and Honor System Office are available at http://aggiehonor.tamu.edu/Students/. Student resources regarding the Texas A&M University Law School Honor System Rules can be found in the student handbook, at https://law.tamu.edu/Portals/0/docs/Current%20Students/Student_Handbook_2014.pdf

Statement on Professionalism
Professionalism in patent practice requires not only hard skills, such as legal aptitude, communication skills, and technical knowledge, but also soft skills, such as ethical judgment, integrity, common sense, and a strong work ethic. Professionalism is daily placing the client’s interests above your own.

Students are expected to adhere to both the spirit and letter of the USPTO Rules of Professional Conduct (available at http://www.uspto.gov/ip/boards/oed/ethics.jsp) and the Texas Lawyer’s Creed (available at http://www.supreme.courts.state.tx.us/pdf/TexasLawyersCreed.pdf). Unprofessional student conduct by any PLC student will result in dismissal and administrative withdrawal from the PLC class.

Course Topics, Calendar of Activities, Major Assignment Dates
The course schedule provided below is meant to be used as a beginning guideline, and reflects the general order of topics. However, there may be particular topics that will take more time and others that may be added or changed. This flexibility allows us to flow with the class’s interests and best meet
both student needs and the needs of our clients.

**Preliminary Course Schedule – Formal reading/homework to be supplied in class**

This schedule is subject to change. Portions of class time that would otherwise be filled with lecture may be used for actual patent practice, depending upon client availability.

- Class 1: Introductions, Preliminary USPTO Clinic Requirements, Conflict Checks, Overview of the patent process, Chapter 1
- Class 2: Working with the inventor, Chapter 4
- Class 3: Patentability searches, Chapter 5
- Class 4: Parts of a patent application, Chapter 2
- Class 5: Electronic filing with the USPTO, Chapter 3
- Class 6: Patent drawings and patentable subject matter, Chapters 6 and 6A
- Class 7: Preparing the claims, Chapter 7
- Class 8: Preparing the claims, Chapter 7 (cont.)
- Class 9: Writing the Specification, Chapter 8
- Class 10: Writing the Specification, Chapter 8 (cont.)
- Class 11: Information Disclosure Statement, Chapter 9
- Class 12: Design patent applications, Chapter 10
- Class 13: Provisional patent applications, Chapter 11
- Class 14: Various technology types of patent applications, Chapters 12-16
- Class 15: Foreign filing, Chapter 17
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate ✓ First Professional (e.g., J.D., LL.M., etc.)
2. Request submitted by (Department or Program Name):
   School of Law
   Law 7869
   Innocence Clinic
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Affords students the opportunity to investigate claims of actual innocence or behalf of Texas inmates, including
document/transcript review, examining new evidence, and locating and re-interviewing witnesses. Students work
closely with Innocence Project of Texas attorneys if cases move into litigation; weekly classroom component
explores the causes and cures of wrongful convictions.

5. Prerequisite(s): One year in law school in the full-time or part-time program
   Cross-listed with:
   Stacked with:
   [Cross-listed courses require the signature of both department heads.]

6. Is this a variable credit course? ✓ Yes □ No If yes, from 2 to 3
7. Is this a repeatable course? ✓ Yes □ No If yes, this course may be taken 2 times.
   Will this course be repeated within the same semester? Yes ✓ No
8. Will this course be submitted to the Core Curriculum Council? □ Yes ✓ No
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      J.D. (Law)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments.

11. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://prov.tamu.edu/resources/export-control/basics-for-distance-education).

12. Prefix: Law
    Course #:
    Title (excluding punctuation): Innocence Clinic

    Lect  Lab  SCH  CLP and Fund Code
    Admin Unit
    Acad Year
    FICE Code
    0 3 0 0 0 3 2 2 0 1 0 1 0 1 0 0 1 8 1 7 1 0 1 5 1 6 0 0 1 3 6 1 3

   Approval recommended by:
   Maxine M. Harrington
   Department Head or Program Chair (Type Name & Sign) Date
   Neal Newman
   Chair, College Review Committee Date

   Department Head or Program Chair (Type Name & Sign) Date
   Andrew P. Morris
   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 • 04/14
Texas A&M University School of Law
Special Topics: Innocence Clinic

Syllabus

Course Information:
Special Topics: Innocence Clinic 2 Credits
LAW-7700P-601 CRN 25386

Instructor:
Nick Vilbas, JD
Executive Director, Innocence Project of Texas
nick@ipoftexas.org (903) 880-1533
Office: Innocence Project Office
Available all day Wednesday, otherwise by appointment/email

Course Description:
The Innocence Project of Texas Innocence Clinic is a clinical program for second and third year law students to investigate claims of actual innocence on behalf of Texas inmates. Student activities will include document/transcript review, examining new evidence, and locating and re-interviewing witnesses. Students will also work closely with Innocence Project of Texas attorneys when cases move into the litigation phase, possibly drafting motions for DNA testing or writs of habeas corpus. Students will work under the direct supervision of Innocence Project of Texas staff lawyers. A weekly classroom component will also explore the causes and cures of wrongful convictions as it relates to case investigation and litigation.

Students earn 2 hours of credit for the course, which includes a two-hour classroom component and completion of 130 hours of casework.

Prerequisite: One year of law school in the full-time or part-time program. No honor code violations.

Expected Learning Outcomes:
Upon completion of the course, the student should have:
1. Knowledge of the Texas criminal justice system, with a focus on post-conviction remedies for wrongfully convicted individuals.
2. General understanding of the causes of wrongful convictions.
3. General understanding of post-conviction innocence claim investigation
4. General understanding of various bases of post conviction relief such as junk science, DNA, victim recantations, etc.

Grading/Methods for Assessing Expected Learning Outcomes:
The Innocence Clinic is a Pass/Fail course.
The expected learning outcomes for the course will be determined by the students’ performance in topics relevant to the course by the following: (1) Assigned Readings, (2) Class Participation and Completion of required Hours, and (3) Completion of one or more Case Memo and Trial Transcript Summary.
Disability Policy:
Texas A&M School of Law adheres to a disability policy that is in keeping with relevant federal law. The law school will provide reasonable accommodations as determined by the Assistant Dean of Student Affairs, Rosalind Jeffers, in consultation with the University’s disability services. Students must notify Dean Jeffers of any permanent or temporary disabilities and must provide documentation regarding those disabilities prior to the granting of an accommodation. Due to the law school’s policy of testing anonymity, students should not discuss their disabilities with professors. For assistance, students should consult with Dean Jeffers.

Academic Integrity Statement and Policy:

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

Matters of academic dishonesty by law students are governed by the Honor System Rules. All students are bound by the Texas A&M Aggie Code of Honor and the Texas A&M University System Rules and Procedures. Law students are also bound by additional rules of the Law School. Students are responsible for knowing the Honor Code and Honor System Rules, complying with their requirements, and reporting known violations. Texas A&M University also has a Student Conduct Code regarding nonacademic misconduct that applies to law students.

Professionalism:
Clinic students are expected to conduct themselves in a professional manner. Students will be investigating real cases involving real people, often involving very sensitive matters.

“What does it mean to be a professional? The term refers to a group . . . pursuing a learned art as a common calling in the spirit of public service – no less a public service because it may incidentally be a means of livelihood. Pursuit of the learned art in the spirit of public service is the primary purpose.”

Dean Roscoe Pound

Course Materials:
No textbook required. Students will be provided class materials via email, download, disc or thumb drive prior to start of class.

Assignments and Readings (Subject to Change)

Class 1: January 14
Case Review Procedures
Case Flow Chart
Sample memo and Transcript Summary

Class 2: January 21
Tim Cole Opinion Order
Post Conviction DNA and Actual Innocence
Class 3: January 28
   Reading TBA

Class 4: February 4
   Indigent Defense Report

Class 5: February 11
   Applications for Writ of Habeas Corpus
   Innocence Writs
   DUE: First drafts of all case documents completed (Procedural History, Memo, Transcript Summary)

Class 6: February 18
   Suppression of Exculpatory Evidence

Class 7: February 25
   Video: TBA

Class 8: March 4
   Shaken Baby Syndrome (pg. 1-56)

Class 9: March 18
   Shaken Baby Syndrome (pg. 57-106)
   DUE: Second drafts of all case documents completed (Procedural History, Memo, Transcript Summary)

Class 10: March 25
   Update on Legal Standards

Class 11: April 1
   Progress in Fire Investigations

Class 12: April 8
   Ex Parte Robbins
   SB Bill 344

Class 13: April 15
   Topic/Reading TBA

Class 14: April 22 LAST CLASS
   DUE: FINAL drafts of all case review documents.
CHANGE IN COURSES
Texas A&M University

Departmental Request for a Change in Course
Undergraduate • Graduate • Professional

Submit original form and attachments.

Form Instructions:
1. Course request type:
   - □ Undergraduate
   - □ Graduate
   - □ First Professional (DVM, MD, JD, Master’s, DPA)
2. Request submitted by (Department or Program Name): School of Law
3. Course prefix, number and complete title of course: Law 7162 Civil Rights Litigation

 Attach a brief supporting statement for changes made to items 4a thru 4d and 10 below.

4. Change requested:
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason):
   c. Cross-list with:

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

  e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - □ Yes
   - □ No

6. If grade type is changing for existing course, indicate the new grade type:
   - □ Grade
   - □ S/U
   - □ P/F (CLMO)

7. If this course will be stacked, please indicate the course number of the stacked course:

   I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vnr.tamus.edu/resources/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

   Civil Rights Litigation.

   This course provides an overview of federal legislation designed to provide private actions to enforce constitutional rights, including the kinds of relief available and limits on recovery.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Civil Rights Litigation

   Addresses Federal claims against local or state officials alleging violations of U.S. Constitution; course relevant to lawyers representing school districts, prisons, law enforcement, and state government agencies as well as individuals served by these entities.

10. As currently in course inventory:

    Prefix  Course #  Title (excluding punctuation)
    Law  7162  Civil Rights Litigation

    Lect.  Lab  Other  SCHI  CIP and Fund Code  Admin. Unit  FICE Code  Level
    3.00  3.00  2201010008  1710  0 0 3 6 3 2 7

   Change to:

    Prefix  Course #  Title (excluding punctuation)

    Lect.  Lab  Other  SCHI  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code  Level

   Approval recommended by:

   Maxine M. Harrington
   Department Head or Program Chair (Type Name & Sign)  Date

   Neal Newman
   Chair, College Review Committee  Date

   Andrew P. Morris
   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 — 08/14
Justification Statement: LAW-7162 Civil Rights Litigation – new course description

The proposed change in course description provides a more accurate and comprehensive description of the key doctrines and concepts that will be covered in the course and the relevancy to particular areas of law.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
Submit original form and attachments

Form Instructions:
1. Course request type:
   - [ ] Undergraduate
   - [ ] Graduate
   - [✓] First Professional (B & H, JD, PhD, LLM, UPAP)
2. Request submitted by (Department or Program Name):
   School of Law
3. Course prefix, number and complete title of course:
   Law 7437 National Security Law

4. Change requested
   a. Prerequisite(s): From: ___________________________ To: ___________________________
   b. Withdrawal (reason): __________________________
   c. Cross-list with: __________________________

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

d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course?
   - [ ] Yes
   - [✓] No

6. If grade type is changing for existing course, indicate the new grade type:
   - [ ] Grade
   - [ ] S/U
   - [ ] P/F (CLAD)

7. If this course will be stacked, please indicate the course number of the stacked course:
   - [✓] I verify that I have reviewed the FAQ for Export Controls Basics for Distance Education (http://var.tamu.edu/roten/ccc/export-controls/export-controls-basics-for-distance-education).

8. &

9. Complete current course title and current catalog course description:
   National Security Law.
   An examination of an emerging branch of legal inquiry that addresses threats to the autonomy of American nationhood. The sources of this law are not unified, ranging from early landmark cases in the Supreme Court to statutes, executive orders, and “practices.” The basic theme of the course is the countering of legal protection from genuine threats to our national life and the need to preserve our fundamental rights under the rule of law

10. Complete proposed course title and proposed catalog course description (not to exceed 30 words):
    National Security Law
    Examines criminal and civil statutes, Supreme Court cases, executive orders, and government policies that impact U.S. national security; course relevant to prosecutors, criminal defense attorneys and lawyers who represent state and federal government agencies, law enforcement, technology companies, as well as individuals served by these entities.

11. As currently in course inventory:
    Prefix: Law
    Course #: 7437
    Title (excluding punctuation): Nat'l Sec Law

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|------------|----------|-------|
    | 3.00  |     |       | 3.00| 2201010008       | 1710       | 0 3 6 3 2 7 |

   b. Change to:

    Prefix:
    Course #: 7437
    Title (excluding punctuation):

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin Unit | FICE Code | Level |
    |-------|-----|-------|-----|------------------|------------|----------|-------|
    |       |     |       |     |                  |            |          | 15 - 16 | 0 3 6 3 2 |

    Approval recommended by:
    Maxine M. Harrington
    Department Head or Program Chair (Type Name & Sign) Date
    Neal Newman
    Chair, College Review Committee Date
    Andrew P. Morrise
    Dean of College Date

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

    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 – 08/14

The proposed change in course description reflects the changing nature of national security and is designed to offer students a broader, updated understanding of the key doctrines and concepts that will be covered in the course.
Texas A&M University
Departmental Request for a Change in Course
Undergraduate • Graduate • Professional
• Submit original form and attachments •

Form Instructions

1. Course request type: □ Undergraduate □ Graduate □ First Professional (MD, JD, Ph.D, DVM)

2. Request submitted by (Department or Program Name): School of Law

3. Course prefix, number and complete title of course: Law 7666 Race & the Law Seminar

4. Change requested
   a. Prerequisite(s): From: ____________________________ To: ____________________________
   b. Withdrawal (reason): ____________________________
   c. Cross-list with: ____________________________

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

   d. Change in course title and description. Enter complete current course title and current course description in item 9; enter proposed course title and proposed course description in item 10. Complete item 11a and b for a change in title.

   e. Change in course number, contact hours (lab & lecture), and semester credit hours. Complete item 11a and b. Attach a course syllabus.

5. Is this an existing core curriculum course? □ Yes □ No

6. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (ELMO)

7. If this course will be stacked, please indicate the course number of the stacked course:

   1. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-control/export-control-basics-for-distance-education).

8. Complete current course title and current catalog course description:

   Race & the Law Seminar
   This seminar studies the many and various ways in which race and the American legal system interact, from both a historical and contemporary standpoint. Particular emphasis will be placed on the role the law has played in reinforcing slavery, shaping Reconstruction, and influencing the lives of various racial groups. The seminar culminates with an examination of some of the current issues surrounding the legal treatment of race, including __________.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):

   Race & the Law Seminar
   Addresses how race and ethnicity impact the American legal system, from both a historical and contemporary standpoint; examines role of race in criminal justice, immigration, family affairs, business, education, and national security context; prepares law students to represent diverse clients.

10. As currently in course inventory:

    Prefix: Law
    Course #: 7666
    Title (excluding punctuation): Race & the Law Seminar

    | Lect | Lab | Other | SCHI | CIP and Fund Code | Admin. Unit | FICE Code | Level |
    |------|-----|-------|------|------------------|-------------|-----------|-------|
    | 2.00 |     | 2.00  | 2201010008 | 1710            | 0 0 3 6 3 2 | 7       |

11. Change to:

    Prefix: Law
    Course #: 7666
    Title (excluding punctuation): Race & the Law Seminar

    | Lect | Lab | Other | SCHI | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code | Level |
    |------|-----|-------|------|------------------|-------------|------------|-----------|-------|
    |      |     |       |      |                  | 15          | 16         | 0 0 3 6 3 2 | 7     |

Approval recommended by: [Signature]

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

[Signature]
Chair, College Review Committee Date

[Signature]
Dean of College Date

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

[Signature]
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 – 08/14

The proposed change in course description reflects the changing nature of race and the law and is designed to offer students a broader, more contemporary understanding of the key theories, doctrines and concepts that will be covered in the course.