New Courses
1. **Discussion Items**

2. **New Course Requests:**
   a. ANSC 651  Current Issues in Animal Agriculture *(Tabled from February and March 2016 meeting)*
   b. ECON 663  International Transfer Pricing
   c. FINC 606  Options, Futures, and Other Derivatives *(Tabled from March 2016 meeting)*
   d. FINC 651  Financial Valuation
   e. NRSC 690  Theory of Research
   f. WFSC 644  Wildlife and Natural Resource Policy

3. **Course Change Requests:**
   a. ARCH 634  Architectural Lighting
   b. FSTC 681  Seminar
   c. NSTC 681  Seminar
   d. MEEN 659  Vibration Measurement in Rotating Machinery and Machine Structures

4. **Curriculum Change Requests**
   a. MARA- Masters in Maritime Administration and Logistics (Non-thesis/Thesis Options)

5. **Special Consideration Requests:**
   a. College of Medicine-MS in Education for Healthcare Professionals- Final Exam Exemption for Non-Thesis (Project) Students
   b. Department of Nutrition and Food Science- M.S. in Kinesiology & M.S Nutrition- Proposal for Simultaneous Two-Degree Program

6. **Informational Items:**
   a. College of Medicine
      i. MEID 710  Humanities, Ethics, Altruism, and Leadership III
      ii. MEID 711  Evidence-Based Medicine and Scholarly Research III
Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional

1. Course request type:
   - Undergraduate
   - Graduate
   - First Professional (DDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Animal Science

3. Course prefix, number and complete title of course:
   ANSC 651 Current Issues in Animal Agriculture

4. Catalog course description (not to exceed 50 words):
   Prepare students to project a professional image and use communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):
   Graduate classification

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)

   College of Agriculture and Life Sciences

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)
    ANSC 651 Current Issues Animal Ag

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year H# Code
    3.00 0.00 0.00 3.00 010901005 0270 16 - 17 0 0 3 6 3 2

    Approval recommended by:
    H. Russell Cross
    Department Head or Program Chair (Type Name & Sign) Date
    [Signature]

    David Reed
    Chair, College Review Committee Date
    [Signature] 11/20/15

    Mark Hussey
    Dean of College Date
    [Signature] 11/20/15

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

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
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.O., M.D., J.D., Pharm.D., D.V.M.)
2. Request submitted by (Department or Program Name):
   Department of Animal Science
3. Course prefix, number and complete title of course:
   ANSC 651 Current Issues in Animal Agriculture

4. Catalog course description (not to exceed 50 words):
   Prepare students to project a professional image and use communication skills to describe animal agriculture; converse about the strengths and weaknesses of animal agriculture.

5. Prerequisite(s):
   Graduate classification
   Cross-listed with: Stacked with: ANSC 351

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)

College of Agriculture and Life Sciences

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. (Provide Course Title, including punctuation)

   ANSC 651 Current Issues in Animal Agriculture

   Eect. Date Other SCH QIP and Credit Code Volume Unit Aead Year HRI Code
   3.00 0.00 0.00 3.00 010901005 0270 15 17 0 0 3 6 3 2

   Approval recommended by:
   H. Russell Cross Date
   Department Head or Program Chair (Type Name & Sign)
   David Reed Date
   Chair, College Review Committee
   Mark Hussey Date
   Dean of College
   (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 – 07/14
ANSC 651
CURRENT ISSUES IN ANIMAL AGRICULTURE
Spring 20XX

Professors: Gary C. Smith
gary.smith@ag.tamu.edu 210-913-8939
Chris Kerth c-kerth@tamu.edu 979-224-1707
Dan Hale dhale@tamu.edu 979-587-9245
Ashley Arnold a.arnold@tamu.edu 979-862-3643

Meeting Time: Tue/Thurs 9:35-10:50 AM, KLCT 400

Course Format: 3 hours of lecture, 3 credits, stacked with ANSC 351
Prerequisites: Graduate Student classification

Course Description: College graduates entering the workforce for the first time are expected to be knowledgeable of the technical subject-matter in their field. In addition, they should exhibit awareness and understanding of the concerns of some in the general public about specific elements of their profession. The field of animal agriculture has, of late, been a lightning rod for skeptics and critics with both real and inaccurately perceived criticisms of what, how and why certain things are done. This course is intended to prepare graduates to project a professional image while using their communication skills to describe animal agriculture and to discuss its strengths and weaknesses with others.

Learning Outcomes: (1) Upon completion of this course students will be able to create and deliver referential and persuasive discussions of topics and issues currently relevant to animal agriculture. (2) Students will demonstrate: (a) analytical reading ability, critical thinking and library research skills, and (b) communication skills in written and spoken discourse.

Conduction of Class: (1) The first class period will consist of introductory information (i.e., course objectives, the Synopsis, Source Citations, Oral Presentations, honesty, plagiarism, regular and final examinations, final grades, differences in expectations for ANSC 651 vs. ANSC 351 students, etc.). (2) Beginning with the second class period, a single "Current Issue" will be discussed each week (two class periods) or—occasionally—at a single class period. (3) At the beginning of the second and each subsequent regular class meeting, each student will submit to the professor a handwritten (in cursive) Synopsis comprised of three (ANSC 351 students) or five (ANSC 651) sentences. (4) The Synopsis will consist of a first sentence in which the student describes her/his position regarding the "Current Issue." Students can take a positive, negative or neutral position on an individual "Current Issue" without jeopardizing their grade in the course. As an example, the first sentence might say, "The Current Issue is that some people believe that grazing animals should never be tethered to constrain their movements, but I believe there are circumstances in which tethering is appropriate." (5) The second
and third (ANSC 351) and the second, third, fourth and fifth (ANSC 651) sentences of the Synopsis will consist of the best statements of fact that the student can construct—based on her/his research—to support her/his position regarding that "Current Issue." Each of the statements must have a Source Citation. As an example, a supporting statement might be "John Doe (Ruminant Science, Volume 72, page 341, 2012) supports the use of tethering for producers on small-scale sheep operations that cannot afford to construct fences." or "Jane Doe (Proceedings of the International Livestock Congress, page 27, January 8, 2013) believes tethers—properly constructed and deployed—are humane and do not create undue animal stress or pain." Students may use as Source Citations: (a) Statements by scientists generally regarded as experts on the subject from Internet, newspaper, magazine, textbook, White Paper, or personal interview sources, and; (b) Results of studies from a scientific journal article, a Proceedings paper, or a review commissioned by a nonprofit organization (e.g., NCBA, USDA, ASI, NPPC, NTF, PETA, PEW, NCC, HSUS, etc.) (6) During each regular class period, as many as possible of the students in the class will make an Oral Presentation of his/her Synopsis—without use of any notes or visual aids. Other students and the professor will constructively critique the substance of the Synopsis and the delivery of the Oral Presentation.

Attendance and Makeup Policies: Regular class attendance is expected. Excused absences must be confirmed and include: (1) Participation in authorized University activity. (2) Confinement due to illness (statement signed by a physician is required). (3) Death in immediate family. (4) Participation in legal proceedings that require the student’s presence. (5) For additional information about the attendance and makeup policies, please refer to Student Rule 7 at http://student.rules.tamu.edu/rule07. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor.

Americans with Disabilities Act (ADA) Policy Statement: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity Statement and Policy: “An Aggie does not lie, cheat, or steal; or tolerate those who do.”—Aggie Honor Code http://www.aggiehonor.tamu.edu
Honesty: According to the Texas A&M University Definitions of Academic Misconduct, plagiarism is the appropriation of another person’s ideas, processes, results or words without giving appropriate credit. You should credit your use of anyone else’s words, graphic images, or ideas using standard citation styles. If I should determine that you have failed to properly credit sources or have used all or parts of a Synopsis written by someone else, I will turn in your work to the Aggie Honor System Office for adjudication.

Grading Procedure: Each student’s Synopsis, if submitted on time, will be evaluated by the professor and assigned a score of 10 points if “Satisfactory” or 5 points if “Unsatisfactory”; no points will be given if the Synopsis is not submitted on time. The maximum possible sum of Synopsis scores will be 25 times 10 or 250 points but a perfect total score will be considered to be 200 points.

There will be three examinations (A, B, and Final); each will be worth 100 points.

Final Grades will be based on percentages of 500 total points (200 for Synopsis plus 300 for exams):

90% (450 or higher) = A
80% (400-449) = B
70% (350-399) = C
60% (300-349) = D
59% (299 or lower) = F.

Additional Expectations—ANSC 651 vs. ANSC 351: (a) Graduate Students (GS) will, as described above, be expected to provide twice as many Source Citations in each Synopsis. (b) GS will be called upon to give oral presentations more frequently than will Undergraduate Students (UGS). (c) GS enrolled for ANSC 651 credit will serve as advisors and tutors for UGS enrolled for ANSC 351 credit with regard to searching the scientific literature and delivering oral presentations. At the first class meeting, GS will provide their phone number or email address so UGS can seek assistance if, and as, needed.

Postscripts:
- A Fleishman-Hillard and The Motherhood.com survey (2013) revealed that “The primary sources for consumers obtaining information about food” (e.g., GMOs, pesticides, food safety, etc.) were: 39%, from trusted food and mom blogs; 31%, information from peers off-line; 24%, from the government, and; 17%, from physicians.

- “A university’s obligation is not to teach students what to think but to teach students how to think... If students graduate with ears and minds closed, the university has failed both the student and society.”
  (Source: Michael Bloomberg, Reader’s Digest, October 2014)
### Course topics, calendar of activities, major assignments, test dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Course Topics</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction; Labeling Gluten-Free Food</td>
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<tr>
<td>2</td>
<td>Importance of Beef, Pork, or Lamb (Tues) and Poultry or Dairy Products (Thurs) in the Human Diet—choose one for each class period</td>
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<tr>
<td>3</td>
<td>Vegetarianism/Veganism; Food Security (USA and Globally)</td>
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<td>4</td>
<td>Food Defense (relative to Bioterrorism); Food Waste In the USA</td>
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<td>5</td>
<td>Sustainability of Livestock Production in the USA; Major Examination A</td>
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<td>6</td>
<td>Microbiological Safety of US Food; Microbiological Safety of Imported Food</td>
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<td>7</td>
<td>Chemical Safety of US Food; Chemical Safety of Imported Food</td>
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<tr>
<td>8</td>
<td>Comparative Food Safety of Conventional vs. Local or Natural (Tues) and vs. Organic or Grass-Fed (Thurs) Beef</td>
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<tr>
<td>9</td>
<td>Animal Well-Being in Production Settings (Tues) and in Loading/Hauling/Harvesting (Thurs)</td>
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<tr>
<td>10</td>
<td>Country-Of-Origin Labeling of Beef; Major Examination B</td>
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<tr>
<td>11</td>
<td>Is Global Warming a Result of Human Activity?; How Much of GHG Production Is a Result of Animal Production?</td>
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<td>12</td>
<td>GMOs—GE In Animal/Plant Foods; GMOs—Cloning in Animal/Plant Foods</td>
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<td>13</td>
<td>Antibiotics for Growth Promotion in Meat Animals; Causes of Antimicrobial Resistance in Human Pathogens</td>
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<td>14</td>
<td>Use of Hormonal (Tues) or B-agonistic (Thurs) Growth Promotants In Meat Animals</td>
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<td>15</td>
<td>Final Examination</td>
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**Test Dates:**
- Major Examination A: Week 5
- Major Examination B: Week 10
- Final Examination: Week 15
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 Economics
3. Course prefix, number and complete title of course: ECON 663 International Transfer Pricing
4. Catalog course description (not to exceed 50 words): Valuation of cross-border transactions between units of a multinational enterprise; includes internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer manipulation, arm's length standard, U.S. and OECD rules and procedures, tax court cases, and ethical dilemmas.

5. Prerequisite(s):
   Graduate Classification
   Cross-listed with: MGMT 663, INTA 663
   Stacked with:
   Crosslisted 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 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)
       MS in ECON

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://vnr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix Course# Title (excluding punctuation)
    ECON 663 INTERNATIONAL TRANSFER PRICING

<table>
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<th>Lab</th>
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<th>Admit. Unit</th>
<th>Acad. Year</th>
<th>ECE Code</th>
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</tbody>
</table>

Approval recommended by:
Tim Granberg, Dept. Head - ECON
Department Head or Program Chair (Type Name & Sign) Date

Wendy Boswell, Dept. Head - MGMT
Department Head or Program Chair (Type Name & Sign) Date
(If cross-listed course)

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 – 07/14
MGMT 663/INTA 663/ECON 689: INTERNATIONAL TRANSFER PRICING

Spring 2016 Course Syllabus

Course: MW 4:30-6:00 pm in 181 Wehner
Instructor: Lorraine Eden, Gina and Anthony Bahr Professor in Business and Professor of Management
Office/Mail: Dept. of Management / Texas A&M University / 415D Wehner / TAMU 4221
Work Phone: 979-845-4851 (MGMT Department)
Personal Phone: 979-693-1636 (Home); 979-777-3489 (mobile)
Email/Website: leden@tamu.edu / http://mays.tamu.edu/directory/leden/
Office Hours:  MW 1:00-3:00 pm in 415D Wehner, 6:00-6:30 pm in 181 Wehner or by appointment.

1. COURSE DESCRIPTION, OBJECTIVES AND PREREQUISITES

1.1. COURSE DESCRIPTION

International Transfer Pricing. (3-0). Credit 3. International transfer pricing is the valuation of cross-border transactions between units of a multinational enterprise. This graduate seminar introduces students to both theoretical and practical aspects of transfer pricing. Topics include: valuation of cross-border transactions between units of a multinational enterprise; includes internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer manipulation, arm’s length standard, U.S. and OECD rules and procedures, tax court cases, and ethical dilemmas. Prerequisite: Graduate classification. Cross-listed with INTA 663 and ECON 689.

1.2. COURSE OBJECTIVES

International transfer pricing involves the pricing of products (goods, services and intangibles) when they are traded among subunits of a multinational enterprise (MNE). For example, the pricing of goods manufactured by a parent firm that are sold to a wholly owned distributor in another country, the licensing of intangible assets to a foreign subsidiary, and the valuation of engineering services provided by one affiliate to another are all examples of international transfer pricing. In addition to internal motivations for setting transfer prices, such as efficient resource allocation and divisional autonomy, MNEs are also subject to external regulation from customs, income tax and other governmental authorities. These government entities regulate transfer prices in order to prevent transfer price manipulation, that is, the over/under valuation of intragroup transactions designed to avoid or arbitrage government regulations.

This graduate seminar provides a broad survey of the scholarly and practitioner literatures on transfer pricing, from both the MNE and government perspectives. The course draws from a variety of disciplines including accounting, economics, finance, international business, management, political economy and

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1 This course is cross-listed in three departments/colleges as MGMT 663, INTA 663 and ECON 689. ECON 689 should change to ECON 663 once the course has been approved. I use “MGMT 663” as a short form for all cross-listings.
public policy. The course introduces students to the published research on transfer pricing in both scholarly and professional journals, and to prepare students for professional careers in transfer pricing.

This course has three main objectives:

- The first objective of this course is to provide students with an overview of the scholarly and professional literature on transfer pricing, including both classic and current materials. The intention is to go broad rather than deep; that is, to provide a broad survey of the field rather than a deep discussion of a few selected topics. By the end of the course, students should have (1) an overall knowledge of the field; (2) a practical “tool bag” to understand MNE transfer pricing strategies, government regulations, and the risks and tasks involved in mitigating and reducing the potential for MNE-government conflicts; and (3) a road map to guide their further studies.

- A second objective is to prepare students for a professional career in transfer pricing. Many of the students in this course will be actively on the job market seeking fulltime employment or internship opportunities in transfer pricing. A variety of activities inside and outside of the course are designed to help students transition into a fulltime career in this area.

- A third objective is that a student who successfully completes this course should also be able to successfully pass Exam III: Transfer Pricing and qualify for the ADIT Transfer Pricing Certificate offered by the Chartered Institute of Taxation (COIT) as part of COIT’s Advanced Diploma in International Taxation (ADIT). (Students are responsible for their own costs associated with taking the COIT exam.)

1.3. COURSE PREREQUISITES

Graduate students who take MGMT 663 are typically doing so for one of two reasons: (1) the students have a primary interest in transfer pricing (they want a career as a transfer pricing economist/professional), or (2) the students have a secondary interest in transfer pricing (for example, they are rounding out a program of study in a related field such as taxation, valuation, auditing or anti-money laundering). PhD students may also be interested in conducting research or teaching in this area.

The course has been designed specifically for students in three departments/colleges at Texas A&M:

- Masters and PhD students in the Mays Business School (especially Accounting, Finance and MBA students).
- Masters students in the George Bush School of Government and Public Service (especially Masters in International Affairs students).
- Masters and PhD students in Economics or Financial Economics in the department of Economics.

Other graduate students who are advised that this course is important for their programs or career interests are welcome as space permits.

MGMT 663 is a required course for the Transfer Pricing sub-track within the Tax Track of the Professional Program in Accounting (PPA). The course is also required for Professor Eden’s Transfer Pricing Module. Please speak to Prof. Eden if you want more information about either of these programs.

All students in MGMT 663 must be registered as graduate students at Texas A&M University, and must have some background (at least one undergraduate or graduate course) in Economics (especially Microeconomics) since the reading materials assume a basic knowledge of economic theory.
Students who are a good fit for transfer pricing careers have as a background:

- Economics training (especially microeconomics, international trade, taxation).
- Accounting and finance training (especially international and/or tax).
- Training in quantitative research methods (e.g., statistics, Excel, STATA).
- Excellent oral and written English skills.

Normally, students seeking transfer pricing careers will also have taken prior to graduation:

- ACCT 647: Financial Statements Analysis.
- A graduate seminar on multinational enterprises; e.g., ECON 617: Economics of the Multinational Firm, MGMT 679: International Business Policy or MGMT 667: Multinational Enterprises.
- At least one course in a related area based on the student’s interests and background. (Some examples are international finance, energy economics, asset valuation, corporate tax, intellectual property). Please see Dr. Eden for advice on recommended courses.

2. LEARNING OUTCOMES

A learning outcome is defined as a statement of what the student will know or be able to do upon successfully completing a course at Texas A&M. Learning outcomes must be observable and measurable. There are two types of learning outcomes in this course: knowledge content and practical skills.

In terms of knowledge content, a student who successfully completes this course should be able to:

- Explain core concepts such as transfer pricing, intrafirm trade, the arm’s length standard, advance pricing agreements, section 482 and the OECD guidelines, and functional analysis.
- Discuss the multinational enterprise’s internal and external motivations for transfer pricing.
- Discuss transfer pricing from a managerial perspective.
- Explain the economic theory behind the transfer pricing methods.
- Explain the linkages between business strategy, the value chain and functional analysis.
- Analyze how government regulations affect the MNE’s choice of transfer pricing methods.
- Critique empirical work that has been done on estimating transfer price manipulation.
- Explain the basics of international taxation.
- Explain the key components of US and OECD transfer pricing regulations.
- Explain the historical evolution of transfer pricing regulation in the United States and the OECD.
- Discuss and compare the basic transfer pricing methods for goods, services and intangibles in terms of their advantages and disadvantages, and the selection of a best method.
- Discuss the differences and similarities between the US and OECD rules on transfer pricing.
- Analyze and critique landmark transfer pricing court cases.
- Discuss ethical issues with respect to transfer pricing.
- Discuss current issues in the professional transfer pricing literature.
- Analyze and critique transfer pricing articles in scholarly and professional journals.

In terms of practical skills, students who successfully complete this course will have practical skills in:

- Selection of the best (most appropriate) transfer pricing method for particular situations.
- Preparing transfer pricing documentation using Thomson Reuters OneSource Transfer Pricing Documentation software.
• Valuing Intangible property using ktMINE’s Royalty Rate Finder software.
• Analyzing and answering previous ADIT Transfer Pricing examination questions.

3. TEXTBOOK AND RESOURCE MATERIALS

3.1. REQUIRED READING MATERIALS

• Cole, Robert and William Byrnes. *A Practical Guide to U.S. Transfer Pricing* (third edition), published by Lexis Nexis (Nov/Dec 2014). The book is available for purchase at the Texas A&M Bookstore. Please purchase the hard-back version of the book (the one in a five-ring binder with loose-leaf pages). We have a special educational price for the book of $218 (the regular price is $533). Note: there is also a digital e-book version, but I want you to have the hard-back one for class. (You will take out and carry with you to class only the pages needed for that week’s reading so will not have to carry the whole thing to class.) If you wish to purchase the e-book version too, you may do so also at the $218 price, but must buy it directly from Lexis Nexis; please speak to me for the information on purchasing the e-book also.)

• We will also be reading US and OECD transfer pricing documents along with relevant journal articles and book chapters as required readings for each class. These readings will normally available from the eCampus course web portal. Please bring printed copies with you to class for discussion. Students are responsible for their own printing costs.

• I will from time to time post copies of my lecture notes on the eCampus web portal. Please check the portal, print a copy and bring the notes with you to class.

3.2. OTHER READING MATERIALS

• Electronic copies of key government documents (e.g., the OECD Transfer Pricing Guidelines, US Section 482 Regulations, the 1988 US Treasury White Paper, and the most recent transfer pricing reports by the Big Four accounting firms) are also available for download from eCampus.

• Optional Readings: A list of optional (non-required) readings is included for each topic for those students who want to read more deeply on a particular topic. These readings are generally available on the eCampus web portal, but will not be discussed in class.

• Professional Transfer Pricing Journals: We will read articles in several of the professional transfer pricing journals this semester. The one we will read most often is *Tax Management Transfer Pricing Report* (TPR). All of these journals are available online through the TAMU Library. Go to http://library.tamu.edu, click on “e-Journals and enter “transfer pricing” or go to the library page created specifically for this class and click on the relevant journal (see below).

• TAMU Transfer Pricing Resources: A list of and links to professional transfer pricing and tax e-journals, datasets and resources, available through the TAMU Library, is posted at: http://guides.library.tamu.edu/mgmt663. I thank TAMU Librarian Jared Hoppenfeld for assembling this page for our class.
3.3. SOFTWARE/DATASETS/WEB-BASED RESOURCES

Instructions on how to access these software resources will be provided to you at the beginning of the semester. Please note that access is strictly limited to students in MGMT 663 and your password/log-in may NOT be shared with anyone else. Also, access is ONLY permitted for educational and scholarly research purposes and may not be used for any other purpose (e.g., consulting). Your accounts will expire at the end of the semester. I thank both Thomson Reuters and ktMINE for making their software programs available for use in this course.

- **Bureau van Dijk Transfer Pricing Catalyst**: Bureau van Dijk has provided us with electronic access to the firm’s transfer pricing software and its new country-by-country reporting package. We will be using the software in a country-by-country reporting and global formulary apportionment project (team project #1).

- **Thomson Reuters OneSource Transfer Pricing Documenter**: Thomson Reuters has provided us with electronic access to the firm’s transfer pricing documenter software and two of its company databases. We will be using the software to do a functional analysis, selection of the best method and preparation of a contemporaneous documentation package (team project #2).

- **ktMINE Royalty Rate Finder**: ktMINE has provided us with electronic access to the firm’s transfer pricing software and its database of royalty rates for intangible assets. We will be using the software to select the best transfer pricing method for pricing a related party transaction involving intangible assets (team project #3).

- **Wharton Data Research Services (WRDS)**: We will have a class account on WRDS (Wharton Data Research Services). This account will be used by the students to find company-level data that to supplement the team based assignments.

3.4. OTHER LEARNING RESOURCES

- **Visiting Speakers**: Normally, about six visiting speakers will visit the course over the semester. The guest speakers may participate directly in class, or offer a brown bag seminar outside of class times. We will use SKYPE to bring some transfer pricing professionals in our class on relevant issues.

- **Transfer Pricing Aggies**: I run a LinkedIn group for current and former students who have transfer pricing interests. You are encouraged to set up a LinkedIn account (http://www.linkedin.com) and to join this group. I also recommend joining some of the specialized transfer pricing groups on LinkedIn and following the discussions.

- **Web Seminars**: In addition to its Transfer Pricing Documenter software, Thomson Reuters and the Big Four accounting firms frequently offer web seminars with guest speakers on practical transfer pricing issues. Students will be informed when these seminars are offered and invited to listen and participate as their schedule permits.
4. TEACHING FORMAT

4.1. AN INTERACTIVE TEACHING FORMAT

This course will be taught as a graduate seminar. Students are expected to attend all classes, to have read and absorbed the required readings before class, and come to class prepared to discuss and critique the readings. Normally, the class will start with the instructor providing a general overview of the topic, and then we will dissect the readings one at a time. Regularly, I will ask a student to start the discussion on an article by providing an overview of its concepts so students should come prepared for this, and to discuss each reading in some depth.

When we are studying government regulations (e.g., US Treasury Regulations 482 and the most recent OECD Transfer Pricing Guidelines), I will post on the course eCampus web portal my copy of the relevant part of the regulations, annotated with highlighted sentences and phrases and my side comments. I recommend you print my annotated copy and bring that with you to class. I will put my annotated copy up on the classroom screen and we will work through the reading focusing on the highlighted parts.

We will make extensive use of the eCampus course web portal. The portal will be the primary method by which I contact students outside of class, and I request you do the same for reaching me. For example, students will use the portal for posting their assignments; and FAQ pages will be used for answering student questions related to assignments and tests.

4.2. HOW TO MANAGE THE REQUIRED READINGS

My recommendation on how to prepare for each class are below:

- Each class typically includes about 50-60 pages of required readings.
- Download copies of the required readings at least a week or two before class.
- If I have posted lecture notes, please read them first as an overview.
- Read the textbook first so you have an overview of the topic.
- Do the individual readings three times, at different times staggered over the week.
  - First, read them all quickly at one sitting to get an overview of the topic.
  - Second, read each piece slowly, 1-3 pieces per day, where you underline key sections and write brief notes in the margins. (For example, carry a couple of articles with you and, when you have some time, read one.)
  - Third, the night before class, read through everything again and highlight key sections.
- If you have time or are particularly interested in a topic, I recommend also looking at one or more of the optional (non-required) readings.
- Bring your copies of the required readings with you to class.
- Laptops are not permissible in class so you will need the actual papers in order to follow along with the class discussion.

4.3. NO LAPTOP POLICY

This class follows a "no laptop" policy, which means that laptops, iPads, mobile phones and other electronics are banned during class. If you bring them to class, turn them off at the beginning of class and put them away for the duration of the class. There is strong empirical evidence that the use of electronics during class is distracting for students and leads to poorer performance, both for the student using the electronics and those around them. Materials on this topic are posted on eCampus.
No recording devices may be used during class, unless a student has special permission to do so due to a disability and has discussed the matter with me at the beginning of the semester.

5. GRADING POLICIES

The grading system for this course is out of 100 points, as outlined in the table below:

<table>
<thead>
<tr>
<th>Grade Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly Quizzes</td>
<td>40</td>
</tr>
<tr>
<td>Team Assignments</td>
<td>35</td>
</tr>
<tr>
<td>Professional Interview</td>
<td>20</td>
</tr>
<tr>
<td>Final Exam</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>100</td>
</tr>
</tbody>
</table>

The grading system is Texas A&M is A (90-100 points), B (80-89 points), C (70-79 points), D (60-69 points) and F (below 60 points). Since this is a graduate course, the passing grade is a minimum of 70 points.

A grade of Incomplete will only be given under rare circumstances (e.g. a major illness). An incomplete grade (I) is given for coursework deficiency and not for performance deficiency. Texas A&M's regulations state: A temporary grade of 'I' (Incomplete) at the end of a semester or summer term indicates that the student (graduate or undergraduate) has completed the course with the exception of a major quiz, final examination or other work. The instructor shall give this grade only when the deficiency is due to an authorized absence or other cause beyond the control of the student.

5.1. WEEKLY QUIZZES (40 POINTS)

Almost all Monday classes will start with a short (15 minute) written quiz on the materials covered in the previous week's two classes. My best estimate is that there will be eight quizzes this semester, but there could be as many as 10 and as few as 6 quizzes depending on the actual course timetable and number of visiting speakers. The value of each quiz may therefore vary slightly if the number of quizzes should turn out to be higher or lower than expected; the total point value will not change. Each quiz will consist of short-answer questions, numerical problems and/or multiple choice questions.

If a student misses a quiz and:

- Does not have a University approved excuse, the missed quiz will receive a zero grade.
- Has a University approved excuse, the student may either (1) take a substitute quiz with the instructor within one week of the missed quiz as a replacement, (2) count the missed quiz as a "drop" quiz (see below), or (3) receive a zero grade for the quiz.
- University-approved absences are outlined in the section below on "Make-Up Policy". Note that job interviews are NOT a University approved absence.

Drop Quiz: Students may "drop" one quiz from the final grade calculation, in one of two ways: (1) either the student may miss one quiz without penalty or (2) the instructor will drop the lowest quiz grade from the final grade calculation for each student.
5.2. TEAM ASSIGNMENTS (35 POINTS)

- Team Assignment #1: BvD Transfer Pricing Catalyst (due Wednesday February 24, 2016)
- Team Assignment #2: Thomson Reuters OneSource Documenter (due Wednesday April 6, 2016)
- Team Assignment #3: ktMINE Royalty Rate Finder (due Monday April 25, 2016)

Students will be grouped into teams at the beginning of the semester; teams will consist of two or three members depending on overall enrollment in the course. There will be three team-based assignments. Late assignments will be penalized one-half point per day late (e.g., from 8/10 to 7.5/10, using a 10-point scale). More specific instructions for each of the assignments will be posted on eCampus.

5.3. PROFESSIONAL INTERVIEW TERM PAPER (20 POINTS)

- Due date for interview paper: Monday, May 2, 2016

Students must interview a professional who has a minimum of four years of practical experience in transfer pricing. Individuals who have been interviewed previously for this course cannot be interviewed again; a list of previous interviewees will be posted on eCampus. Interviewees must be at the senior associate/consultant level or above; interviewees at the senior manager level or higher are preferred.

Do NOT leave this assignment to the end of the semester as time is needed to find an appropriate interviewee, complete the interview, and write a high-quality term paper. Note that students are expected to find their own interviewee; if the instructor's help is needed to find an interviewee, the maximum possible grade on the term paper is reduced is 14 points.

Each student will write a typed, double-spaced paper in 11 point Times Roman, approximately 10 pages in length, on their interview. Tables, charts and references do not count in the page limit, and should be attached to the end of your paper.

The interview project covers the following six topics:

1. Brief information about the organization where the individual works (size, nationality, activities performed, years the organization has been in operation).
2. General information about the individual (education, experience, job characteristics, experience and responsibilities, longevity with the firm and in this position).
3. An example of the most typical transfer pricing situation that the individual or organization handles on a regular basis, and how the individual or organization handles this typical situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.
4. An example of one of the most difficult transfer pricing situations that the individual or organization has faced and how the organization/individual handled this difficult situation/case. Please note that the names of the company(ies) involved in the situation may be disguised for confidentiality. Link this to materials covered in class.
5. What key lessons about transfer pricing has the individual learned over the course of his/her career in transfer pricing. Link this to materials covered in class.
6. What advice or recommendations for students who want to make transfer pricing a full-time career would the individual like to share with the students in this course.

Your paper must be submitted to http://www.turnitin.com and receive a “green-OK” rating before the paper is submitted to the instructor. Please attach a screen shot showing the Turnitin.com rating along
with your paper. The paper must be free of grammatical errors and typos. Papers with major problems will lose one-half grade (the grade will drop from 9/10 to 8.5/10, using a 10-point scale, for example).

Your paper must be (1) emailed to the instructor as a MS Word DOC file, (2) posted on eCampus as a PDF file so that other students may read it, and (3) deposited as a printed copy with the course instructor, on or before the due date. Late assignments will be penalized one-half point per day late (e.g., from 8/10 to 7.5/10, using a 10-point scale).

Grading: Please note that a key factor determining the grade for this project will be the student's ability to link insights from the interview to the materials we covered in class during the semester; that is, to link the practical “real world” problems and issues faced by a transfer pricing professional to the scholarly and professional readings we have discussed in class.

The second part of this assignment is a class discussion of the students’ Interview Projects, as part of the Final Examination for this course (see section 5.4 below). Students must prepare and bring a one-page summary of their interview projects with them to the Exam. Students will make 1-3 minute presentations of their interviews and then discuss similarities and differences across the interviews. More information will be posted on eCampus.

More specific instructions on the interview project will be posted on eCampus.

5.4. FINAL EXAMINATION (5 POINTS)

- Final Exam date: Friday May 6, 2016 from 3:30-5:30 pm in 181 Wehner

The Mays Business School requires all graduate courses to have a final examination held on the University assigned examination date/time. The exam will be held in our regular classroom.

The exam will consist of in-class presentations and discussions of the student Transfer Pricing Interview Projects (see section 5.3).

A student who misses this exam will receive a zero grade for the exam unless they have a University approved excuse. Any make-up for missing this exam would be at the discretion of the instructor since final grades for all students must be filed on or before the University deadline.

7. ACADEMIC INTEGRITY STATEMENT AND POLICY

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

Upon accepting admission to Texas A&M University, a student immediately assumes a commitment to uphold the Honor Code, to accept responsibility for learning and to follow the philosophy and rules of the Honor System. Ignorance of the rules does not exclude any member of the Texas A&M University community from the requirements or the processes of the Honor System. For additional information please visit http://aggiehonor.tamu.edu/. On course work, assignments, and examinations at Texas A&M University, students will be asked to sign the following Honor Pledge: “On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work.”

All suspected violations of the Aggie Honor Code must be submitted to the University Honor Council, and penalties are determined by the Council. See http://www.tamu.edu/aggiehonor/know.html.
Students must complete projects and exams alone unless they are explicitly listed as team based. Note that penalties for team projects apply to all members of the team, even if only one member committed the infraction. For example, plagiarism in one section of a project written by one team member will result in all team members being penalized. Therefore, all team members should double check the work of their team mates prior to submission.

It is not acceptable to submit a paper (or part of a paper) that was completed for another course for credit in this course since this is ‘double counting’ (i.e., receiving credit twice for the same piece of work). This activity is called complementarity. If you wish to incorporate research you completed in another course for credit in this course, the prior work must be cited and the instructor’s permission requested in advance. If complementarity occurs, the piece of work will receive a zero grade.

Written assignments and papers for this course must be submitted by each student through http://www.turnitin.com to be checked for plagiarism. (See section below on turnitin.com.)

7. WRITING SKILLS

Note that all written work will be graded, not only for content, but also for grammar, writing style, organization and presentation of material. The mark for poorly written work with frequent misspellings and grammatical errors will be reduced by one complete grade (from B+ to B, for example).

Employers stress that the quality of an individual’s writing is one of the most valuable skills that employers look for when hiring new staff. Business today is almost entirely driven by communicating with others, most often in writing: presentations, memos, business proposals, training materials, etc. Lack of high-quality writing skills is a major handicap to students looking for a well-paying, interesting job in today’s economy. In this course, students will do a team-based project, which involves research leading to a 10-page paper and a PPT presentation in front of the rest of the class. The paper can be included in student Writing Portfolios. Students will use Turnitin.com, which will help them learn how to avoid plagiarism and write more effectively. Take advantage of these opportunities to improve your communication skills.

The need for excellent written and oral English skills is particularly important for careers in transfer pricing and related areas (tax, valuation, auditing, consulting) because of the need to prepare written and oral briefs for clients and tax authorities. Excellent oral and written English skills are perhaps the single most important soft skill in demand by transfer pricing professionals.

In this course, students will have several opportunities to improve their set of “soft skills”, especially writing skills. Students will be given a self-diagnostic test early in the semester, which will provide an estimate of each student’s skill level and point out areas where remedial help is needed. Student assignments provide practice with writing and oral presentation skills. Students will use Turnitin.com, which will help them learn how to avoid plagiarism and write more effectively. Take advantage of these opportunities to improve your communication skills.

In addition, students who need extra help with writing should consider using:

- A grammar workbook such as Hacker and Van Goor. 1998. Bedford Basics: A Workbook for Writers.
- A grammar and writing reference book such as Diane Hacker’s A Writer’s Reference. (Note: There are multiple editions and versions; check also for student discounts.)
- Bedford Exercise Central provides free diagnostic tests and tutorials online; see:
8. TURNITIN.COM

All written work (except for tests and numerical assignments) must be submitted to http://www.turnitin.com to be checked for plagiarism and receive a “green” (acceptable) rating before being submitted to the instructor. Please attach a PDF of the Turnitin.com rating to your assignment or email the PDF to the instructor. The purpose of using Turnitin.com is to help the student avoid unintentional plagiarism. By submitting papers ahead of time, students receive a “grade” from Turnitin.com, which identifies passages considered to be too close to someone else’s work. Because the system allows the student to revise and resubmit as many times as needed, without penalty, both the student and the instructor are assured that the paper has met at least minimal standards of compliance with the Aggie Honor Code.

Class ID: ___________ Enrollment Password: ______________________ (distributed in class)

9. ATTENDANCE POLICIES

9.1. ATTENDANCE EXPECTATIONS

The University views class attendance as an individual student responsibility. **Students are expected to attend all classes and complete all assignments and tests during the semester.** Students who miss a class should email the instructor (loden@tamu.edu), noting the reason for their absence from class. If a student knows that he/she will be missing a class, please email the instructor ahead of time with this information. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code.

**Please come to class on time and do not leave until class is over.** However, if you must leave class early for some special reason, please let me know at the beginning of the class, and then sit by the exit door so you can leave with minimal distraction to your neighbors. Similarly, if you expect to arrive late – or to miss class completely --- please let me know ahead of time by email or phone call. **Please note that I would prefer you come late rather than miss class.**

9.2. CLASS PARTICIPATION

This is a graduate seminar; it is a discussion based, active learning course. This course is designed to train you to become a junior (beginning) transfer pricing professional and therefore I expect you to treat the course as equivalent to an internship where you are actively engaged in your own learning. Students are expected to attend all classes, having read the required readings before class, and to actively participate during class. Students should come prepared to discuss each reading in some depth.

Students who anticipate missing a class should email me in advance to let me know they will be absent. Given the large size of the class (24 students in each section), I will be “cold calling” on students to encourage oral participation by all members of the class. At the same time, students are expected to not
waste class time with frivolous or unhelpful comments that are unrelated to class materials so that everyone has an opportunity to ask questions and share their views.

Good citizenship (helping) activities are also part of class participation. For example, alerting students to outside readings relevant to the course, helping with visiting speakers, carpooling for class events and explaining materials to students who do not understand a concept, are all examples of good citizenship behaviors.

Formal grading of each student's class participation is not part of the grade calculation in this course so students will not receive a grade for class participation.

9.3. MAKE-UP POLICY

If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If the instructor has a regularly scheduled make up exam, students are expected to attend unless they have a university approved excuse. The make-up work must be completed in a timeframe not to exceed 30 calendar days from the last day of the initial absence. The reasons absences are considered excused by the university are listed below. See Student Rule 7 for details (http://student-rules.tamu.edu/rule07). The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

1) Participation in an activity that is required for a class and appears on the university authorized activity list at https://studentactivities.tamu.edu/app/spousauth/index
2) Death or major illness in a student's immediate family.
3) Illness of a dependent family member.
4) Participation in legal proceedings or administrative procedures that require a student's presence.
5) Religious holy day. NOTE: Prior notification is NOT required.
6) Injury or illness that is too severe or contagious for the student to attend class.
   a) Injury or illness of three or more class days:
      Student will provide a medical confirmation note from his or her medical provider within one week of the last date of the absence (see Student Rules 7.1.6.1)
   b) Injury or illness of less than three class days:
      Student will provide one or both of these (at instructor's discretion), within one week of the last date of the absence: (i.)Texas A&M University Explanatory Statement for Absence from Class form available at http://attendance.tamu.edu or (ii.) Confirmation of visit to a health care professional affirming date and time of visit.
7) Required participation in military duties.
8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.
9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.
10) In accordance with Title IX, pregnancy and related conditions for a time deemed medically necessary by the student's physician.

Other absences may be excused at the discretion of the instructor with prior notification and proper documentation. In cases where prior notification is not feasible (e.g., accident or emergency) the student:
must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**Authorized vs. sponsored activities**

- An authorized activity is "required due to mandatory participation in a University activity or necessary as a requirement for an official University class." Examples: class field trips which are required for the class; intercollegiate athletic events; required ROTC training exercises
- An authorized activity is an excused absence, and students with official documentation of that activity are to be afforded an opportunity to make-up missed work in accordance with Student Rules
- A sponsored activity is an activity "sponsored by academic and non-academic departments, administrative entities, and/or recognized student organizations but not required as part of an official class." Examples: field trips sponsored by student organizations; tour of Singing Cadets; Aggie Orientation Leaders trip to a conference.
- A sponsored activity is not considered an excused absence per the definition above, although instructors are encouraged to use their discretion in working with students regarding missed work for sponsored activities.

**Prior Notification and Documentation**

The fact that these are university-excused absences does not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. This policy will be strictly enforced. In cases where prior notification is not feasible (e.g., accident or emergency) the student must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class.

**10. AMERICANS WITH DISABILITIES ACT (ADA) POLICY STATEMENT**

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

Please also see the Course Instructor at the beginning of the semester to discuss the options for disability accommodation. If, due to a disability or extraordinary circumstances, you need special accommodations or help in completing course requirements, you must notify the instructor BEFORE the exam or assignment due date. See also [http://disability.tamu.edu/requestingaccommodations](http://disability.tamu.edu/requestingaccommodations).

**11. MAYS FOOD & BEVERAGE POLICY**

We have beautiful and state-of-the-art classrooms in the Wehner Building and Cox Hall. We want to maintain the high quality of these classrooms for the students in future years. Thus, it is necessary for you to adhere to the established policy of NO BEVERAGES, FOOD, TOBACCO PRODUCTS, OR ANIMALS (unless approved) within the Wehner Building and Cox Hall classrooms. Your assistance in enforcing this policy is greatly appreciated.
12. **SYLLABUS AND SCHEDULE CHANGES**

- The course syllabus and/or timetable may be amended or changed as the semester progresses at the instructor’s discretion. Components of the Timetable are subject to change at the instructor’s discretion (e.g., shifting or changing of topics or dates). In addition, the actual number of quizzes may be less than the number shown here depending on visiting speakers and other course commitments.

- It is the student’s responsibility to stay informed about class schedules and policies. The information you need is included in this Syllabus, and on the course web portal. Students are responsible for checking on eCampus for the most recent version of the course Syllabus and Timetable. **Students are strongly urged to check the course web portal on a daily or bi-weekly basis, and definitely before each class.**

- If you are unclear about any policies or other information with respect to the course, please ask Professor Eden or email leden@tamu.edu.

13. **COPYRIGHT ISSUES**

All handouts in this course are copyrighted, including all materials posted on eCampus.

“Handouts” refers to all materials generated for this class, which include but are not limited to the syllabus, class notes, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets.

You have the right to download materials from the course website for your own use during this class; however, because these materials are copyrighted, you do not have the right to copy the materials for other purposes unless the instructor expressly grants permission.

You also do not have the right to sell or otherwise distribute all of these course materials to any individuals or organizations without the explicit written permission of the instructor.

No recording devices may be used during class, unless a student has special permission to do so due to a disability and has discussed the matter with me at the beginning of the semester.

12. **TEXAS A&M SPRING 2016 ACADEMIC CALENDAR**

- January 15 Friday, 5 p.m., Last day to register for spring semester classes.
- January 18, Martin Luther King, Jr. Day, Faculty and staff holiday.
- January 19 Tuesday, First day of spring semester classes.
- January 25 Monday, 5 p.m., Last day for adding/dropping courses for the spring semester.
- February 3 Wednesday, Spring official census date.
- February 19 Friday, Last day to apply for all degrees to be awarded in May without a late fee.
- March 7 Monday, 12 p.m. (noon), Mid-semester grades due.
- March 14-18, Monday-Friday Spring Break
- March 17-18 Thursday-Friday, Faculty and staff holiday.
- March 25 Friday, Reading day, no classes.
- April 19 Tuesday, 5 p.m., Last day for all students to drop courses with no penalty (Q-drop).
- April 21 Thursday, Muster, Campus ceremony.
- May 02 Monday, No regular course examinations shall be given.
- May 03 Tuesday, Last day of classes for spring semester classes.
- May 03 Tuesday, Redefined day, students attend their Friday classes. No regular course exams.
- May 04 Wednesday, Reading day, no classes.
- May 05 Thursday, Spring semester final examinations
- May 06 Friday, Spring semester final examinations
- May 09 Monday, Spring semester final examinations
- May 10 Tuesday, Spring semester final examinations
- May 11 Wednesday, 6 p.m., Grades due for all degree candidates in Howdy.

Source: http://registrar.tamu.edu/General/Calendar.aspx

See also TAMU Final Exam Schedule: http://registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
13. MGMT 663 SPRING 2016 TIMETABLE (tentative, may be subject to change)

<table>
<thead>
<tr>
<th>No</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Wed</td>
<td>Jan 20</td>
<td>Introduction to Multinationals and Transfer Pricing</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Mon</td>
<td>Jan 25</td>
<td>Multinationals and International Business Strategy</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Wed</td>
<td>Jan 27</td>
<td>MNE Motivations for TP #1: Economics Approach</td>
<td></td>
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<tr>
<td>4</td>
<td>Mon</td>
<td>Feb  1</td>
<td>MNE Motivations for TP #2: Managerial Approach</td>
<td>QUIZ 1</td>
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<tr>
<td>5</td>
<td>Wed</td>
<td>Feb  3</td>
<td>Taxing Multinationals</td>
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<td>6</td>
<td>Mon</td>
<td>Feb  8</td>
<td>Base Erosion and Profit Shifting (BEPS)</td>
<td>QUIZ 2</td>
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<tr>
<td>7</td>
<td>Wed</td>
<td>Feb 10</td>
<td>Global Formulary Apportionment</td>
<td>BvD TP Catalyst training</td>
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<tr>
<td>8</td>
<td>Mon</td>
<td>Feb 15</td>
<td>Arm’s Length Standard #1: History</td>
<td>QUIZ 3</td>
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<tr>
<td>9</td>
<td>Wed</td>
<td>Feb 17</td>
<td>Arm’s Length Standard #2: Economic Analysis</td>
<td></td>
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<tr>
<td>10</td>
<td>Mon</td>
<td>Feb 22</td>
<td>Arm’s Length Standard #3: Reading the Section 482 Regulations</td>
<td>QUIZ 4</td>
</tr>
<tr>
<td>11</td>
<td>Wed</td>
<td>Feb 24</td>
<td>Finding and Selecting Comparables</td>
<td>ASGN 1 – TP CATALYST</td>
</tr>
<tr>
<td>12</td>
<td>Mon</td>
<td>Feb 29</td>
<td>TP Methods #1: Comparable Uncontrolled Price (CUP) Method</td>
<td>QUIZ 5</td>
</tr>
<tr>
<td>13</td>
<td>Wed</td>
<td>Mar  2</td>
<td>TP Methods #2: Resale Price Method</td>
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</tr>
<tr>
<td>14</td>
<td>Mon</td>
<td>Mar  7</td>
<td>TP Methods #3: Cost Plus Method</td>
<td>QUIZ 6</td>
</tr>
<tr>
<td>15</td>
<td>Wed</td>
<td>Mar  9</td>
<td>TP Methods #4: Comparable Proﬁts Method (CPM)/ Transaction Net Margin Method (TNMM)</td>
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March Break – no classes the week of March 14-18

<table>
<thead>
<tr>
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<th>Topic</th>
<th>Notes</th>
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<tr>
<td>16</td>
<td>Mon</td>
<td>Mar 21</td>
<td>TP Methods #5: Profit Split Method</td>
<td>QUIZ 7</td>
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<tr>
<td>17</td>
<td>Wed</td>
<td>Mar 23</td>
<td>TP Methods #6: Berry Ratio and Unspeciﬁed Methods</td>
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<tr>
<td>18</td>
<td>Mon</td>
<td>Mar 28</td>
<td>Functional Analysis and the Best Method Rule</td>
<td>QUIZ 8</td>
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<tr>
<td>19</td>
<td>Wed</td>
<td>Mar 30</td>
<td>Best Method Rule Practice</td>
<td>TR OneSource training</td>
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<tr>
<td>20</td>
<td>Mon</td>
<td>Apr 4</td>
<td>Intangibles #1: Royalties and License Fees</td>
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<tr>
<td>21</td>
<td>Wed</td>
<td>Apr 6</td>
<td>Intangibles #2: Cost Sharing Arrangements</td>
<td>ASGN 2 – TR OSD</td>
</tr>
<tr>
<td>22</td>
<td>Mon</td>
<td>Apr 11</td>
<td>Intangibles #3: Practice (ktMINE Royalty Rate Finder) – guest speaker David Jarzcyk (ktMINE)</td>
<td>ktMINE RRF training</td>
</tr>
<tr>
<td>23</td>
<td>Wed</td>
<td>Apr 13</td>
<td>Financial Statements for Transfer Pricing – guest speaker Mathew Josefy (MGMT)</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Mon</td>
<td>Apr 18</td>
<td>Finance #1: Loans and Guarantees</td>
<td></td>
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<tr>
<td>25</td>
<td>Wed</td>
<td>Apr 20</td>
<td>Finance #2: Pooling Arrangements in International Finance</td>
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</tr>
<tr>
<td>26</td>
<td>Mon</td>
<td>Apr 25</td>
<td>Business Services</td>
<td>ASGN 3 – KTMINE RRF</td>
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<tr>
<td>27</td>
<td>Wed</td>
<td>Apr 27</td>
<td>Business Restructurings</td>
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<tr>
<td>28</td>
<td>Mon</td>
<td>May  2</td>
<td>The ADIT Transfer Pricing Exam</td>
<td>TP INTERVIEW</td>
</tr>
<tr>
<td></td>
<td>Wed</td>
<td>May  4</td>
<td>Reading Day – no classes</td>
<td></td>
</tr>
<tr>
<td>x</td>
<td>Fri</td>
<td>May  6</td>
<td>Final Exam 3:30-5:30 pm in 181 Wehner</td>
<td></td>
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</table>
Understanding the role basic derivative contracts (forwards, futures, swaps, options) and how they function; pricing contracts via arbitrage; examination of derivatives using risk management; examination of material from the point of view of the arbitrager and hedger, as opposed the speculator; examination of speculative trading strategies in the options market.

**FINC 606 - Investments**

5. Prerequisite(s): N/A  
   Cross-listed with: N/A  
   Stacked with: N/A

6. Is this a variable credit course? □ Yes  ☑ No  
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. How will this course be graded? ☑ Grade  □ S/U  □ P/F (Credit/No Credit)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
       Master of Science in Finance
    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 Bases for Distance Education (http://vet.tamu.edu/resources/concrete-controls/concrete-controls-bases-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC</td>
<td>606</td>
<td>Options, Futures and Other Derivatives</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>FINC Code</th>
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</thead>
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Approval recommended by:  

Department Head or Program Chair: (Name & Signature) Date: 1/13/16

Chair, College Review Committee: (Name & Signature) Date: 1/20/16

Dean of College: (Name & Signature) Date: 1/20/16

Submitted to Coordinating Board by:  

Chair, OUC or GCC: Date:  

Associate Director, Curricular Services: Date:  

Effective Date:  

Questions regarding this form should be directed to Sandra Williams at 836-8201 or sandra.williams@tamu.edu. 
Curricular Services - 07/14
Syllabus

Texas A&M University
Finance 606
Mays College of Business
Dr. Detlef Hallermann
Time: TBD
Options, Futures and Other Derivatives
Spring 2018

Course Description and Objectives:

Finance 606 has three main objectives:
1. Understanding how derivatives and their markets function
2. Evaluation/pricing of basic derivative securities
3. Managing risk using derivative contracts

There are four basic derivative contracts: forwards, futures, swaps, and options. By the end of the course, students will have a basic understanding of how these securities function, will learn how these contracts are priced via arbitrage, and will examine how derivatives can be used in risk management. Even though derivative contracts can be and are frequently used to speculate, this course is not designed to analyze how investors obtain and use information to forecast price changes for these instruments. Hence, for most of this course, will examine the material from the point of view of the arbitrageur and hedger, as opposed the speculator. However, we will spend about a week examining speculative trading strategies in the options market.

Prerequisites:
Students enrolled in Finance 606 must be MSF students who have completed FINC 602.

Required Material:
The required text is


Scholastic Dishonesty:

AGGIE CODE OF HONOR: “Aggies will not lie, cheat or steal, nor tolerate those that do”


It is the responsibility of students and instructors to help maintain scholastic integrity at the university by refusing to participate in or tolerate any scholastic dishonesty. Texas A&M is known nationally as a university deep in tradition and integrity. Hence, I will operate under the assumption that scholastic dishonesty does not exist at Texas A&M. Therefore, any type of suspected misconduct will be investigated fully and violations will not be tolerated, as they will be prosecuted to the fullest extent possible.

Please note that as commonly defined, plagiarism is presenting the ideas, words, writings, etc. of another as your own. Hence, if you copy the work of another person and turn it in as your own you have committed plagiarism. Plagiarism is considered one of the worst academic sins, as
it destroys the trust among colleagues without which research and ideas cannot be safely
communicated.

Classroom Care:

It is the policy of the college not to allow food, beverages, pets, or the use of tobacco
products in the Wehner classrooms. Thank you in advance for your observance of this policy.

Teaching Style:

The instructional style will primarily consist of lectures derived from my notes based upon
the text. The lectures are designed to be interactive. Classroom participation is expected and is
therefore highly encouraged. Please feel free to ask questions, make observations, or share some
of your (relevant) real world experiences. It is my intention to make the classroom environment
somewhat informal and relaxed.

In addition, I expect you to be able to follow the pricing and arbitrage proofs as well as
understand the intuition behind the problems and how the problems are worked. If you are unsure
about a topic PLEASE ASK QUESTIONS. If no one is asking questions, I can only assume that
everyone understands the material. If that is the case, I am sure there won’t be any problems with
my asking the class questions.

Attendance and Classroom Participation:

I expect you to attend class regularly, in accordance with university policy. You are
responsible for any material covered, amendments to the syllabus, or announcements made in class,
whether you are present or not. I will send around a seating chart on the third day of class. The
sole purpose of the seating chart is to assist me with your names.

While I realize that many of you are currently searching for a job, please try to minimize
the class time missed due to interviews, as you are responsible for any and all material covered.

If you miss an exam or fail to turn in homework without a valid, documented excuse, you
will receive a grade of zero. The exam dates given elsewhere in this syllabus will not be changed.
If you do not take an exam on the scheduled date, then you are “responsible for providing
satisfactory evidence to the instructor to substantiate the reason for absence.” There are eight
reasons that absences are considered excused. These are listed in Texas A&M University
these reasons. Be ready to provide ample satisfactory written evidence demonstrating the reason
for your absence. Please be advised that according to University policy you only have 24 hours to
contact me after missing a graded assignment in order to ensure that you maintain you fully rights
under the policy. Arrange your job interviews, and any necessary travel, on dates other than those
on which we have exams.

In addition if the excused absence is a pre-arranged absence, it is better to ask permission
than forgiveness. Stated another way, I am more inclined to work with you to preemptively take
care of a problem (hence greater leniency) than to fix a problem after it has occurred.

Please keep classroom disturbances to a minimum. I will arrive on time for class and I
expect you to do the same. I reserve the right to adjust your grade as I see fit for repeated tardiness.
In addition, please turn off all cell phones and pagers before you come into class. The rule of thumb
is that if a phone rings in my class, I get to answer it. Obviously, we can make exceptions for
emergency situations; just apprise me of the situation before class begins.

CELL PHONES: If your cell phone rings in class, I have the right to answer it. IF you are
texting enough for me to notice, I have the right to tell you to put your phone away.
Web Site for the Class:

Each set of lecture notes is available from the (evolving) class web site at the eCampus website (www.ecampus.tamu.edu). Students are required to subscribe to the eCampus website for this course. All homework, homework solutions, class notes, sample exams, grades and any other course information will be posted on the eCampus website.

You are expected to download and print a copy of the class notes from the eCampus website. In either case, you are also expected to have reviewed the lecture notes before each class period. In addition to this document, the web site contains each of the homework assignments, your grades to date, sample exam questions, and other relevant course material.

Homework Assignments:

Homework assignments are for the purpose of understanding the material. They will not be graded. HOWEVER, you cannot expect to perform well on the exam without having performed the homework assignment.

Grading:

There will be four closed book examinations for the course as outlined below. The exams will be during class time and during the final exam period as assigned by the university. The first three exams are non-cumulative while the final exam is cumulative. Students are able to drop one of the four exams (students may drop the final).

When a test or graded assignment is returned to you, you have one week from the date of its return to bring to my attention any request for a grade change. All re-grade requests must be fully explained in writing and must be signed by the student. In addition, to the signed request, the original paper must accompany the request for a re-grade. After the one-week deadline has passed, no further grade changes will be made for that particular test or assignment. The purpose of this deadline is not to discourage grade changes, but to assure that any necessary changes are promptly made and to allow you as the student to have an accurate and current indication of your performance in the class. Please note that in the case of excessive request for re-grade, the instructor reserves the privilege of re-grading the entire paper/exam.

Your final grade will be determined by the following weights:

<table>
<thead>
<tr>
<th>Exam</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Exam 1</td>
<td>33%</td>
</tr>
<tr>
<td>Exam 2</td>
<td>33%</td>
</tr>
<tr>
<td>Exam 3</td>
<td>33%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>33%</td>
</tr>
</tbody>
</table>

Students with Special Needs:

In addition, if you have any special needs please inform me either after the first day of class or during my office hours for the first week of class. Please do not assume that I will notice your special needs. 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, Room B118, or call 845-1637.
### Schedule of Classes:

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter</th>
<th>Topic</th>
<th>Assignment Due</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Chapter 0</td>
<td>Syllabus</td>
<td>eCampus</td>
</tr>
<tr>
<td></td>
<td>Chapter 1</td>
<td>Introduction</td>
<td></td>
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<tr>
<td>Week 2</td>
<td>Chapter 1</td>
<td>Introduction</td>
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<tr>
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<td>Chapter 2</td>
<td>Futures Markets</td>
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<td>Week 3</td>
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<td>Futures Markets</td>
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<td>Chapter 2-4</td>
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<td>Week 4</td>
<td>Chapter 2-4</td>
<td>Futures Markets &amp; 4.4</td>
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<tr>
<td></td>
<td>Chapter 3</td>
<td>Forwards and Futures Prices</td>
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<tr>
<td>Week 5</td>
<td>Chapter 3-4</td>
<td>Forwards and Futures Prices &amp; 4.5 – 4.6</td>
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<td>Exam 1</td>
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<td>Week 6</td>
<td>Chapter 5</td>
<td>Interest Rate Futures</td>
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<td>Swaps</td>
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<td>Chapter 6</td>
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<td>Chapter 6</td>
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<td>Week 9</td>
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<td>Exam 2</td>
<td>Option Properties</td>
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<td>Week 10</td>
<td>Chapter 7 &amp; 8</td>
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<td>Chapter 9</td>
<td>Option Trading Strategies</td>
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<td>Chapter 9</td>
<td>Option Trading Strategies</td>
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<td>Week 12</td>
<td>Chapter 11</td>
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<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
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<tr>
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<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
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<tr>
<td>Week 14</td>
<td>Chapter 12</td>
<td>Black &amp; Scholes &amp; Stock Price Behavior</td>
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<td>Final Exam Review</td>
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<tr>
<td>Week 15</td>
<td>Final Exam</td>
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### FINAL EXAM

**Class Time:** TBD, Wehner 187

**Contact Information:**  
**Dr. Detlef Hallermann**  
**Office:** Wehner 360  
**Office Hours:** TBD & by appointment with a confirmation email.  
**Office Telephone:** 979 845-8963  
**Department of Finance Telephone:** 979 845-3514  
**Fax:** 979 845-3884  
**Email:** dhallermann@mays.tamu.edu

**TA:** TBD  
**Email:** TBD  
**Hours:** TBD
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):
   Mays Business School / Professional MBA Program
   FINC 651 Financial Valuation
3. Course prefix, number and complete title of course:

4. Catalog course description (not to exceed 50 words):
   Theory and application of various approaches to valuation; measuring and managing the value of corporations;
   principles of value creation; fundamental valuation methodology; application of value creation principles to managerial
   problems; special cases and complex valuation issues.

5. Enrollment is limited to Classification 7 MBA Students

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 __
   If this course may be taken ___ times.

8. Will this course be repeated within the same semester? ☐ Yes ☑ No
   Will this course be submitted to the Core Curriculum Council? ☐ Yes ☑ No

9. How will this course be graded: ☑ Grade ☐ S/U ☐ P/F (CL.MD)

10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       MBA - Professional MBA Program
    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. ☑ 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).

13. Prefix   Course #  Title (excluding punctuation)
    FINC   651  Financial Valuation

   Lect. Lab Other SCH CIP and Fund Code  Admin. Unit  Acad. Year  HCE Code
   3.00  0.00  0.00  3.00  5208010016  1110  17 -  18  0 0 3 6 3 2

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

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

   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 – 07/14
Class Meets: CityCentre

Class Website: http://ecampus.tamu.edu

Instructor: Shane Johnson
Office Hours: TBD
Phone: 979.845.4714

Course Description and Learning Objectives
Finance 651 is an intensive course covering three different approaches to valuation: intrinsic valuation, relative valuation, and option pricing valuation. These methods will be applied to various types of real-world companies—public and private, small and large, domestic and international, start-up and established—by building Excel models and using the models to identify sources of value creation. Students who successfully complete the course will be able to select and implement an appropriate valuation strategy for any type of business and use the results of their analysis to prescribe a course of action to maximize corporate value.

Prerequisites
Enrollment in Professional MBA Program at Texas A&M University
FINC 612
You also should be quite comfortable with computer applications, especially Excel.

Required Material
"Corporate Finance", 3e, by Berk and DeMarzo. (Publisher: Prentice Hall. Published in 2014.)

Also, lecture notes and external course references will be available on the course website.

The class project requires access to Microsoft Excel.

Optional Material

The following books may be useful reference resources.


Academic Integrity

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

The Aggie Honor Code affirms that honesty, truthfulness, trust, fairness, respect, moral conduct, and individual responsibility guide the conduct of the Texas A&M community. Commitment to these ideals produces in each of us integrity, which fosters the will to make difficult choices, to accept responsibility for and consequences of our actions, even at great personal cost.

It is the responsibility of both students and instructors to maintain academic integrity by refusing to participate in or tolerate academic misconduct. Committing any of the following acts constitutes academic dishonesty. This list is not exclusive of any other acts that may reasonably be said to constitute scholastic dishonesty.

**Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise.

**Complicity:** Intentionally or knowingly helping (or attempting to help) another to commit an act of academic dishonesty.

**Plagiarism:** Failing to give appropriate credit for or presenting as your own another person’s words, ideas, results, or processes.

**Multiple Submission:** Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the second instructor.

**Falsification:** Changing or omitting data or results, or manipulating research materials, equipment, or processes such that the research is not accurately represented in the research record.

**Fabrication:** Recording or reporting made up data or results, or submitting fabricated documents.

I will proactively promote academic integrity and adhere to the Aggie Honor System Office’s policies pertaining to reporting and adjudication of violations of the Aggie Honor Code. For detailed definitions of academic misconduct and complete Honor Council Rules and Procedures, please visit [http://aggiehonor.tamu.edu](http://aggiehonor.tamu.edu).

Attendance

I expect you to attend class regularly, in accordance with university policy. I will routinely check attendance. You will be held responsible for any assignments, material covered, amendments to the syllabus, or announcements made in class, whether you are present or not.

If you miss an exam without a valid, documented university excuse, you will receive a grade of zero on that exam. According to university policy, there are exactly eight types of excused absences. These are listed in Texas A&M University Regulations and on the TAMU website at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07):

1) Participation in an activity appearing on the university authorized activity list. (see [List of Authorized and Sponsored Activities](http://student-rules.tamu.edu/rule07)).

2) Death or major illness in your immediate family.

3) Illness of a dependent family member.

4) Participation in legal proceedings or administrative procedures that require your presence.

5) Religious holy day. (See Student Rules Appendix IV).

6) Injury or illness that is too severe or contagious for you to attend class.
a) For injury or illness that requires you to be absent from classes for three or more business days, you should obtain a medical confirmation note from your medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note for you. The medical confirmation note must contain the date and time of the illness and medical professional's confirmation of needed absence.

b) Confirmation is required for injury or illness that causes you to be absent from class for less than three business days. Illness confirmation may be obtained by one or both of the following methods:

- Texas A&M University Exc latory Statement for Absence from Class form available at http://attendance.tamu.edu (if you do not see a doctor).
- Confirmation of visit to a health care professional affirming date and time of visit.

c) An absence for a non-acute medical service does not constitute an excused absence.

7) Required participation in military duties.

8) Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

9) Mandatory participation as a student-athlete in NCAA-sanctioned competition.

10) In accordance with Title IX of the Educational Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery therefrom) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's physician. Requests for excused absence related to pregnancy should be directed to the instructor; questions about Title IX should be directed to the University Title IX Coordinator.

**Makeup Policy**

You can make up an exam only if an absence is excused. To be considered excused, you must notify me in writing (acknowledged e-mail message is acceptable) prior to the date of absence, and provide appropriate documentation for the absence. In cases where advance notification is not feasible (for example, accident or emergency) you must provide notification by the end of the second working day after the absence, including an explanation of why notice could not be sent prior to the class. The fact that these are university-excused absences does not relieve you of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code.

**Grading**

Course grades for Finance 651 will be determined as follows.

<table>
<thead>
<tr>
<th>Item</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take Home Midterm Exam</td>
<td>35%</td>
</tr>
<tr>
<td>Attendance</td>
<td>10%</td>
</tr>
<tr>
<td>Class Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Take Home Final Exam</td>
<td>40%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

Like exams, the maximum possible scores for attendance and class participation is 100 points. Your class participation score will be based on an assessment of your level of preparedness for each class, as indicated by the quality of your responses to questions directed to you in class (rated either satisfactory or unsatisfactory). Even incorrect responses can demonstrate a satisfactory level of preparation. Your class participation score will
be equal to 100, times the percentage of satisfactory ratings received as a percentage of total ratings. Participation ratings will be updated on the course website after each class meeting.
Unexcused absences will lower your attendance score:

<table>
<thead>
<tr>
<th>Number of Unexcused Absences</th>
<th>Attendance Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 or 1</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>3 or more</td>
<td>0</td>
</tr>
</tbody>
</table>

Course grades will follow the standard 90/80/70/60 scale:

<table>
<thead>
<tr>
<th>Points Collected (PC)</th>
<th>Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>PC ≥ 90</td>
<td>A</td>
</tr>
<tr>
<td>90 &gt; PC ≥ 80</td>
<td>B</td>
</tr>
<tr>
<td>80 &gt; PC ≥ 70</td>
<td>C</td>
</tr>
<tr>
<td>70 &gt; PC ≥ 60</td>
<td>D</td>
</tr>
<tr>
<td>60 &gt; PC</td>
<td>F</td>
</tr>
</tbody>
</table>

Graded assignments must be turned in before the deadline to be eligible for full credit. Late assignments are subject to the following penalties.

<table>
<thead>
<tr>
<th>If the assignment is submitted...</th>
<th>Penalty</th>
<th>Maximum Possible Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>before deadline</td>
<td>0%</td>
<td>100%</td>
</tr>
<tr>
<td>1st 24 hours after deadline</td>
<td>20%</td>
<td>80%</td>
</tr>
<tr>
<td>2nd 24 hours after deadline</td>
<td>40%</td>
<td>60%</td>
</tr>
<tr>
<td>3rd 24 hours after deadline</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4th 24 hours after deadline</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>5th 24 hours after deadline</td>
<td>100%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Even if you have a documented excused absence, please arrange to submit your assignment by its due date unless an emergency situation makes this impossible. Late assignments accompanied by a documented university excuse will not be subject to penalty.

When any graded work is returned to you, you have one week from the date it is returned to bring any grading errors to the instructor’s attention. After the one-week deadline has passed, no further grade changes will be made for that particular item. The purpose of this deadline is not to discourage grade changes due to errors, but to ensure that any necessary ones are promptly made.

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

### The Value Creation Process

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction and Overview</td>
</tr>
<tr>
<td>1</td>
<td>Approaches to Valuation: Intrinsic Valuation, Relative Valuation, Option-Based Valuation</td>
</tr>
</tbody>
</table>

### Intrinsic Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Applying Intrinsic Valuation Principles: M&amp;A in Wine Country Simulation</td>
</tr>
<tr>
<td>2</td>
<td>The Cost of Equity Capital: The Risk-Free Rate and Equity Risk Premiums</td>
</tr>
<tr>
<td>3</td>
<td>The Cost of Equity Capital: Using Beta to Estimate Risk Premiums</td>
</tr>
<tr>
<td>3</td>
<td>The Cost of Equity Capital: Estimating Betas</td>
</tr>
<tr>
<td>4</td>
<td>Forecasting Cash Flows: Dividends, Earnings, and Free Cash Flow to Equity (FCFE)</td>
</tr>
<tr>
<td>4</td>
<td>Forecasting Cash Flows: Taxes, CAPEX, and Working Capital</td>
</tr>
<tr>
<td>5</td>
<td>Forecasting Cash Flows: Historical and Estimated Earnings Growth</td>
</tr>
<tr>
<td>5</td>
<td>Forecasting Cash Flows: Growth Drivers and the Role of Reinvestment</td>
</tr>
<tr>
<td>6</td>
<td>Forecasting Cash Flows: Terminal Value</td>
</tr>
<tr>
<td>6</td>
<td>Forecasting Cash Flows: Research and Development, Corporate Governance</td>
</tr>
<tr>
<td>7</td>
<td>Forecasting Cash Flows: Start-up Firms and Young Companies</td>
</tr>
<tr>
<td>7</td>
<td>Forecasting Cash Flows: Distressed Companies</td>
</tr>
</tbody>
</table>

### Relative Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>Relative Valuation Versus Intrinsic Valuation</td>
</tr>
<tr>
<td>8</td>
<td><em>PE</em> and <em>PEG</em> Ratios</td>
</tr>
<tr>
<td>9</td>
<td>Enterprise Value Multiples</td>
</tr>
<tr>
<td>9</td>
<td>Price to Book Ratios, Revenue Multiples, and Forward Multiples</td>
</tr>
<tr>
<td>10</td>
<td>Choosing A Multiple</td>
</tr>
</tbody>
</table>

### Option Based Valuation

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Principles of Option Pricing and Real Options</td>
</tr>
<tr>
<td>12</td>
<td>The Option to Delay, Patents as Options</td>
</tr>
<tr>
<td>13</td>
<td>Valuing a Natural Resource Company: Option to Expand and Option to Abandon</td>
</tr>
<tr>
<td>14</td>
<td>Valuing Aggregate Equity as an Option</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, Ph.D., DVM)
2. Request submitted by (Department or Program Name): TX A&M Institute for Neuroscience (TAMIN)-Neuroscience PhD Program (NRSC)
   NRSC 690-691, Theory of Research

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

4. Catalog course description (not to exceed 50 words):
   Theory and design of research related to current biomedical problems especially those involving study of animal models of disease. Course topics will include discussions of (1) philosophical perspectives underlying historical advances in biological research, especially pertaining to the study, prevention and treatment of disease, (2) society science interface: compliance, scientific fraud and misconduct, public perceptions, (3) issues in intelligent property and conflicts of interest, and (4) Grantsmanship. Preparation of a submission-ready research proposal is a required activity.

5. Prerequisite(s):

<table>
<thead>
<tr>
<th>Graduate classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>VBS 690-691, Theory of Research</td>
</tr>
</tbody>
</table>

   Stacked with:

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

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

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

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

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

10. How will this course be graded? ☑ Grade  □ S/U  □ P/F (CLMO)

11. 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 Neuroscience)

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

13. Prefix: NRSC  
   Course #: 690
   Title (excluding punctuation): Theory of Research

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</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></td>
<td></td>
<td></td>
<td></td>
<td>0 0 3 6 3 2</td>
<td>Level</td>
</tr>
</tbody>
</table>

Approval recommended by:

Jane Welsh
Department Head or Program Chair (Type Name & Sign) 2-3-16
Date

Mark Zoran
Chair, College Review Committee 2-3-16
Date

Evelyn Tilton-Castiglioni
Department Head or Program Chair (Type Name & Sign) 2-3-16
Date
(If cross-listed course)

Submitted to Coordinating Board by:

Chair, GC or JCC 2-3-16
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services — 07/14
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 (PhD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   - TX A&M Institute for Neuroscience (TAMIN)-Neuroscience PhD Program (NRSC)
   - NRSC 890-601, Theory of Research

3. Course prefix, number and complete title of course:
   - [Affixed]

4. Catalog course description (not to exceed 50 words):
   - Theory and design of research related to current biomedical problems especially those involving study of animal models of disease. Course topics will include discussions of (1) philosophical perspectives underlying historical advances in biological research, especially pertaining to the study, prevention and treatment of disease; (2) science interface: compliance, scientific fraud and misconduct, public perceptions, (3) issues in Intellectual property and conflicts of interest, and (4) Grantsmanship. Preparation of a submission-ready research proposal is a required activity.

5. Prerequisite(s):
   - [VIBS 690-801, Theory of Research]
   - [30 credit hours required in the following degree programs(s) (e.g., B.A. in History)]
   - [Graduate classification Stacked with: VIBS 690-801, Theory of Research]

6. Is this a variable credit course?
   - [ ] Yes  [ ] No

7. Is this a repeatable course?
   - [ ] Yes  [ ] No

8. 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. How will this course be graded?
    - [ ] Grade  [ ] S/U  [ ] Pass/Fail (P/F)

11. This course will be:
    - [ ] an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in Geography)

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

13. Finally, the following information is required:

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title (including pronunciation)</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRSC 680</td>
<td>Theory of Research</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<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>EFC Code</th>
</tr>
</thead>
<tbody>
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<td></td>
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<td>512-6502</td>
<td>2100</td>
<td>0</td>
<td>3632</td>
</tr>
</tbody>
</table>

Approval recommended by:

Jane Welch
Department Head or Program Chair (Type Name & Sign)
Date 2-2-16

Mark Zoran
Chair, College Review Committee
Date 2-2-16

Evelyn Tiffany-Castiglioni
Department Head or Program Chair (Type Name & Sign)
Date 2-3-2016

Dean of College
Date 2-3-16

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 845-3201 or sandra.williams@tamu.edu.

Curricular Services - 07/14
Course Description.


This course is designed to familiarize graduate students with the historical and philosophical foundations of contemporary biomedical research and provide practical solutions to issues arising in the conduct of research, especially as relates to studies involving humans or animals. Course topics will include discussions of (1) historical and philosophical perspectives underlying advances in biological research, especially pertaining to the study, prevention and treatment of disease, (2) society: science interface: bioethics, compliance, scientific fraud and misconduct, public perceptions of science and scientists, (3) Issues and resolution of personality conflicts among colleagues, and (4) Grantsmanship and publication of scientific studies. During the semester each student will prepare a grant proposal (NIH format) suitable for submission. Grades will be determined by two exams (25% each) and a written research proposal (50%).

Grade scale: A = 90-100; B = 80-89; C = 70-79; D = 60-69; F = < 60.

Prerequisite: Graduate classification.

Attendance and Make-up Policies
Class attendance is expected. Your arrival to the class on-time will be appreciated. Should you arrive late, please enter the classroom as quietly as possible. "The university views class attendance as an individual student responsibility. Students are expected to attend class and to complete all assignments," according to student rule 7 [http://studentrules.tamu.edu/rule07]. If the student is seeking an excused absence, "the student must notify his or her instructor in writing (acknowledged e-mail message is acceptable) prior to the date of absence if such notification is feasible." If prior notification is not possible (e.g., emergency), "the student must provide notification by the end of the second working day after the absence." Please refer to University Rules [http://student.rules.tamu.edu] for further explanation.

Make-up examinations will only be given for excused absences. The format for make-up examinations will not necessarily be the same as for scheduled examinations; the format will be at the instructor's discretion (e.g. short answer, essay, oral, etc.). The instructor will designate the date and time of makeup examinations.

Learning outcomes. By the end of the course, the student will have a firm conceptual grasp of the philosophical history that is foundational to scientific inquiry and the professional/societal expectations of ethical biomedical research. Students will be familiar with compliance requirements regarding use of human and animal models in research, recombinant DNA, biohazards and intellectual property and will be experienced in composing an NIH-format grant proposal (RO1 format) suitable for submission.
Textbook: Materials will be selected from original literature and online resources. No text required.

Topics to be covered (not necessarily in order).

I. History of scientific research from Aristotle until now. (two lectures)
II. Philosophical foundations of scientific research (two lectures). Inductive and deductive reasoning in the Scientific Method. Hume’s Fork, Occam’s Razor, Popper’s demarcation criterion, big data and Bonferroni.
III. Responsible Conduct of Research (four lectures).
IV. Bioethics in research.
   a. Animal/human subjects (two lectures).
   b. Intellectual property and conflicts of interest (one week).
   c. Scientific mistakes vs misconduct (two lectures)
V. Society and Science (three lectures). Communicating with colleagues and the public. Cheat sheet for clarity in scientific writing.
VI. Grantsmanship and scientific writing (12 lectures).
   a. ORCHID registration; Community of Scholars; Community of Science
   b. Sources of funding; PIVOT, ORCID (one lecture).
   c. Proposal preparation NIH format (all semester).
   d. NIH Proposal review process (one lecture).
   e. Post-award responsibilities.

**VIBS 690 LECTURE SCHEDULE SPRING SEMESTER, 2016**

Week 1. Introduction to course and History of Science. Why do you want to be a research scientist?

Week 2. Major periods in development of scientific research; how to develop a research hypothesis and identify appropriate funding sources.

Week 3 February 2. Inductive and deductive reasoning and the Scientific Method; How to write an NIH “Specific Aims” section.

Week 4 February 9. Popper’s Demarcation criterion and the problems with big data; How to write NIH “Significance” and “Innovation” sections.

Week 5 February 16. Discussion of selected examples of scientific misconduct. Evaluation of “Specific Aims” compositions.

February 18. Is there a difference between “irresponsible” research, and “fraud and misconduct”?: Evaluation of NIH “Significance” and “Innovation” compositions.

Week 7 March 1 The scientist:public interface: How to communicate with non-scientists. Case studies.

Week 8 March 8. How to write the NIH “Senior/Key person Profiles”, “Biographical sketches” and “Leadership Plan” components. Examination 1.

March 14-18 Spring Break

Week 9 March 22. Guest lecturer from the Texas A&M University Office of Sponsored Research Services (SRS). Compliance issues in biomedical research. How to develop an NIH “PHS 398 Modular Budget” and “Justification”.

Week 10 March 29. Compliance issues in biomedical research. How to write the NIH “Project/Performance Site Locations”, “Facilities and Other Resources” and “Equipment” sections.


Week 12 April 12. Principles and applications of Good Laboratory Practices. Evaluation of the NIH “PHS 398 Modular Budget” and “Justification” compositions.

Week 13 April 19 Discussion topic: why are some scientific results unrepeatable? How to write the NIH SF-424 and PHS 398 cover page components.

Week 14 April 26. CLIA certification. Evaluation of “Project/Performance Site Locations”, “Facilities and Other Resources” and “Equipment” sections. Post Award responsibilities.

Week 15 May 3 Proposals due. Final Exam (examination 2).

---

**Days of religious observance:** By state law, if a student misses class due to an obligation of his or her religion, the absence is excused. (http://policies.tamus.edu/31-04-01.pdf)

**Americans with Disabilities Act (ADA) Policy Statement (Jan 2016)**
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Misconduct**

Plagiarism, as commonly defined, consists of claiming the ideas, words, writings etc of another person as your own work. This means that you are committing plagiarism if you copy work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is on the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under section “Scholastic Dishonesty”. You are responsible for the information on plagiarism available at the web [http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html](http://library.tamu.edu/services/library_tutorials/academic_integrity/index.html).

**Academic Integrity Statement**

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

For more information check the Honor Council Rules and Procedures on the web [http://aggiehonor.tamu.edu/](http://aggiehonor.tamu.edu/)

**University Statement on Harassment and Discrimination**

Texas A&M is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple mission as an institution of higher learning, Texas A&M encourages a climate that values and nurtures collegiality, diversity pluralism and the uniqueness of the individual within our state, nation and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, or veteran status. Individuals who believe they have experienced harassment or discrimination prohibited by this statement, are encouraged to contact the appropriate offices within their respective units. Students should contact the Office of the Dean of Student Life at 845-3113.

**Title IX**

Harassment and discrimination, including sexual harassment and violence, are illegal under federal and state statutes, including but not limited to, Title IX of the Educational Amendment of 1972, and is prohibited by Texas A&M University. Title IX affects all areas of Texas A&M University and applies to everyone regardless of sexual orientation and gender identity or expression. More information: [https://arc.tamu.edu/compliance/SitePages/Title%20IX.aspx](https://arc.tamu.edu/compliance/SitePages/Title%20IX.aspx)
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):
   WFSC
   WFSC 844: Wildlife and Natural Resource Policy

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

4. Catalog course description (not to exceed 50 words):
   Graduate course reviewing formation and implementation of major natural resource laws and policies that impact land uses. This course will provide an overview of natural resource laws/policies followed by student presentations of a selected case study. Current natural resource management (including forestry, air, water, wildlife, climate change, and energy) programs and institutions are discussed, analyzed and related to current natural resource policy challenges.

5. Prerequisite(s):
   Cross-listed with: □
   Stacked with: WFSC 303
   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
   Will this course be submitted to the Core Curriculum Council? □ 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)
    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. ✓ 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)
   WFSC 644 Wild and Nat Resource Policy
   Lect. Lab Other SCH CIP and Extern Code Admin Unit Acad Year Eff Code
   3.00 0.00 0.00 3.00 03060100 2951 16 - 17 0 3 6 3 2

Approval recommended by:

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

Chair, College Review Committee Date

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

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services 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
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 (DMD, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name):  WFSC
3. Course prefix, number and complete title of course:  WFSC 644: Wildlife and Natural Resource Policy

4. Catalog course description (not to exceed 50 words):
   Graduate course reviewing formation and implementation of major natural resource laws and policies that impact land use. This course will provide an overview of natural resource laws/policies followed by student presentations of a selected case study. Current natural resource management (including forestry, air, water, wildlife, climate change, and energy) programs and institutions are discussed, analyzed and related to current natural resource policy challenges.

5. Prerequisite(s):
   Cross-listed with:
   Stacked with:  WFSC 303

6. Is this a variable credit course?  □ Yes  ☑ No  If yes, from __________ to __________
7. Is this a repeatable course?  □ Yes  ☑ No  If yes, this course may be taken __________ times.
8. Will this course be repeated within the same semester?  □ Yes  ☑ No
9. Will this course be submitted to the Core Curriculum Council?  □ Yes  ☑ No
10. How will this course be graded?  ☑ Grade  □ S/U  □ P/F (CLMD)
11. 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)

12. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
13. WFSC  644  Wild and Nat Resource Policy

<table>
<thead>
<tr>
<th>Course #</th>
<th>Title (including punctuation)</th>
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<tbody>
<tr>
<td>WFSC 644</td>
<td>Wildlife and Natural Resource Policy</td>
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Approval recommended by:

Department Head or Program Chair (Type Name & Sign)  Date
Chair, College Review Committee  Date
Dean of College  Date
Chair, GC or UCC  Date
Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services - 07/14
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 (DOS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Wildlife and Fisheries Science Department
3. Course prefix, number and complete title of course: WFSC 303: Fisher and Wildlife Laws and Administration
   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: ____________________________
   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 number of the stacked course: WFSC 644
   ☑ 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: Fish and Wildlife Laws and Administration. A review and analysis of state and federal laws and international treaties and conventions affecting fish and wildlife; their application and administration; organizational structure of state, federal and international agencies; their objectives, policies and practices. Prerequisite: RENR 205 or BIOL 357; Junior classification.
9. Complete proposed course title and proposed catalog course description (not to exceed 50 words): Wildlife and Natural Resource Policy. Familiarize students with political process, natural resource policy and law that impact land uses, and how policy is implemented and influences decision making regarding natural resource issues. Natural resource management (including forestry, air, water, wildlife, climate change, and energy) programs will be discussed related to current natural resource policy challenges. Prerequisite: RENR 205 or BIOL 357; Junior classification.

10. As currently in course inventory:

   Prefix  Course #  Title (excluding punctuation)
   WFSC  303  NATURAL RESOURCE POLICY

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  HICE Code  Level
   3.00  0.00  3.00  00306010005  2951  0 0 3 6 3 2 4

   Change to:

   Prefix  Course #  Title (excluding punctuation)
   WFSC  303  WILD AND NAT RESOURCE POLICY

   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  HICE Code  Level
   3.00  0  3.00  00306010005  2951  15 - 16 0 0 3 6 3 2

   Approval recommended by:
   Department Head or Program Chair (Type Name & Sign)  2/11/16
   Chair, College Review Committee  Date

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

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

   Date  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 9/8/14
WFSC 303/644: Wildlife and Natural Resource Policy (3-hr)
Distance Ed

Instructors
Bruce Beard, 703-299-0351, Bruce.Beard@ag.tamu.edu,
Mike Brennan, 307-200-0515, Michael.Brennan@ag.tamu.edu.
*To request an individual meeting with an instructor please send an email requesting an appointment.

Course Description and Outcomes
This is both an undergraduate and graduate distance education course intended to familiarize students with political processes, natural resource policy and law that impact land uses, and how policy is implemented and influences decision making regarding natural resource issues. Current natural resource management (including forestry, air, water, wildlife, climate change and energy) programs and institutions will be discussed, analyzed and related to current natural resource policy challenges. Upon completion of this course students should be able to:

1. Understand the history of natural resource policy and how its analytical framework is set
2. Understand how major natural resource policy is made and common writing documents in policy implementation
3. Describe significant environmental policies and laws in the USA
4. The role of policy in emerging natural resource conservation issues and strategies.

Prerequisites:
Undergraduates – RENR 205 or BIOL 357 and junior classification or instructor approval
Graduates – graduate classification or instructor approval

Delivery
This course is web-based and part of a series of graduate courses supporting Texas A&M Institute of Renewable Natural Resources’ Distance Education program and offered certificates. The course will feature 3-hrs of weekly structured learning via pre-recorded video lectures, live weekly course meetings with instructor and guest speakers, web based discussions, assigned readings, and written assignments. Being a distance education course the majority of course will be self-paced and will be the student’s responsibility to keep up with the weekly modules, readings, and any class material discussion. However, there will be a 1-hr weekly class meetings which will occur online. Students registered for the course will receive an e-mail at their university provided TAMU e-mail address prior to the first week of class. This e-mail will contain information in how to access the student section of the course web page where they will gain access to the course material. Please visit the course website at http://militariesustainability.org/graduate-certificate/. *Note this course does not utilize ecampus

Access to a computer with high-speed internet, headset with speaker and microphone, and Microsoft Office (Word and PowerPoint) or Mac equivalent is required.

Course Meeting Time (online)
Wednesday, 6:30-7:30 pm (Eastern Time) – via WebEx (Web Meeting and Conferencing Application)

You do not need a login account to join or participate. You will be sent a web link invitation prior to the first class. Click the link to open the meeting web page. When the event starts click the Join button. The first time you join a WebEx meeting you will see a message and instructions on adding WebEx to your computer. Follow the instructions to add WebEx. For additional information and support, please visit: http://www.webex.com/support/getting-started.html
Required Textbooks and Readings


*All other readings will be made available to the students via the course web page as PDF document

Participation and Grading
Grades will be assigned from A through F consistent with TAMU policy. Student participation with online lectures and readings is imperative for successfully completing the course. Students are expected to review readings and lectures prior to the required weekly class meetings and discussions via WebEx. Graduate students enrolled in the course are also required to participate in a weekly online discussion forum. Undergraduates are welcome and encouraged to participate with the discussion forum but are not a graded requirement. For questions on how to participate see the graduate section. An outline of the grading distribution is provided (Table 1). Student participation in weekly lectures will be graded based on attendance, participation in discussions, and professionalism with fellow classmates and guest speakers. A comprehensive exam will be administered via the course web page and will consist of a variety of question styles (true/false, matching, short answer/essay, etc.). Exam material will cover assigned readings, lectures, and group discussions.

Students will also review a case study on a major natural resource policy and prepare an action memo, white paper, and one-pager. Undergraduate students are expected to ask follow-up questions, spur discussion, and provide a presentation evaluation regarding each graduate student’s case study presentation at the end of the semester. The action memo, white paper, and one-pager must be submitted to the instructor prior to the last class meeting. Specific assignment instructions are available on the course website and will be emailed to students. It is up to all students to have a current, working email address by which instructors and classmates may contact them. Late assignments will be penalized 10 points for every 24 hour period following the due date and time.

<table>
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<th>Table 1. Course Grade Distribution</th>
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<tr>
<td>Course Activity</td>
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<tr>
<td><strong>Participation (25%)</strong></td>
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<tr>
<td>Weekly online class lecture and</td>
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<td>Presentation Evaluation</td>
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<td>Guided weekly web-based discussion</td>
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<td>White Paper</td>
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<tr>
<td>One Pager</td>
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<td>Action Memorandum</td>
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<td><strong>Examination (25%)</strong></td>
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<tr>
<td>Comprehensive mid-term</td>
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<td><strong>Total Points</strong></td>
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*items in blue writing are additional requirements of graduate students

Additional Requirements of Graduate Students
Graduate students will be required to participate in an additional weekly online group discussion outside of class. This requirement includes the creation of two original discussion posts (one for each guided question) coupled with ongoing feedback to the posts of others. An outline of the grading distribution is provided (Table 1). Discussions will be guided by questions posted by the instructors that relate to the instructional materials for the following weeks lecture. Questions will be posted after each online class meeting, allowing the students one week to post responses to the instructors’ questions and provide feedback to the responses of fellow students.
The weekly discussions will be held using a forum style platform and invitations and directions in how to join the discussion forum will be posted to the course webpage and sent via e-mail to each student during the first week of the course.

Graduate students will also review a case study on a major natural resource policy and in addition to the action memo, white paper, and one-pager they will also be required to prepare and give a 20 minute PowerPoint presentation at the end of the semester. Student narration will be presented live via WebEx, and fellow students are expected to ask follow-up questions and spur discussion regarding each case study. The presentation slides will be posted to the course website (http://military.tamu.edu/).

Attendance
Given the self-paced nature of the course, it is the student’s responsibility to keep up with the weekly modules, readings, and any class material discussion. Late work is discouraged and will not be accepted unless provided a university approved excuse (see: http://student-rules.tamu.edu/). Advance notification of excused absence from the weekly class meeting should be made to the listed lead instructor for that week. Students can choose to select for an alternative make up assignment for an excused absence. Unexcused absences and failure to complete make up assignment for any excused absences will receive zero points for that weekly lecture. If you have trouble keeping up with course materials, please let me know as soon as possible and not at the end (little sympathy will be given to those who wait to discuss any issues of concern).

Academic dishonesty
We believe in the Aggie Code of Honor:

Aggies do not lie, cheat, or steal nor do they tolerate those who do

Academic dishonesty will not be tolerated. Academic dishonesty includes copying, sharing, or obtaining information from an unauthorized source, attempting to take credit for the intellectual work of another person, falsifying information, and giving or receiving information about exam or assignment to students in another course section. Any student involved in academic dishonesty will receive no credit for work done and/or may be penalized in accordance with published University Rules. Plagiarism software is used in class to ensure academic integrity. For additional information, please visit: http://aggiehonor.tamu.edu.

Americans with Disabilities Act (ADA) Policy Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.
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<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Reading/Assignment</th>
</tr>
</thead>
</table>
| PRIOR TO FIRST COURSE | Read: Salzman (Ch. 1) and Clark 2002 (Chpts. 1, 3-5)  
Listen to: Pre-recorded lecture on ‘Policy Processes and Analytical Framework’ | Salzman (Ch. 1)  
Clark 2002 (Ch. 1, 3-5) |
| 1 | COURSE INTRODUCTIONS | Lead Instructor(s):  
Beard/Moore |
| | POLICY PRACTICE AND SKILLS | Review of writing examples |
| | Common writing documents in policy implementation (i.e., white paper, one-pager, action memo) and presentation formats (i.e., PowerPoint, meeting management) | |
| | CONFLICT MANAGEMENT & DEVELOPING SUCCESSFUL PARTNERSHIPS | Lead Instructor: Moore  
Peterson et al. 2005  
Getting to Yes (2011 Edt.)  
Intro & Ch 1. |
| | How are stakeholders determined?  
Determining decision space  
Avoiding major problems (e.g., scientistic attitudes)  
Stumbling Blocks  
Review negotiation skills and techniques for developing partnerships and affecting policy  
Review real-world examples where partnership development has resulted in natural resource benefits | |
| 3 | WILDLIFE POLICY AND LAW | Lead Instructor: Beard  
Salzman (Ch. 10-11) |
| | Diminishing Resources and Public Trust Doctrine  
Conserving—Restrictions on Commerce and Take  
Lacey Act, Migratory Bird Treaty Acts, Marine Mammal Protection Act, Magnuson-Stevens Fisheries Conservation Act  
Conserving Wildlife Habitat  
Federal wildlife refuge acquisition and management  
Funding and/or mandates to states (Pittman-Robertson, Dingle-Johnson, Fish and Wildlife Conservation Acts, etc.) | |
| 4 | WILDLIFE POLICY AND LAW (Continued) | Lead Instructor: Beard  
Sax 1980  
Nelson et al. 2010  
Geist 1994 |
| | Effects of Federal Actions on Wildlife Habitat  
Fish and Wildlife Coordination Act; NEPA Planning and Coordination  
Conserving Endangered Species  
Endangered Species Act, HCPs, Safe Harbor, etc. | |
| | North American Model | Pre-recorded lecture:  
Markus Peterson |
| | AIR & WATER POLICY AND LAW | Lead Instructor: Moore  
US EPA 2011  
Andreen 2013  
Ruggiero 1999 |
| | Clean Water Act  
Clean Air Act | |
| | Example: Catawba/Waterwee Relicensing Process | |
| 6 | FORESTRY POLICY | Lead Instructor: Moore  
Cabbage & Newman 2006  
Cabbage et al. 2007 |
| | Process, incentives, regulation  
Public and private lands | Guest Speaker:  
Fred Cabbage |
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<th>Week</th>
<th>Topic</th>
<th>Instructor(s)</th>
<th>Notes</th>
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<td><strong>EMERGING NATURAL RESOURCE CONSERVATION ISSUES AND STRATEGIES</strong></td>
<td>Lead Instructor: Beard</td>
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<td><em>Changing Demographics and Preferences in U.S.</em></td>
<td>Lopez et al. 2005</td>
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<td></td>
<td><em>Emerging outdoor users</em></td>
<td>Lopez &amp; Brown 2011</td>
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<td></td>
<td><em>Sources of funding for conservation and management</em></td>
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<td></td>
<td><em>Strategies moving forward</em></td>
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<td><em>Water, Habitat, Ag</em></td>
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<td><em>Difficult policy decisions regarding water supply, habitat protection, agricultural issues (e.g., farm bill passage)</em></td>
<td>Guest Speaker: Roel Lopez</td>
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<td><strong>COMPREHENSIVE MID-TERM EXAM ADMINISTERED</strong></td>
<td>Lead Instructor: Beard</td>
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<td><strong>TAMU SPRING BREAK</strong></td>
<td>Lead Instructor: Beard</td>
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<td>No Weekly Call or Discussion</td>
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<td><strong>EMERGING NATURAL RESOURCE CONSERVATION ISSUES AND STRATEGIES</strong></td>
<td>Lead Instructor: Diaz</td>
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<td><em>(Continued)</em></td>
<td>Parson &amp; Karwat 2011</td>
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<td>Warner &amp; Stapiro 2013</td>
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<td>Gharis et al. 2014</td>
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<td><strong>PRACTICE AND IMPLEMENTATION OF ENVIRONMENTAL PROTECTION</strong></td>
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<td>Salzman (Ch. 2-3)</td>
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<td><em>Pre-recorded lecture:</em> Ron Kaiser</td>
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<td><em>Instrument choice (e.g., prescriptive regulation, property rights, financial penalties, financial payments, persuasion)</em></td>
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<td><em>Administration (i.e., rulemaking and adjudication)</em></td>
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<td><em>Constitutional issues (e.g., congressional powers, legislative delegation, regulatory takings)</em></td>
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<td><em>How citizen groups shape environmental law and policy (i.e., lobbying, media, citizen suits, and standing)</em></td>
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<td>12–14</td>
<td><strong>STUDENT PRESENTATIONS</strong></td>
<td>Lead Instructor(s): Beard/Moore</td>
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<td><em>Case study review of natural resource policy / law impacting land use (either negative or positive)</em></td>
<td>Submission of presentation (due assigned week); white paper, action memo and one pager due by class-time on April 20</td>
<td></td>
</tr>
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</table>
February 11, 2016

TO: To Whom It May Concern

THROUGH: Dr. Michael Masser, Department Head, Department of Wildlife and Fisheries Sciences

FROM: Adrea Dottavio, Senior Academic Advisor
Wildlife and Fisheries Sciences Department

SUBJECT: Supporting Statement for Course Title Change (WFSC 303/644)

This is to memo to request WFSC 303: Fisheries and Wildlife Laws and Administration be changed to WFSC 303: Wildlife and Natural Resource Policy. The change in title will better reflect the course objectives and outcomes related to natural resource policy and law that impact land uses, and how policy is implemented and influences decision making regarding natural resource issues. The course will also be cross-listed with WFSC 644 and will need a title change. Please contact me if you have questions.

Sincerely,

Adrea Dottavio
Senior Academic Advisor
adottavio@tamu.edu
979-845-5704
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): Select or Type Department/Program Name
3. Course prefix, number and complete title of course: ARCH 634 - Architectural Lighting

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.

5. Change in course title and description. Enter complete current course title and current course description in item 10. Complete item 11a and b. Attach a course syllabus.
6. Is this an existing core curriculum course? □ Yes □ No
7. If grade type is changing for existing course, indicate the new grade type: □ Grade □ S/U □ P/F (CLMD)
8. 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).

9. Complete current course title and current catalog course description:
   ARCH 634 (2-2) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   ARCH 634 (3-0) Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis.

11. a. As currently in course inventory:

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b. Change to:

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Approval recommended by:

Ward V. Wells
Department Head or Program Chair (Type Name & Sign) Date

Leslie Feigenbaum
Chair, College Review Committee Date

Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 08/14
Course title and number  ARCHITECTURAL LIGHTING, ARCH 634  
Term  Spring 2016  
Meeting times and location  Tuesdays and Thursdays, 12:45pm-2:00pm, Langford A-323  

Course Description and Prerequisites

Architectural Lighting. (3-0). Credit 3. Attributes of the lighting environment, lighting and energy issues, daylight availability, building design for daylighting, heat loss control, solar shading, daylighting models, graphical analytical and computer methods of analysis, visual and lighting comfort evaluation, integration of daylight and electric light, energy analysis. Prerequisite: graduate classification or approval of instructor.

Learning Outcomes

The primary emphasis of this graduate seminar will be placed on daylighting and on three-dimensional and computerized models as tools for exploring daylight in architectural spaces. The course has four major objectives: (1) to discuss qualitative and quantitative issues in daylighting, (2) to learn the basics of photometry, (3) to use physical and digital models as tools for building performance analysis, and (4) to explore through a series of exercises a sense of your intuitive feel for light distribution in daylighted spaces. In meeting these objectives, the course will interweave discussion of daylighting as an architectural element with technical information concerning the measurement, documentation and analysis of light. Architectural issues will include perception, vision, daylighting techniques, precedents and standards. Technical presentations in support of modeling will cover photometrics, data acquisition techniques, model photography, computer modeling, and database analysis.

This course explores qualities of daylight with some attention to an understanding of the physical and perceptual mechanisms that shape our experience of daylight. We will use three-dimensional and computer models as a tool for the analysis of daylighting in buildings. The distribution of natural light in an architectural space is a particularly complex process that defies realistic numerical analysis. Both physical models and computer simulation offer practical tools for the investigation of light in spaces. Well suited to the skills of an architect, these techniques can be used at all stages of the architectural design process. Models can predict a design's performance in quantitative detail and provide immediate visual information for assessment of qualitative issues. Student work will include the construction and analysis of lighting models using real skies. Testing procedures will include the use of automated data acquisition systems and data reduction using microcomputer-based methods.

By the conclusion of this course I hope that you will feel comfortable with the fundamentals of daylighting and that you will be excited by the rich opportunities for creativity and expressive design that daylighting systems present. There is a whole lot more here than technical data, important as that data is. Both the designer and the user of buildings can enjoy the inspired design of daylighting systems.

Instructor Information

Name  Liliana Beltrán, Ph.D., LEED AP  
Telephone number  979-845-6545  
Email address  L.Beltran@arch.tamu.edu  
Office hours  Fridays 2:00PM-5:00PM, or by appointment  
Office location  Langford A-444  

Textbook and/or Resource Material

Required:  
Class notes and handouts (available at class website: eCampus)  
Lam (1992) Perception and Lighting as Formgivers for Architecture (PLFA) (PDF file at eCampus)  
Lam (1986) Sunlighting as Formgiver for Architecture (SFA) (PDF file at eCampus)

Grading Policies

Students should refer to the Academic section in Student Rules and Regulations

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 - 100%</td>
<td>A  excellent performance on all work.</td>
</tr>
<tr>
<td>80 - 89%</td>
<td>B  good performance on all work, excellent performance on portions of the work during the semester.</td>
</tr>
<tr>
<td>70 - 79%</td>
<td>C  satisfactory completion of all work, good performance on some work.</td>
</tr>
<tr>
<td>60 - 69%</td>
<td>D  a passing effort however score is below average for the class.</td>
</tr>
<tr>
<td>0 - 59%</td>
<td>F  unsatisfactory performance, not a passing grade</td>
</tr>
</tbody>
</table>

The overall semester course grade will be based upon a cumulative tabulation of the various individual performance items described above, weighted as per the following schedule:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10%</td>
</tr>
<tr>
<td>4 Assignments</td>
<td>40%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>10%</td>
</tr>
<tr>
<td>Final Project Report</td>
<td>30%</td>
</tr>
<tr>
<td>Final Project Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Extracredit</td>
<td>5%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105%</strong></td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

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.

Project due dates will be provided in the project statements. Students should contact the instructor if work is turned in late due to an absence that is excused under the University’s attendance policy. In such cases the instructor will either provide the student an opportunity to make up any quiz, exam or other graded activities or provide a satisfactory alternative to be completed within 30 calendar days from the last day of the absence. There will be no opportunity for students to make up work missed because of an unexcused absence.

Other Pertinent Attendance Information

Class attendance is mandatory, and absence from class will be considered in the final grade.

Excused Absences: Absences are only excused with a written excuse from a university department or organization, or proof of a visit to a doctor’s office or health facility. Students who are requesting an excused absence are expected to uphold the Aggie Honor Code and Student Conduct Code (See TAMU Student Rule 24).

Unexcused Absences: Three absences will result in your grade being lowered one letter.

Arrive on time to class; tardiness may be considered an absence. Please note that class participation accounts for 10% of your final grade. The assignments and final project must be submitted on the dates they are due.

LATE WORK: You will receive a 15% per week penalty on assignments and projects submitted after the deadline. There is no limit on late penalty, for example at 4 weeks you will have a 60% late penalty. Eventually you might
have a zero. Assignments submitted on time are eligible for re-submission to improve the grade. Late submissions can be re-submitted as well, but you'll still have that late penalty applied.

Class participation: Class preparation, attendance, and participation are particularly important parts of this modeling seminar. At some classes, each of you will be called on to present the analysis and recommendations of your assignments. Therefore, preparation prior to each class is essential. As a general rule students are expected to work in this class between 6-9 hours per week aside from the class period. Your grade for class participation will be a function of both your attendance and substantive contribution to class discussion.

Laptops and/or other electronic devices (tablets, smartphones, etc.) are to be utilized for coursework and activities related to coursework. Your instructor will announce in advance to bring your laptops for the tutorials. Do not use computers or electronic devices for entertainment during class meetings. Negative participation (surfing, gaming, chatting, emailing) in class will reduce your participation grade by at least a letter grade - you are a distraction to others sitting nearby and to me.

Course Topics, Calendar of Activities, Major Assignment Dates

Note: The schedule below might be adjusted based on weather conditions for field trips.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction, Daylight Overview</td>
<td>Class notes, Millet Ch. 1 &amp; 2</td>
</tr>
<tr>
<td>2</td>
<td>Daylight concepts and terminology</td>
<td>Class notes, Millet Ch. 3</td>
</tr>
<tr>
<td>3</td>
<td>Scale model construction and photography</td>
<td>Class notes and handouts</td>
</tr>
<tr>
<td></td>
<td>documentation</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Daylight availability</td>
<td>Class notes, SFA Ch. 4</td>
</tr>
<tr>
<td>5</td>
<td>Photometric basics, light meters and model measurement</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>6</td>
<td>Daylighting systems, sizing</td>
<td>Class notes, SFA Ch. 6, 7 &amp; 8</td>
</tr>
<tr>
<td>7</td>
<td>Solar geometry, window design, shading</td>
<td>Heliodon workshop, Tregenza Ch. 4</td>
</tr>
<tr>
<td>8</td>
<td>Visual comfort, glare, metrics, standards</td>
<td>Class notes, handouts, PLFA Ch. 3</td>
</tr>
<tr>
<td>9</td>
<td>Light and health</td>
<td>Class notes, PLFA pp. 81-82</td>
</tr>
<tr>
<td>10</td>
<td>HDR workshop</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>11</td>
<td>Case studies</td>
<td>Class notes</td>
</tr>
<tr>
<td>12</td>
<td>Electric lighting introduction</td>
<td>Field trip to Daylighting Lab, Riverside</td>
</tr>
<tr>
<td>13</td>
<td>Luminaire selection, lighting controls</td>
<td>Class notes, handouts</td>
</tr>
<tr>
<td>14</td>
<td>Advanced Daylighting Systems</td>
<td>Class notes</td>
</tr>
</tbody>
</table>

Final Exam and Presentation of Final Project: May 10, 2016

Other Pertinent Course Information

The class will be conducted as a seminar and will mix lecture presentations by the instructor with student presentations, class demonstrations, slide presentations, project reviews, guest speakers and field trips. Class presentations will cover the basic skills required to complete student modeling assignments. Reading assignments will be issued from the course bibliography and handouts. Required textbooks are available for download at class website: http://ecampus.tamu.edu. There will be a Final Exam based upon lectures and assigned readings on Tuesday, May 10, 2016 from 8:00am to 10:00am.

Student Assignments: The course is structured around a series of modeling assignments. The best way to learn modeling is by building and studying models. The exercises are sequenced to introduce increasingly complex issues using physical and digital models built to represent both existing and hypothetical spaces. The construction of models as group assignments and the reuse of models will keep student time commitments to a reasonable level. The course will also include a series of experiential exercises designed to increase a designer's awareness of light as an important architectural element.
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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu.

Academic Integrity

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

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

Care of Facilities

Please respect your facilities in the College of Architecture.

The use of spray paint, spray adhesive or other surface-altering materials is not permitted in the Langford Complex except in designated zones. Students who violate this rule will be liable for the expenses associated with repairing damaged building finishes and surfaces.

Throughout the semester and at the end of the semester, your area must be clean of all trash.

No power tools may be used in the design studio. No dust or odor producing processes may be conducted in the studio. No wet casting processes may be conducted in the studio. The college shop and spray booth facilities must be used for the above mentioned processes. Professional behavior and conduct is expected of each student.

Important Links Below

Department of Architecture Website http://dept.arch.tamu.edu/
Department Financial Assistance http://dept.arch.tamu.edu/financial-assistance/
Academic Calendar http://registrar.tamu.edu/general/calendar.asp
Final Exam Schedule Online http://registrar.tamu.edu/Courses-Registration-Scheduling/Final-Exam-Schedule
On-Line Catalog http://catalog.tamu.edu
Student Rules http://student-rules.tamu.edu/
Aggie Honor System Office http://aggiehonor.tamu.edu/
American Institute of Architecture website http://www.aia.org/index.htm
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):
   - Department of Nutrition and Food Science
3. Course prefix, number and complete title of course:
   - FSTC 681, 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 (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:
   - Seminar. Credit 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   - Seminar. Credit 0 to 1. Oral reports and discussions of current research and developments in food technology designed to broaden understanding of problems and to stimulate research.

10. Approval recommended by:
    - [ ] Date

11. a. As currently in course inventory:

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tbody>
<tr>
<td>FSTC</td>
<td>681</td>
<td>Seminar</td>
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<th>Lab</th>
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b. Change to:

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<tbody>
<tr>
<td>FSTC</td>
<td>681</td>
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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>CIP and Fund Code</th>
<th>Admin. Unit</th>
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<td>16</td>
<td>17</td>
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</table>

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

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

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 – 08/14
FSTC 681 – Graduate Seminar - Food Science and Technology
Spring 2016

Location: 440 Heep Center; Wednesdays 11:30 AM

Contact: Joseph M Awika; awika@tamu.edu; Heep Center 429; phone 845-2985

Purpose: To improve your ability to communicate professionally on technical topics related to foods science research and to broaden your knowledge in food science and technology by interacting with colleagues and other professionals in the field.

Credits: 0 to 1

Course Objectives and Expectations:
- Improve your skill to communicate technical information.
- Educate colleagues about your research and its relevance to society.
- Learn new research developments from colleagues and other professionals in your field.
- Engage professionals in your field in intellectually stimulating discussions.

Grading system: Your grade will be either Satisfactory or Unsatisfactory based on the criteria described below.

Important instructions:

1. Participation in all the seminars is expected. Missing more than one seminar without justifiable cause will automatically result in unsatisfactory evaluation. Justifiable cause must conform to excused absence by the university are found in Student Rule 7 (http://student-rules.tamu.edu/rule07).

2. Interaction with invited speakers: students are encouraged to engage the speakers in discussions during and after the seminar.

3. Each student will be expected to write a one paragraph insightful synopsis of the major ‘take home message’ they got from each invited speaker. This write up is due 1 day after the seminar.

4. Feedback: A form will be provided at the beginning of each seminar on which each student will be expected to provide feedback to their colleagues on positive and negative aspects of their talk. This feedback is meant for personal improvement and is not factored in grade assignment by instructor.

Special instructions for students enrolled for credit:

5. The first meeting will be used to set the schedule for student presentations. This meeting is open only to students enrolled for credit. You should submit a tentative topic for your seminar and discuss its scope with the instructor at the first meeting.

6. In general the presentation is expected to be based on your thesis/dissertation research. If you do not have adequate original data to present, it is critical that you discuss the scope of your intended topic with the instructor as soon as possible.

7. Presentation by MS students in their first year of study is strongly discouraged. MS students are expected to have comprehensive data from their research prior to enrolling in FSTC 681 for credit.

8. To pass the course, your presentation must meet professional quality at least equivalent to a national scientific conference talk, as judged by the instructor.
9. **At least three business days** before the seminar date – you should conduct a practice seminar with the instructor. A formal seminar cannot be presented without this practice. Please contact Judy in Heep 434 (j-young@tamu.edu) ahead of time to reserve a room for the practice.

10. During the practice seminar, the instructor will provide constructive feedback to improve the presentation quality. Evidence that you have incorporated these suggestions is expected.

11. **Please work with your graduate advisor in preparing your seminar talk.** If the instructor determines during practice that you are inadequately prepared and not likely to improve enough to meet the minimum quality standard by your scheduled date, you will be advised **not** to proceed with the formal presentation. In this case, at the discretion of the instructor, an **incomplete** grade may be assigned with the expectation that you present again in the following full semester.

12. Presentations should last 20 – 25 min. If your presentation lasts only 10-15 min, you will likely not have provided enough content/depth to get a satisfactory evaluation.

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

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity Statement:**

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

For more information on Academic Integrity, please refer to the Honor Council Rules and Procedures on the web at [http://www.tamu.edu/aggiehonor](http://www.tamu.edu/aggiehonor).

Plagiarism is defined as "failing to credit sources used in a work product in an attempt to pass off the work as one's own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Plagiarism is one of the worst academic sins because it destroys the trust among colleagues without which research cannot be safely and widely communicated ([http://library.tamu.edu/aggiehonor](http://library.tamu.edu/aggiehonor)).
<table>
<thead>
<tr>
<th>Date</th>
<th>Presenter</th>
<th>Institution</th>
<th>Topic</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>01-20</td>
<td>Awika</td>
<td>TAMU</td>
<td>Intro, How-to <em>(Registered students only)</em></td>
<td>awika</td>
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<tr>
<td>02-10</td>
<td>Shima Shayanfar</td>
<td>GRAD</td>
<td>Quantitative risk assessment of big six <em>E. coli</em> in strawberries as a function of eBeam radiation</td>
<td>Pillai</td>
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<tr>
<td></td>
<td>Lindsey Ward</td>
<td></td>
<td>Transforming raw milk into safe milk using eBeam technology</td>
<td>Pillai</td>
</tr>
<tr>
<td>02-24</td>
<td>Audrey Girard</td>
<td>GRAD</td>
<td>Effect of tannins on rheology of a weak gluten matrix</td>
<td>Awika</td>
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<td>Elisa Schreckinger Minoli</td>
<td></td>
<td>Phytochemical characterization and anti-inflammatory properties of <em>Tropicolum tuberosum</em> tuber</td>
<td>Cisneros</td>
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<td>03-02</td>
<td>Leonard F. Marquart</td>
<td>University of Minnesota</td>
<td>Whole Grain Foods: A Vehicle to Deliver More Healthy Foods into the Marketplace</td>
<td>Awika</td>
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<td>03-09</td>
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<td>Enriching potato chips with phenolic compounds from red beetroot using vacuum impregnation</td>
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<td>Spring Break</td>
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<td>Casimir Akoh</td>
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<td>Characterization of the woody myopathy in marinated chicken breast</td>
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<td>Derrick Amoako</td>
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<td>04-06</td>
<td>Tianyu Yao</td>
<td>GRAD</td>
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<td>Zahra Mohammad</td>
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<td>Reduction of <em>Salmonella</em> and <em>E. coli</em> on fresh produce using ozone generating system</td>
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<td>Alireza Abbaspourrad</td>
<td>Cornell University</td>
<td>Microfluidics: Engineering functional emulsions and designing biochemical assays</td>
<td>Awika</td>
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<td>04-20</td>
<td>Kee-Hong Kim</td>
<td>Purdue University</td>
<td>The Impact of Piceatannol, a Resveratrol Analogue, on Obesity</td>
<td>Awika</td>
</tr>
</tbody>
</table>
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

2. Request submitted by (Department or Program Name):
   Department of Nutrition and Food Science

3. Course prefix, number and complete title of course:
   NUTR 681, Seminar

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 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:
   Seminar. Credit 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

9. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
   Seminar. Credit 0 to 1. Current developments in the field of nutrition; review of current literature and oral presentation of scientific papers on selected nutrition topics.

10. Approval recommended by:
    [Signature] 1-21-16

    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

    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
NUTR 681 – 601 – Seminar Series  
Department of Nutrition  
Dr. Robert S. Chapkin  

Syllabus for Spring 2016

**Instructor:**  
Dr. Robert S. Chapkin  
Distinguished Professor  
Regents Professor & University Faculty Fellow  

111 Cater-Mattil  
2253 TAMU  
College Station, TX 77843-2253  
Phone: (979) 845-4426  
Email: r-chapkin@tamu.edu

**Goals:** The goals are to improve skills in scientific communications and/or writings and to promote critical-thinking.

**Credits:** 0 to 1

**Learning objectives:**

1. To effectively introduce a speaker;  
2. To precisely and accurately write a research summary;  
3. To improve skills in critical-thinking

**Course Information:** The goal of this seminar series is to allow students of nutrition sciences to broaden their knowledge in cutting edge issues in nutrition by attending seminars from established national and international investigators in the field. Students also have a unique opportunity to have face to face discourse with these investigators to learn more about their work and perhaps open opportunities for post-graduate activities.

**Online support:** Information and course materials will be provided using the e-campus at [http://ecampus.tamu.edu/](http://ecampus.tamu.edu/). The website for the Department is [http://nfs.tamu.edu/](http://nfs.tamu.edu/).

**Grading system:** Your grade will be either Satisfactory or Unsatisfactory based on the criteria described below.

**Students attend the speaker’s seminar every Monday in KLCT 123 from 11:30 to 12:20 pm and meet with speakers every Monday in CM 124A from 12:30 to 1:30 pm (Food will be provided).** It is expected that students will at least once (1) host the speaker of the week during the informal meeting and seminar, (2) introduce the speaker (it is alright to swap your week of duty with another student), (3) write a report of the topic of the seminar e-learning, and (4) attend all the seminars.
(1) **Discussion and seminar hosting duties.** This task will be rotated among students. Each student will be in charge of accompanying the speaker of the week: (a) bring the speaker to Cater Mattil after the seminar for the “student luncheon”, (b) and host the speaker in luncheon during the informal meeting. The student will be responsible for collecting student signatures during the informal meeting for the purpose of attendance documentation. Students that do not attend the informal meeting must contact Dr. Chapkin within 24 h and will have to write a report of the topic of the seminar.

(2) **Speaker Introduction.** This task will be rotated among students. Each student will be in charge of introducing the speaker to the audience. If the speaker’s biosketch is not provided in advance, the student has to collect information to adequately introduce the speaker (obtained from the sponsoring professor). The student will have to meet with the speaker 15 minutes before his/her seminar to check your introduction notes. Sometimes, the hosting Faculty will introduce the speaker; check with the hosting Faculty (within the parenthesis after the name of the speaker) listed in the schedule below.

(3) **Seminar Reports:** This task is mandatory for all students. Students are required to write a report about the seminars. Every week students are required to answer the five following questions i, What novel methodology was used?; ii, What were the seminal observations?; iii, How was the field advanced by this body of research?; iv, What experiments would you conduct to extend this body of work?; and v, Describe any weaknesses in the presented work?) and ask at least one question to the speaker during the informal meeting or seminar then write the question(s) and answer(s) in the report.

The length of the report is 1 (one) single-spaced page. Use the following notation to name your file: “YOUR LAST NAME_REPORT##”, for example: “WU_05”. The seminar reports should be submitted using the email tool of the e-campus. It is acceptable to send the report as an email message; in this case, the subject should be “YOUR LAST NAME_REPORT ##” to facilitate the identification. **Be sure to list the 5 questions (described above) and insert your responses below.**

(5) **Attendance Policy.** Students are required to attend at least 10 out of the 11 seminars and 10 out of the 10 informal meetings. The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for absence. **You must provide Dr. Chapkin with the reason why you are unable to attend the seminar and/or the follow up luncheon/meeting.** The reasons absences can be considered excused by the university are found in Student Rule 7 (http://student-rules.tamu.edu/rule07). If an absence is excused, the instructor will either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. The student in charge of the speaker of the week has to collect the attendance sheet for the informal meeting.
Americans with Disabilities Act (ADA) Policy Statement:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit http://disability.tamu.edu.

Academic Integrity Statement:

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

For more information on Academic Integrity, please refer to the Honor Council Rules and Procedures on the web at http://www.tamu.edu/aggiehonor.

Plagiarism is defined as "failing to credit sources used in a work product in an attempt to pass off the work as one’s own; attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources." Plagiarism is one of the worst academic sins because it destroys the trust among colleagues without which research cannot be safely and widely communicated (http://library.tamu.edu/aggiehonor).

Copyrights:

All electronic presentations (i.e. PPT files), handouts, and class notes are copyrighted ©. This includes all materials generated for this class, including but not limited to syllabus, in-class materials, review sheets, lecture outlines, and material posted in the e-learning. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

How to properly introduce an invited speaker?

The proper introduction of a speaker is important to gain the attention of the audience, "break the ice", and to set the stage for the speaker’s presentation. The objective of this section is to give you some ideas on how to properly introduce a speaker. It requires more than you think and you will need to practice.

Properly introducing someone is such an important subject that a search of “how to introduce a speaker” in the Google website yields more than 7,790 records (Jan 2009). You don’t have to read them all, but here are some hints I collected from two sources. If you find a better source, please let me know. Once you have your introduction written you are welcome to send it to me for a feedback.

The proper introduction of people presenting programs to the post is important. Scientists expect qualified speakers, and a proper introduction lends prestige and sets the tone of the meeting. Here are some suggestions:

- Before the introduction, contact the speaker or someone who knows him or her to verify the correct name (and pronunciation), title, job and family background, education, organization memberships, honors, hobbies, and any special interests or abilities. Condense this information into a brief and appropriate introduction. Practice giving your introduction. Be sure to pronounce the speaker's name correctly.

- Be brief. You are the introducer, not the speaker.

- Avoid clichés or stilted phrases such as, “This speaker needs no introduction . . .” or “We are gathered here tonight . . .”

- Avoid jokes or being too familiar unless you know the speaker well.

- Include the subject of the speech, why this subject is of interest to the post, and why this speaker was chosen to present this subject.

- Give the speaker a sincere buildup, but don’t embarrass him or her by overdoing it.

- Save the speaker’s name until last. (This usually is a signal for him or her to step forward.) Climax your introduction with the speaker’s name. Pause before stating it, state it clearly, and raise your voice a bit: “I am pleased to present (short pause) . . . Mr. Donald Smith.”

- Thank the speaker after the presentation and escort to the luncheon meeting.

When presenting a Professor or a Researcher, add “S/he has published (or co-authored) more than XX peer-reviewed papers and has advised YY students. S/he has also served on the committee of ... (e.g. Watershed Contamination Program by the Environmental Protection Agency)"

Here are 14 introduction tips that Ms. Maria Wallace provided in her web page. They are similar to the “Learning for life” suggestions.


1. Know the speaker's name and how to pronounce it. If it is an unusual name, help the audience learn it. "It rhymes with..."
2. Know the speaker's title or position. Do not turn and ask the speaker "Is it Associate or Assistant Professor?"
3. Be brief. Aim for between one and three minutes. Five minutes is too long.
4. Do not read the introduction. It will sound flat, unenthusiastic and convey the impression that you are unfamiliar with the subject. It is o.k. to bring notes to the lectern but keep them inconspicuous.

5. Smile and be enthusiastic in tone, gesture and choice of words.

6. Know enough about the subject to sound knowledgeable. Do not turn to the speaker and ask if the topic is epidemiology, epistemology or episiotomy.

7. Announce the speech title as given to you by the speaker. If you have any questions about it, ask the speaker before the introduction. Many speakers select specific titles for a reason or for a pun. If the speaker is not using a title, make sure that your description matches the speakers.

8. Introductions are no place to use slides, overheads or presentation software.

9. Anecdotes are good but should pertain to the subject and be in harmony with the mood of the presentation. Avoid using canned jokes.

10. If the credentials of the speaker are so outstanding that they must be shared with the audience or if there are publications the audience will want to know about, insert them in the program or prepare a separate commemorative handout.

11. Introduction of a panel of speakers is the same except the introducer needs to describe the structure and format of the panel (speaking order, length of time) and the various points of view and perspectives of the panelists. The introduction of the individual panelists can be done two ways: All at once or individually as the panel program progresses. Most audiences prefer a handout with the panelists’ credentials so they can refer to it as the panel progresses.

12. Never use the old cliché that the speaker needs no introduction. If the introduction ties the speaker to the audience and the topic then each introduction is unique, plus there is always something new about every speaker.

13. You are the catalyst, not the performer. Do not try to upstage the speaker with your knowledge of the subject. Do not dwell on your relationship with the speaker, even though he or she is your boss, relative or significant other.

14. Identify yourself by name and title, unless this has already been earlier. Remember the speaker also needs to know who you are.

What are the key purposes of an introduction?

3. Witt Communications (http://www.wittcom.com/how_to_introduce_a_speaker.htm)

An introduction serves two purposes:

1. It acts as a bridge, a transition from one part of a meeting to another. It gives the audience time to make a mental and emotional shift.

2. It prepares people for the speaker, heightening their sense of openness and anticipation.

Your task is to introduce the speaker, not to take center stage! The spotlight is on you only for a moment so that you can shine it where it belongs: the speaker.
<table>
<thead>
<tr>
<th>Date</th>
<th>Speaker Description</th>
</tr>
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<tbody>
<tr>
<td>January 25</td>
<td><em>Introduction and Instructions</em></td>
</tr>
</tbody>
</table>
| (1) February 1   | **Dr. Robert B. Rucker**  
Distinguished Professor Emeritus  
Department of Nutrition  
University of California Davis  
*"The Nutritional Importance of Presumed Non-essential Biofactors in Foods with a focus on Mitochondriogenesis"*  
Host: Dr. Mahua Choudhury |
| (2) February 8   | **Dr. Dallas Donohoe**  
Assistant Professor  
Department of Nutrition  
University of Tennessee, Knoxville  
*"Targeting Cellular Metabolism To Understand The Anti-Cancer Action of the Fiber Metabolite Butyrate"*  
Host: Dr. Nancy Turner |
| (3) February 15  | **Karen Basen-Engquist, Ph.D, M.P.H.**  
Professor and Director, Center for Energy Balance in Cancer  
Prevention and Survivorship  
University of Texas MD Anderson Cancer Center  
*"Obesity in Endometrial Cancer Prevention and Survivorship"*  
Host: Dr. Robert Chapkin |
| (4) February 22  | **Dr. José Eduardo P. Santos**  
Research Foundation Professor  
Department of Animal Sciences  
University of Florida  
Host: Dr. Guoyao Wu |
| (5) February 29  | **Shih Lung Woo**  
PhD Candidate  
Department of Nutrition and Food Science  
Texas A&M University  
Host: Dr. Chaodong Wu |
Date | Speaker description
---|---
(6) March 7 | **Dr. David Bernlohr**  
Distinguished McKnight Professor and Head, Cargill Chair in Systems Biology of Human Metabolism  
Biochemistry, Molecular Biology, and Biophysics  
University of Minnesota  
"Uncoupling Obesity from Metabolic Disease via Fatty Acid Binding Proteins"  
Host: Dr. Chaodong Wu

March 14 | **Spring Break**

(7) March 21 | **Zubaida Qamar**  
PhD Candidate  
Department of Nutrition and Food Science  
Texas A&M University  
Host: Dr. William Alex McIntosh

(8) March 28 | **Christopher Blesso, Ph.D.**  
Assistant Professor  
Department of Nutritional Sciences  
University of Connecticut  
"HDL function as a therapeutic target: lessons from genetic and diet studies"  
Host: Nutritional Graduate Student Association

(9) April 4 | Experimental Biology Conference – No seminar

(10) April 11 | **Dr. Eric Fearon**  
Emanuel N. Maisel Professor of Oncology  
Professor of Internal Medicine, Pathology, and Human Genetics  
Chief, Division of Molecular Medicine & Genetics  
Medical School  
University of Michigan  
"Modeling Colorectal Tumor Pathogenesis in the Mouse"  
Host: Dr. Robert Chapkin
<table>
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<tr>
<td>(11) April 18</td>
<td>Adam Kieffer</td>
</tr>
<tr>
<td></td>
<td>PhD Candidate</td>
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<td></td>
<td>Department of Nutrition and Food Science</td>
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<td></td>
<td>Texas A&amp;M University</td>
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<td>Host: Dr. Rosemary Walzem</td>
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April 25        Evaluations
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  □ Professional (PhD, PhD, Graduate Engineering)
2. Request submitted by (Department or Program Name):
   Department of Mechanical Engineering
3. Course prefix, number and complete title of course:
   MEEN 659: Vibration Measurement in Rotating Machinery and Machine Structures
4. Change requested
   a. Prerequisite(s): From: MEEN 459, MEEN 517 or 635, graduate classification
      To: MATH 308, MEEN 363, graduate classification
   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 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 (LMD)
7. If this course will be stacked, please indicate the course number of the stacked course:
   MEEN 459
8. I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://pr.tamu.edu/resources/esp-in-control/basics-for-distance-education).
9. Complete current course title and current catalog course description:
   Vibration Measurement in Rotating Machinery and Machine Structures. Transducers, instruments, measurement techniques, data acquisition methods, data reduction methods for modal analysis, applications to rotating machines, turbomachinery rotordynamics, bearings, gears and machine foundations.
10. Complete proposed course title and proposed catalog course description (not to exceed 50 words):
    Sound and Vibration Measurements. Basic acoustics, review of vibration theory, wave propagation in vibrating systems, sound radiation from vibrating systems, sound and vibration sensors and instrumentation, data acquisition systems, measurement techniques, spectral analysis, spatial FFT analysis, design of experiments with vibro-acoustic systems, and applications.

11. a. As currently in course inventory:

<table>
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<tr>
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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<tr>
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<td>VIB MEAS IN ROT MACH</td>
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<td>Lect.</td>
<td>Lab</td>
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<td>0.00</td>
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b. Change to:

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<th>Course #</th>
<th>Title (excluding punctuation)</th>
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<td>SOUND &amp; VIBRATION MEASUREMENT</td>
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<tr>
<td>Lect.</td>
<td>Lab</td>
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</tr>
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<td>0.00</td>
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</tbody>
</table>

Approval recommended by:  

Department Head or Program Chair (Type Name & Sign)  

Chair, College Review Committee  

Date  

Dean of College  

Date  

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 845-8301 or sandra.williams@tamu.edu.
Curricular Services – 08/14
January 31, 2016

TO: Dr. Daniel McAdams
    Graduate Program Director
    Department of Mechanical Engineering

THROUGH: Ms. Tandilyn Philips
    Graduate Program Senior Advisor
    Department of Mechanical Engineering

FROM: Dr. Timothy Jacobs
    Undergraduate Program Director and Course Coordinator
    Department of Mechanical Engineering

RE: Change in Course of MEEN 659

Dr. Yong-Joe Kim, associate professor in the Department of Mechanical Engineering, has requested the course title and description change for MEEN 659 (current catalog title = Vibration Measurement in Rotating Machinery and Machine Structures). The paperwork describing this change is attached.

Per Dr. Kim, MEEN 459 (Sound and Vibration Measurement) and 659 were not stacked before 2010. In addition, both courses were not regularly offered. When Dr. Kim joined TAMU in 2009, he was recommended by the MEEN department to modify and stack the two courses. In doing so, the courses were significantly modified to cover experimental methods and related theories in acoustics and vibration and first taught in Spring 2010. In 2009, Dr. Kim submitted course title and description change forms for both MEEN 459 and 659. Somehow, the title and description of MEEN 459 were only changed - no change was made to MEEN 659. Since MEEN 659 has been significantly modified from its original course and taught annually with the contents of a “Sound and Vibration Measurements” course since Spring 2010, the original title and description of MEEN 659 need to be changed as proposed. Thank you for your consideration.
From: Matthew Pariyothorn  
Sent: Monday, February 01, 2016 1:05 PM  
To: Phillips, Tandily R; Jennifer Veracruz  
Cc: Mcadams II, Daniel A; Timothy Jacobs  
Subject: RE: MEEN 659: Vibration Measurement in Rotating Machinery and Machine Structures New Course Request

Thanks, Tandily. It will be placed on the February GC agenda.

mp

From: Phillips, Tandily R  
Sent: Monday, February 1, 2016 12:53 PM  
To: Jennifer Veracruz<jveracruz@tamu.edu>; Matthew Pariyothorn <mattp@tamu.edu>  
Cc: Mcadams II, Daniel A<dmcadams@tamu.edu>; Timothy Jacobs <tjjacobs@tamu.edu>  
Subject: MEEN 659: Vibration Measurement in Rotating Machinery and Machine Structures New Course Request

Hi Jennifer and Matt,

Please see attached.

This course has been reviewed and approved by the Curricular Services office.

Tandily Phillips | Sr. Academic Graduate Advisor II  
Mechanical Engineering | Texas A&M University  
tphillips@tamu.edu  
MEOB 210 | Graduate Advising/ http://engineering.tamu.edu/mechanical  
Current MEEN students can schedule an advising appointment by clicking here.

Please include your UIN on your correspondence. This is best practice, no matter what office you are contacting.
Curriculum Changes
Texas A&M University
Request for a Change in Curriculum
Undergraduate • Graduate • Professional

1. Program request type: ☑ Undergraduate ☑ Graduate ☐ First Professional (e.g., DVM, JD, MD, etc.)

2. Request change for: ☑ Degree Program ☐ Minor ☐ Certificate

3. Request submitted by (Department or Program Name): Maritime Administration
Program Designation and Name
(e.g., B.A. in History, Minor in History, Certificate in European Union):
MMAL: Masters in Maritime Administration and Logistics (3+2) (NONTHES5)

5. Brief description of change:
Add MARA 363 as a required course. Previously, students were allowed to demonstrate their mastery of the subject material by examination.

6. Rationale for change:
Making MARA 363 a required course is necessary for achieving the MARA department's AACSB accreditation goal.

Use the checkboxes below to make sure that all information is included.

7. a. Proposed curriculum attached. ☑ Yes ☐ No
b. Current catalog curriculum with handwritten edits attached. ☑ Yes ☐ No
c. Current Howdy degree evaluation with handwritten edits attached. ☑ Yes ☐ No

Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes? ☑ Yes ☐ No
b. If yes, degree program hours will change from: ________ to: ________
c. If yes, is the Texas Higher Education Coordinating Board form attached?
http://www.thecb.state.tx.us/index.cfm?objectid=A0F9F7FA-9A92-4F11-2756AD3BBFF01D60 ☑ Yes ☐ No

9. If proposed changes affect other unit(s), are letters of support attached? ☐ Yes ☑ No

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:
Joan P. Mileski
Department Head/Program Chair (Type Name & Sign) Date 2-15-16

Dean of College Date 3/23/16

Chair, College Leveling Committee Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Curricular Services at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 04/14
**5-Year Curriculum: Maritime Administration (MARA) and Master of Maritime Administration and Logistics (MMAL)**

This program allows Maritime Administration (MARA) majors to enter the graduate program for a Master of Maritime Administration and Logistics the beginning of their senior year, enabling students to receive their MARA undergraduate degree (B.S.) and a Master of Maritime Administration and Logistics (MMAL) graduate degree in five years.

Students admitted to the 5-year degree program will have completed 92 of the 120 hours of course work required to receive a bachelor’s degree. These courses must include the specific prerequisites for a Bachelor of Science degree in Maritime Administration, as well as the required Texas A&M University core curriculum courses.

Maritime Administration majors who have at least a 3.25 GPA and who have taken all of their prerequisite courses and otherwise completed 92 hours by the fall of their fourth year will be eligible to apply for the 5-year program during their junior year. Applicants to the 5-year program will submit the same materials (including GMAT scores) as other MMAL applicants, and those whose records are judged to be competitive by the mid-January deadline will be admitted. Admission criteria will be the same as for other MMAL students.

Students who choose not to finish the MMAL degree after being admitted to the 5-year program may exit the program at any time. Completed MMAL courses will be applied to their bachelor’s degree in Maritime Administration, as appropriate. Failure to complete the MMAL program will in no way impede their ability to attain a bachelor’s degree in Maritime Administration when the requirements for that degree are completed. Those who pursue the joint program will receive both degrees upon completion of the entire 5-year program. Students will not graduate with a bachelor’s degree in year four, but rather will earn both their Bachelor of Science and Master of Maritime Administration and Logistics at the end of year five.

Admitted students will be enrolled in Maritime Administration and Logistics graduate courses with an undergraduate classification (U4) during the fall of their fourth year and will be re-classified as degree seeking master’s students (G7) upon completing 107 credit hours. This will normally occur at the beginning of the spring semester of year four. Students will take 12 fewer undergraduate credit hours. Graduate courses taken in the fifth year program will be counted double, as credit towards their MMAL degree and as substitutes for MARA and free electives required for the bachelor’s degree.

Students will be required to complete 36 graduate hours. The graduate hours will include 7 core courses (21 credits) in economics, management, operations and logistics with 15 credit hours of electives. The electives will be chosen according to the interest of the student in either the Maritime Policy and Law track or the Shipping and Port Management track. Students will also take 21 hours of undergraduate level MARA electives that must include MARA 416 in order to satisfy the TAMU intensive writing requirement.

### FRESHMAN YEAR

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<th>Fall Semester</th>
<th>(Th-Pr)</th>
<th>Cr</th>
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<tr>
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<td>POLS 206</td>
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<td>Elective in Communication</td>
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<td>Elective in American History</td>
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<td>Elective in Life and Physical Sciences</td>
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### SOPHOMORE YEAR

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<td>ECON 202</td>
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## Spring Semester

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<td>ECON 203</td>
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<td>MARA 212</td>
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<tr>
<td></td>
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</table>

## JUNIOR YEAR

### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MARA 373</td>
<td>Management Processes</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>MARA 421</td>
<td>Personnel Management</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>SCMT 303</td>
<td>Admiraity Law</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Statistical Methods</td>
<td>(3-0)</td>
<td>3</td>
</tr>
<tr>
<td>Elective in MARA ♦♦ ♦♦</td>
<td></td>
<td></td>
<td>3</td>
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<tr>
<td>Elective in MARA ♦♦ ♦♦</td>
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### Spring Semester

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<tbody>
<tr>
<td>MARA 440</td>
<td>Global Economy and Enterprise Management **</td>
<td>(3-0)</td>
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</tr>
<tr>
<td>MGMT 481</td>
<td>Seminar in Management</td>
<td>(1-0)</td>
<td>1</td>
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<tr>
<td></td>
<td>Elective in Creative Arts</td>
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<td></td>
<td>Elective in Language, Philosophy and Culture</td>
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<td></td>
<td></td>
<td>3</td>
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<tr>
<td>Elective in MARA ♦♦ ♦♦</td>
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## Total Hours to be completed prior to admission to the graduate courses

### SENIOR YEAR/FIRST YEAR OF FIVE-YEAR PROGRAM

### Fall Semester

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MARA 636</td>
<td>Managerial Decision Making</td>
<td>(3-0)</td>
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<tr>
<td>MARA 641</td>
<td>Financial Management in Marine Transportation</td>
<td>(3-0)</td>
<td>3</td>
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<tr>
<td>MARA 627</td>
<td>Marketing of Transportation Services</td>
<td>(3-0)</td>
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<tr>
<td></td>
<td>Undergraduate MARA Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Elective in MARA ♦♦ ♦♦</td>
<td></td>
<td></td>
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### Spring Semester

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<tbody>
<tr>
<td>MARA 623</td>
<td>Economics Issues in Shipping</td>
<td>(3-0)</td>
<td>3</td>
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<tr>
<td>MARA 664</td>
<td>Production, Operations and Logistics Management</td>
<td>(3-0)</td>
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<tr>
<td>MARA 610</td>
<td>International Strategic Planning and Implementation</td>
<td>(3-0)</td>
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<tr>
<td></td>
<td>Undergraduate MARA Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Elective in MARA ♦♦ ♦♦</td>
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## SECOND YEAR OF FIVE-YEAR PROGRAM

### Fall Semester

<table>
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<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MARA 624</td>
<td>Intermodal Transportation Operations</td>
<td>(3-0)</td>
<td>3</td>
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<tr>
<td>MMAL Elective *</td>
<td>Graduate MMAL Elective</td>
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<tr>
<td>MMAL Elective *</td>
<td>Graduate MMAL Elective</td>
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</tr>
<tr>
<td>Elective (General)</td>
<td></td>
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<td><strong>Total</strong></td>
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### Spring Semester

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<tr>
<td>MMAL Elective *</td>
<td>Graduate MMAL Elective</td>
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</tr>
<tr>
<td>MMAL Elective *</td>
<td>Graduate MMAL Elective</td>
<td></td>
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<tr>
<td>MMAL Elective *</td>
<td>Graduate MMAL Elective</td>
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<td>3</td>
</tr>
<tr>
<td>Elective (General)</td>
<td></td>
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<tr>
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<td><strong>Total</strong></td>
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</table>

## Total Hours

**144**
Notes for the MARA/MMAL 3+2 Program

Note: All electives must be chosen in consultation with, and approved by, the student's academic advisor. Unless courses are specifically listed, see University Core Curriculum at [http://core.tamu.edu/](http://core.tamu.edu/) for a listing of course options for Communication; Mathematics; Life and Physical Sciences; Language, Philosophy and Culture; Creative Arts; American History; Government and Political Sciences; and Social and Behavioral Sciences. The 6-hour University Core Curriculum requirement for International and Cultural Diversity may be met with courses used to satisfy other degree requirements.

† Indicates required courses in the Maritime Administration major. These courses will be used to compute the major GPR. At the time of graduation, a MARA major must have a GPR of ≥ 2.25 in their major. A MARA major must achieve a grade of "C" or better in ECON 202, 203, ACCT 229, 230 and SCMT 303 as a graduation requirement. These courses may be repeated as necessary to meet this requirement, and the requirement applies to courses taken at TAMUG or offered for transfer from other institutions.

‡ Students may satisfy the 9-credit hours of Life and Physical Science requirement through any combination of one, three or four credit hour courses.

§ The total hours may be increased if the student is required to take remedial math, remedial English, foreign language or International and Cultural Diversity courses.

V - MARA Electives: Students are required to complete 21 credit hours of MARA electives that must include MARA 424 to satisfy the intensive writing requirement. Students should choose 6 from the following courses:

ACCT 315, 316; ECON 311, 323, 452; SCMT 336; MARA 342, 401, 402, 416, 424, 435, 450, 460, 470, 484, 485 or 489.

* Choose 15 credit hours from the following graduate level MMAL elective courses: MARA 604, 616, 640, 650, 652, 658, 660, 670, 672, 673, 684, 685, 689, 691; or MARS 620, 640, 660, 676.
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation

Limitation Correspondence: No more than 12 hours of correspondence earned through an accredited institution may be used for an undergraduate degree.

Limitation Combination: Maximum combination of 18 hours of 481, 482, 485 and/or 491 courses may be used for an undergraduate degree.

<table>
<thead>
<tr>
<th>Program</th>
<th>[GV] BS MARA · 3+2 Program</th>
<th>Catalog Term</th>
<th>Fall 2015 - Galveston</th>
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<tr>
<td>Campus</td>
<td>Galveston Campus</td>
<td>Evaluation Term</td>
<td>Spring 2016 - College Station</td>
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<td>College</td>
<td>Galveston Campus</td>
<td>Expected Graduation Date</td>
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<tr>
<td>Degree</td>
<td>Bachelor of Science</td>
<td>Request Number</td>
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<td>Level</td>
<td>Undergraduate</td>
<td>Results as of</td>
<td>Feb 12, 2016</td>
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<td>Maritime Administration</td>
<td>Concentrations</td>
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<table>
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<tr>
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<tr>
<td>Program GPA</td>
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<tr>
<td>Overall GPA</td>
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<td>Other Course Information</td>
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<td>Transfer</td>
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</table>

This is NOT an official evaluation.

Area: Major Coursework (50,000 credits) - Not Met
Description: Minimum 2.25 GPR required in Major Coursework.

Met | Condition | Rule | Subject | Attribute | Low | High | Required | Required | Term | Subject | Course Title | Attribute | Credits | Courses |
No  | A.        | ACCT 229 |         |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | B.      | ACCT 230 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | C.      | ECON 203 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | D.      | SCMT 303 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | E.      | MARA 205 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | F.      | MARA 212 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | G.      | MARA 250 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | H.      | MARA 281 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | I.      | MARA 301 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | J.      | MARA 304 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | K.      | MARA 363 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | L.      | MARA 373 |           |     |      |          |          |      |         |             |           |         |         |
No  | AND       | M.      | MARA 421 |           |     |      |          |          |      |         |             |           |         |         |

* No Change is necessary

https://compass-ssb.tamu.edu/pls/PROD/bwckapp.P_VerifyDispEvalViewOption

2/12/2016
| No | AND | N. | MARA 440 |
| No | AND | O. | MARA 466 |
| No | AND | P. | MGMT 481 |
| No | AND | Q. | MARA 623 |
| No | AND | R. | MARA 624 |

Total Credits and GPA

unofficial evaluation

**Area : Supporting Coursework ( 21.000 credits ) - Not Met**

<table>
<thead>
<tr>
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<th>Condition Rule</th>
<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
<th>Required</th>
<th>Required Term</th>
<th>Subject Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>AND</td>
<td>A.</td>
<td>MARA 416</td>
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<tr>
<td>No</td>
<td>AND</td>
<td>B.</td>
<td>Directed Electives 18hrs</td>
<td>Select 18 hours from the following courses: ACCT 315, 316; ECON 311, 323, 452; SCMT 336; MARA 342, 401, 402, 424, 435, 450, 460, 470, 484, 485, 489.</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area : Communication ( 6.000 credits ) - Not Met**

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<th>Attribute</th>
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<th>Required</th>
<th>Required Term</th>
<th>Subject Course</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A.</td>
<td>Communication Requirement</td>
<td>Select 6 hours from any courses with the Communication attribute [KCOM].</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area : Mathematics ( 6.000 credits ) - Not Met**

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<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
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<td>A.</td>
<td>MATH 141</td>
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<tr>
<td>No</td>
<td>AND</td>
<td>B.</td>
<td>MATH 142</td>
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Total Credits and GPA 0.000

unofficial evaluation

**Area : Life and Physical Sciences ( 9.000 credits ) - Not Met**

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<th>Subject</th>
<th>Attribute</th>
<th>Low High</th>
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<th>Attribute</th>
<th>Credits</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td></td>
<td>A.</td>
<td>Life/Physical Sciences 9hrs</td>
<td>Select 9 hours from any courses with the Life and Physical Sciences attribute [KLPS].</td>
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</table>

Total Credits and GPA 0.000

unofficial evaluation

**Area : Language, Philosophy & Culture ( 3.000 credits ) - Not Met**

<table>
<thead>
<tr>
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<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A. Lang, Phil, Culture Rqmt 3hrs</td>
<td>Select any course with the Language, Philosophy and Culture attribute [KLPC].</td>
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unofficial evaluation

**Area : Creative Arts ( 3.000 credits ) - Not Met**

<table>
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<tr>
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<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A. Creative Arts Requirement</td>
<td>Select three hours from any course with the Creative Arts attribute [KCRA].</td>
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unofficial evaluation

**Area : Social and Behavioral Science ( 3.000 credits ) - Not Met**

<table>
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<tbody>
<tr>
<td>No</td>
<td>A. ECON 202</td>
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unofficial evaluation

**Area : Citizenship ( 12.000 credits ) - Not Met**

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<thead>
<tr>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits</th>
<th>Courses</th>
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<tbody>
<tr>
<td>No</td>
<td>A. American History Rqmt 6hrs</td>
<td>Select 6 hours from any course with the [KHIS] attribute.</td>
</tr>
<tr>
<td>No</td>
<td>AND B. Political Science Rqmt 6hrs</td>
<td>Take POLS 206 and POLS 207.</td>
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</table>

unofficial evaluation

**Area : General Electives ( 7.000 credits ) - Not Met**

<table>
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<tr>
<th>Met</th>
<th>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits</th>
<th>Courses</th>
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</thead>
<tbody>
<tr>
<td>No</td>
<td>A. General Electives 7hrs</td>
<td>7 hours of coursework required. Must have advisor approval. (ENGL 103 and CAEN 001-003 are excluded.)</td>
</tr>
<tr>
<td>Area:</td>
<td>Work Not Applied - Met</td>
<td>Description:</td>
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<tr>
<td>-------------------------------</td>
<td>------------------------</td>
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<tr>
<td>Met</td>
<td>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</td>
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</tr>
<tr>
<td>No</td>
<td>A. Courses not applied</td>
<td>Total Credits and GPA</td>
</tr>
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</table>

unofficial evaluation

<table>
<thead>
<tr>
<th>Area:</th>
<th>University Writing Requirement - Not Met</th>
<th>Description:</th>
<th>Select two courses with the Writing Requirement [UWRT] attribute.</th>
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<tbody>
<tr>
<td>Met</td>
<td>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</td>
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<td></td>
</tr>
<tr>
<td>No</td>
<td>A. Writing Requirement</td>
<td>Total Credits and GPA</td>
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unofficial evaluation

<table>
<thead>
<tr>
<th>Area:</th>
<th>Int'l &amp; Cult Diversity - Not Met</th>
<th>Description:</th>
<th>Select from courses with the International and Cultural Diversity attribute [UICD].</th>
</tr>
</thead>
<tbody>
<tr>
<td>Met</td>
<td>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>A. Int'l &amp; Cultural Diversity</td>
<td>Total Credits and GPA</td>
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unofficial evaluation

<table>
<thead>
<tr>
<th>Area:</th>
<th>Foreign Language - Not Met</th>
<th>Description:</th>
<th>Complete one of the following:</th>
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<tbody>
<tr>
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<td>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>A. Foreign Language Reqmt</td>
<td>Total Credits and GPA</td>
<td>0.000</td>
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unofficial evaluation

<table>
<thead>
<tr>
<th>Area:</th>
<th>GPR-Major - Not Met</th>
<th>Description:</th>
<th>Must have a minimum GPA of 2.25 must be maintained on all major field of study courses.</th>
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<tbody>
<tr>
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<td>Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses</td>
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<tr>
<td>No</td>
<td>A. Major GPR 71+hrs</td>
<td>Total Credits and GPA</td>
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</table>

unofficial evaluation

Area: Residence Requirement - Not Met
Description: Student must complete minimum of 36 hours of 300-400 level course work at Texas A&M University, 12 hours must be in field of study Met Condition Rule Subject Attribute Low High Required Term Subject Course Title Attribute Credits Courses
No A. Residence - Major 12hrs
No AND B. Residence 24hrs

unofficial evaluation

Back to Display Options
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation
Master of Maritime Administration and Logistics - Thesis Option (Five Year Program)

Time Limits: All requirements for the degree must be completed within seven consecutive years.

Degree Plan: A Graduate Degree Plan of at least 36 hrs must be completed with a minimum GPR of 3.00 and no grade lower than C. At least one hour of 691 (Research) must be included.

Course Limitations: Courses exceeding limits below will not be considered for meeting degree requirements.

1. Only approved courses on the degree plan will be considered for this program.
2. No more than 12 hrs or one-third of the total hours on the degree plan, whichever is greater, may be used. Transfer course work must be completed at an accredited institution with a grade of B or better.
3. No more than 12 hrs taken in a non-degree seeking (S6) classification may be used.
4. No more than 12 hrs may be used in any combination of the following categories:
   a. Not more than 8 hrs of 691 (Research) may be used.
   b. Not more than 8 hrs of 685 (Directed Studies) may be used.
   c. Not more than 3 hrs of 690 (Theory of Research) may be used.
   d. Not more than 3 hrs of 695 (Frontiers in Research) may be used.
5. No more than 2 hrs of 681 (Seminar) may be used.
6. No more than 9 hrs of advanced undergraduate courses (300–499) may be used.
7. No correspondence study may be used.
8. No credit hours of extension course work may be used.
9. No credit hours of FREN 601 or GERM 603 may be used.

Advisory Committee: The Advisory Committee consists of the chair of the advisory committee.

Residence Requirement: During one semester or 2 consecutive 5-week summer terms, 9 hrs of resident credit must be completed.

Research Proposal: A thesis proposal approved by the Advisory Committee, Department Head and the Office of Graduate Studies is required.

Thesis Defense: The thesis defense may be written and/or oral. The defense may be waived for students with a 3.500 degree plan GPR and permission of the Advisory Committee, Department Head and the Office of Graduate Studies. The request to hold and announce the defense must be submitted to the Office of Graduate Studies a minimum of 10 working days in advance of the scheduled date.

To be eligible to hold the defense, the student:

1. must have a graduate GPR of at least 3.000 (listed as "Program GPA" below),
2. must have a Degree Plan GPR of at least 3.000 with no grade lower than a C in any course on the degree plan,
3. must have an approved research proposal,
4. must have completed or be registered for all remaining degree plan course work,
5. must be registered in the university,
6. must have the thesis in final form and ready for distribution to all committee members,

Thesis: The final version of the thesis must be clearly by the Office of Graduate Studies no later than one year after the defense or within the seven year time limit, whichever is first.

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This is NOT an official evaluation.

Area: Courses for Degree Plan GPR - Not Met
Description: A minimum degree plan GPR of 3.000 is required. Courses with grades of D, F or U are not acceptable for degree plan credit and must of C or better or Satisfactory (S).
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses
No A. No Approved Degree Plan

unofficial evaluation

Area: Courses Not Applied - Met
Description: See Graduate Committee Chair or Graduate Advisor for acceptable changes to degree plan coursework.
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses
No A. Additional Unused Courses

unofficial evaluation

Area: Graded Degree Plan Courses - Not Met
Description: A grade of C or better is required in all courses listed.
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses
No A. No Approved Degree Plan

unofficial evaluation

Area: S/U Degree Plan Courses - Not Met
Description: A grade of S is required in all courses listed.
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute C Credits Courses
No A. No Approved Degree Plan

unofficial evaluation

Back to Display Options

Print

*X No Change is Necessary*
# Texas A&M Galveston Maritime Administration - Five Year Program Non-Thesis Option-License Option

## Name

## UIN

### Catalog #

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### Comments:

1. Students may satisfy the 9 credit hour life and physical science requirement through any combination of one, three or four credit hour courses.

2. The 6 hour communications electives requirement can be satisfied at TAMUG using COMM 203, ENGL 104 or ENGL 203.


5. Credit by examination given for MARR 466

### Legend:

- T - Credit by Transfer
- CR - Credit by Examination
- Q - Q-Drop
- R - Registered in Current Semester

- * - Courses requiring a grade of "C" or better
- ** - Writing Intensive if Section 900 course

Revised: 2/15/2016
Texas A&M University
Request for a Change in Curriculum
Undergraduate • Graduate • Professional

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

2. Request change for: Degree Program • Minor • Certificate

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

   Program Designation and Name
   Maritime Administration

4. (e.g., B.A. in History, Minor in History, Certificate in European Union):
   MMAL: Masters in Maritime Administration and Logistics (3+2) (THESIS)

5. Brief description of change:
   Add MARA 363 as a required course. Previously, students were allowed to demonstrate their mastery of the subject material by examination.

6. Rationale for change:
   Making MARA 363 a required course is necessary for achieving the MARA department's AACSB accreditation goal.

Use the checkboxes below to make sure that all information is included.

7. a. Proposed curriculum attached. Yes □ No □
    b. Current catalog curriculum with handwritten edits attached. Yes □ No □
    c. Current Howdy degree evaluation with handwritten edits attached. Yes □ No □

   Please make sure the attached proposed curriculum, catalog and Howdy degree evaluation match.

8. a. Will degree program hours change (increase/decrease) due to the proposed curriculum changes? Yes □ No □
    b. If yes, degree program hours will change from: ________ to: ________
    c. If yes, is the Texas Higher Education Coordinating Board form attached? Yes □ No □

   http://www.thecb.state.tx.us/index.cfm?objectid=A0F9F7FA-9A92-4F11-2756AD3BBF01D60

9. If proposed changes affect other unit(s), are letters of support attached? Yes □ No □

IMPORTANT NOTE: Curriculum changes submitted through the approval process and fully approved by February (December-UCC/GC, January-Faculty Senate, February-President) will be effective in the next academic year. Changes requiring approval beyond the University should complete the internal approval process early in the fall semester whenever possible in order to ensure timely implementation.

Approval recommended by:
Joan P. Mileski
Department Head & Program Chair (Type Name & Sign) Date

Dean of College Date

Chair, College Faculty Committee Date

Chair, GC or UCC Date

Questions regarding this form should be directed to Curricular Services at 845-8201 or sandra-williams@tamu.edu
Curricular Services – 04/14
5-Year Curriculum: Maritime Administration (MARA) and Master of Maritime Administration and Logistics (MMAL)

This program allows Maritime Administration (MARA) majors to enter the graduate program for a Master of Maritime Administration and Logistics the beginning of their senior year, enabling students to receive their MARA undergraduate degree (B.S.) and a Master of Maritime Administration and Logistics (MMAL) graduate degree in five years.

Students admitted to the 5-year degree program will have completed 92 of the 120 hours of course work required to receive a bachelor’s degree. These courses must include the specific prerequisites for a Bachelor of Science degree in Maritime Administration, as well as the required Texas A&M University core curriculum courses.

Maritime Administration majors who have at least a 3.25 GPA and who have taken all of their prerequisite courses and otherwise completed 92 hours by the fall of their fourth year will be eligible to apply for the 5-year program during their junior year. Applicants to the 5-year program will submit the same materials (including GMAT scores) as other MMAL applicants, and those whose records are judged to be competitive by the mid-January deadline will be admitted. Admission criteria will be the same as for other MMAL students.

Students who choose not to finish the MMAL degree after being admitted to the 5-year program may exit the program at any time. Completed MMAL courses will be applied to their bachelor’s degree in Maritime Administration, as appropriate. Failure to complete the MMAL program will in no way impede their ability to attain a bachelor’s degree in Maritime Administration when the requirements for that degree are completed. Those who pursue the joint program will receive both degrees upon completion of the entire 5-year program. Students will not graduate with a bachelor’s degree in year four, but rather will earn both their Bachelor of Science and Master of Maritime Administration and Logistics at the end of year five.

Admitted students will be enrolled in Maritime Administration and Logistics graduate courses with an undergraduate classification (U4) during the fall of their fourth year and will be re-classified as degree seeking master’s students (G7) upon completing 107 credit hours. This will normally occur at the beginning of the spring semester of year four. Students will take 12 fewer undergraduate credit hours. Graduate courses taken in the fifth year program will be counted double, as credit towards their MMAL degree and as substitutes for MARA and free electives required for the bachelor’s degree.

Students will be required to complete 36 graduate hours. The graduate hours will include 7 core courses (21 credits) in economics, management, operations and logistics with 15 credit hours of electives. The electives will be chosen according to the interest of the student in either the Maritime Policy and Law track or the Shipping and Port Management track. Students will also take 21 hours of undergraduate level MARA electives that must include MARA 416 in order to satisfy the TAMU intensive writing requirement.

### Freshman Year

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77
### Spring Semester
- **ACCT 230**
- **ECON 203**
- **MARA 212**
- **MARA 281**
- **MARA 304**
- **POLS 207**
- **Introduction to Accounting**
- **Principles of Economics**
- **Business Law**
- **Seminar in Undergraduate Research Methods**
- **Ocean Transportation II**
- **State and Local Government**
- Total: 16

### JUNIOR YEAR

#### Fall Semester
- **MARA 373**
- **MARA 421**
- **SCMT 303**
- **Elective in MARA**
- **Managment Process**
- **Personnel Management**
- **Admiralty Law**
- **Statistical Methods**
- **Elective in MARA**
- Total: 15

#### Spring Semester
- **MARA 440**
- **MGMT 481**
- **Elective in Creative Arts**
- **Elective in Language, Philosophy and Culture**
- **Elective in MARA**
- **Global Economy and Enterprise Management**
- **Seminar in Management**
- **Elective in MARA**
- Total: 16

**Total Hours to be completed prior to admission to the graduate courses: 92**

### SENIOR YEAR/FIRST YEAR OF FIVE-YEAR PROGRAM

#### Fall Semester
- **MARA 636**
- **MARA 641**
- **MARA 627**
- **Elective in MARA**
- **Managerial Decision Making**
- **Financial Management in Marine Transportation**
- **Marketing of Transportation Services**
- **Undergraduate MARA Elective**
- Total: 15

#### Spring Semester
- **MARA 623**
- **MARA 664**
- **MARA 610**
- **Elective in MARA**
- **Economics Issues in Shipping**
- **Production, Operations and Logistics Management**
- **International Strategic Planning and Implementation**
- **Undergraduate MARA Elective**
- Total: 15

**SECOND YEAR OF FIVE-YEAR PROGRAM**

#### Fall Semester
- **MARA 624**
- **MMAL Elective**
- **MMAL Elective**
- **Intermodal Transportation Operations**
- **Graduate MMAL Elective**
- **Graduate MMAL Elective**
- **Elective (General)**
- Total: 13

#### Spring Semester
- **MMAL Elective**
- **Graduate MMAL Elective**
- **Graduate MMAL Elective**
- **Elective (General)**
- Total: 12

**Total Hours: 147**
Notes for the MARA/MMAL 3+2 Program

Note: All electives must be chosen in consultation with, and approved by, the student’s academic advisor. Unless courses are specifically listed, see University Core Curriculum at http://core.tamu.edu/ for a listing of course options for Communication; Mathematics; Life and Physical Sciences; Language, Philosophy and Culture; Creative Arts; American History; Government and Political Sciences; and Social and Behavioral Sciences. The 6-hour University Core Curriculum requirement for International and Cultural Diversity may be met with courses used to satisfy other degree requirements.

†- Indicates required courses in the Maritime Administration major. These courses will be used to compute the major GPR. At the time of graduation, a MARA major must have a GPR of ≥ 2.25 in their major. A MARA major must achieve a grade of “C” or better in ECON 202, 203, ACCT 229, 230 and SCM 303 as a graduation requirement. These courses may be repeated as necessary to meet this requirement, and the requirement applies to courses taken at TAMUG or offered for transfer from other institutions.

§- Students may satisfy the 9-credit hours of Life and Physical Science requirement through any combination of one, three or four credit hour courses.

** The total hours may be increased if the student is required to take remedial math, remedial English, foreign language or International and Cultural Diversity courses.

V - MARA Electives: Students are required to complete 21 credit hours of MARA electives that must include MARA 424 to satisfy the intensive writing requirement. Students should choose 6 from the following courses:

ACCT 315, 316; ECON 311, 323, 432; SCM 335; MARA 342, 401, 402, 416, 424, 435, 450, 460, 470, 484, 485 or 489.

* - Choose 15 credit hours from the following graduate level MMAL elective courses: MARA 604, 616, 640, 650, 652, 658, 660, 670, 672, 673, 684, 685, 689, 691; or MARS 520, 640, 660, 676.
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation

Limitation Correspondence: No more than 12 hours of correspondence earned through an accredited institution may be used for an undergraduate degree.

Limitation Combination: Maximum combination of 18 hours of 481, 482, 485 and/or 491 courses may be used for an undergraduate degree.

Program: [GV] BS MARA - 3+2 Program
Campus: Galveston
College: Galveston Campus
Degree: Bachelor of Science
Level: Undergraduate
Majors: Maritime Administration
Departments: Maritime Administration

Catalog Term: Fall 2015 - Galveston
Evaluation Term: Spring 2016 - College Station
Expected Graduation Date:
Request Number:
Results as of:
Minors:
Concentrations:

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Other Course Information

Transfer:
0.000
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This is NOT an official evaluation.

Area: Major Coursework (50.000 credits) - Not Met
Description: Minimum 2.25 GPR Required in Major Coursework.

Met | Condition Rule | Subject | Attribute | Low | High | Required | Required | Term | Subject | Course Title | Attribute | C | Credits | Courses |
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<td>Must make a grade of 'C' or better.</td>
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*No Change is necessary*

https://compass-ssb.tamu.edu/pls/PROD/bwckcapp.P_VerifyDispEvalViewOption

2/12/2016
**unofficial evaluation**

**Area : Supporting Coursework (21.000 credits) - Not Met**

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<td>Select 18 hours from the following courses: ACCT 315, 316; ECON 311, 323, 452; SCMT 326; MARA 342, 401, 402, 424, 435, 450, 460, 470, 484, 485, 489.</td>
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Total Credits and GPA 0.000

**unofficial evaluation**

**Area : Communication (6.000 credits) - Not Met**

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<td>Select 6 hours from any courses with the Communication attribute [KCOM].</td>
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Total Credits and GPA 0.000

**unofficial evaluation**

**Area : Mathematics (6.000 credits) - Not Met**

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Total Credits and GPA 0.000

**unofficial evaluation**

**Area : Life and Physical Sciences (9.000 credits) - Not Met**

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<td>Life/Physical Sciences 9hrs</td>
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<td>Select 9 hours from any courses with the Life and Physical Sciences attribute [KLPS].</td>
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Total Credits and GPA 0.000

unofficial evaluation

Area: Language, Philosophy & Culture (3.000 credits) - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. Lang, Phil, Culture Rqmt 3hrs
   Select any course with the Language, Philosophy and Culture attribute [KLPC].
Total Credits and GPA 0.000

unofficial evaluation

Area: Creative Arts (3.000 credits) - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. Creative Arts Requirement
   Select three hours from any course with the Creative Arts attribute [KCRA].
Total Credits and GPA 0.000

unofficial evaluation

Area: Social and Behavioral Science (3.000 credits) - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. ECON 202
Total Credits and GPA 0.000

unofficial evaluation

Area: Citizenship (12.000 credits) - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. American History Rqmt 6hrs
   Select 6 hours from any course with the [KHIS] attribute.
No AND B. Political Science Rqmt 6hrs
   Take POLS 206 and POLS 207.
Total Credits and GPA 0.000

unofficial evaluation

Area: General Electives (7.000 credits) - Not Met
Met Condition Rule Subject Attribute Low High Required Required Term Subject Course Title Attribute Credits Courses
No A. General Electives 7hrs
   7 hours of coursework required. Must have advisor approval
   (ENGL 103 and CAEN 001-003 are excluded.)
Total Credits and GPA 0.000

unofficial evaluation

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Total Credits and GPA

unofficial evaluation

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<th>Area: University Writing Requirement - Not Met</th>
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Total Credits and GPA 0.000

unofficial evaluation

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Total Credits and GPA 0.000

unofficial evaluation

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Total Credits and GPA 0.000

unofficial evaluation

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<th>Area: GPR-Major - Not Met</th>
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Includes ACCT 229, 230, 315, 316; ECON 203, 311, 323, 457; SCMT 303, 336; MARA 100-499 & MARA 623, 624; MGMT 491.

unofficial evaluation

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<td>Student must complete minimum of 36 hours of 300-400 level course work at Texas A&amp;M University, 12 hours must be in field of study.</td>
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<td>AND B. Residence 24hrs</td>
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unofficial evaluation

Back to Display Options

Print
Detail Requirements

Information for Degree Evaluation

This is NOT an official evaluation.

Program Evaluation

Master of Maritime Administration and Logistics - Thesis Option (Five Year Program)

Time Limits: All requirements for the degree must be completed within seven consecutive years.

Degree Plan: A Graduate Degree Plan of at least 36 hrs must be completed with a minimum GPR of 3.000 and no grade lower than C. At least one hour of 691 (Research) must be included.

Course Limitations: Courses exceeding limits below will not be considered for meeting degree requirements.

1. Only approved courses on the degree plan will be considered for this program.
2. No more than 12 hrs or one-third of the total hours on the degree plan, whichever is greater, may be used. Transfer course work must be completed at an accredited institution with a grade of B or better.
3. No more than 12 hrs taken in a non-degree seeking (GS) classification may be used.
4. No more than 12 hrs may be used in any combination of the following categories:
   a. Not more than 8 hrs of 691 (Research) may be used.
   b. Not more than 8 hrs of 685 (Directed Studies) may be used.
   c. Not more than 3 hrs of 690 (Theory of Research) may be used.
   d. Not more than 3 hrs of 695 (Frontiers in Research) may be used.
5. No more than 2 hrs of 651 (Seminar) may be used.
6. No more than 9 hrs of advanced undergraduate courses (300-499) may be used.
7. No correspondence study may be used.
8. No credit hours of extension course work may be used.
9. No credit hours of FREN 601 or GERM 603 may be used.

Advisory Committee: The Advisory Committee consists of the chair of the advisory committee.

Residence Requirement: During one semester or 2 consecutive 5-week summer terms, 9 hrs of resident credit must be completed.

Research Proposal: A thesis proposal approved by the Advisory Committee, Department Head and the Office of Graduate Studies is required.

Thesis Defense: The thesis defense may be written and/or oral. The defense may be waived for students with a 3.500 degree plan GPR and permission of the Advisory Committee, Department Head and the Office of Graduate Studies. The request to hold and announce the defense must be submitted to the Office of Graduate Studies a minimum of 10 working days in advance of the scheduled date.

To be eligible to hold the defense, the student:

1. must have a graduate GPR of at least 3.000.
2. must have a Degree Plan GPR of at least 3.000 with no grade lower than a C in any course on the degree plan.
3. must have an approved research proposal.
4. must have completed or be registered for all remaining degree plan course work.
5. must be registered in the university.
6. must have the thesis in final form and ready for distribution to all committee members.

Thesis: The final version of the thesis must be cleared by the Office of Graduate Studies no later than one year after the defense or within the seven year time limit, whichever is first.

| Program : | MML [Galv] Sr program |
| Campus :  | Galveston Campus |
| College : | Galveston Campus |
| Degree : | Master of Maritime Admin & Log |
| Level :  | Graduate |
| Majors : | Maritime Admin & Logistics |
| Departments : | Maritime Administration |
| Catalog Term : | Fall 2015 - Galveston |
| Evaluation Term : | Spring 2016 - Galveston |
| Expected Graduation Date : | |
| Request Number : | 4 |
| Results as of : | Feb 12, 2016 |

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No chase is necessary.

Transfer: 0.000 0

This is NOT an official evaluation.

Area: Courses for Degree Plan GPR - Not Met
Description: A minimum degree plan GPR of 3.000 is required. Courses with grades of D, F or U are not acceptable for degree plan credit and must of C or better or Satisfactory (S).

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unofficial evaluation

Area: Courses Not Applied - Met
Description: See Graduate Committee Chair or Graduate Advisor for acceptable changes to degree plan coursework.

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unofficial evaluation

Area: Graded Degree Plan Courses - Not Met
Description: A grade of C or better is required in all courses listed.

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unofficial evaluation

Area: S/U Degree Plan Courses - Not Met
Description: A grade of S is required in all courses listed.

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unofficial evaluation

Back to Display Options

2

Print

No Change is necessary

https://compass-ssb.tamu.edu/pls/PROD/bwckapp.P_VerifyDispEvalViewOption

2/12/2016
# Texas A & M Galveston
## Maritime Administration - Five Year Program Thesis Option

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**Comments:**

1. Students may satisfy the 9 credit hour life and physical science requirement through any combination of one, three or four credit hour courses.
2. The 6 hours communications electives requirement can be satisfied at TAMUK using COMM 203, ENGL 104 or ENGL 203.
3. Choose from MARA electives: ACCT 315, 316, ECON 311, 323, 452, SCMT 326, MARA 342, 401, 402, 416, 435, 460, 475, 494, 485, 469, 491, 493
5. Credit by examination given for MARA 466

---

**Legend:**

- T - Credit by Transfer
- CR - Credit by Examination
- Q - Q-Drop
- R - Registered in Current Semester
- * - Courses requiring a grade of "C" or better
- $ - Writing Intensive II Section 900 course

---

Revised: 2/16/2016
Special Consideration Items
DATE: February 23, 2016

TO: Karen L. Butler-Purry, Ph.D.,
Associate Provost for Graduate Studies Office of Graduate and Professional Studies

THROUGH: Vernon Tesh, Ph.D.,
Vice President of Academic Affairs, HSC

THROUGH: Paul Ogden, M.D.,
Interim Dean, College of Medicine

THROUGH: Van G. Wilson, Ph.D.
Associate Dean for Research and Graduate Studies, College of Medicine

THROUGH: Regina Bentley, Ed.D.,
Associate Dean for Academic Affairs and EDHP Director, College of Medicine

SUBJECT: Final exam exemption for non-thesis (project) students

The College of Medicine (COM) is requesting a programmatic exemption for the final examination requirement for current and future students in the Education for Healthcare Professionals (EDHP) M.S. program for the non-thesis (project) track. The final project replaces the final exam requirement for all non-thesis EDHP students. All non-thesis students must complete a final project. The project will require the student to conduct a pedagogy-related clinical, educational or research project reflective of the course of study in the EDHP degree plan and practice effective scholarship as a collaborative, mentored experience. Projects must be approved by the student’s graduate advisory committee and will include written as well as a final oral presentation.

Thank you for your consideration. If further information is desired, please feel free to contact me.

Health Professions Education Building
MS 1359
Bryan, TX 77807-3260
Tel. 979.436.0228 Fax 979.436.0092
www.medical.tamu.edu
EDHP Non-Thesis Option

Non-Thesis Option

For the non-thesis option, a thesis is not required. All non-thesis students must complete a final project. The project will require the student to conduct a pedagogy-related research project reflective of the course of study in the EDHP degree plan, and practice effective research strategies as a collaborative, mentored experience. Projects must be approved by the student’s graduate advisory committee and will include written as well as a final oral presentation. A final comprehensive examination is required for all non-thesis Master of Science programs except the Master of Science programs offered by the Mays Business School, the Master of Science in Economics with a concentration in financial economics or financial econometrics, the Master of Science with a major in Educational Human Resource Development, HRD option, and the Master of Science in Nursing with a major in Nursing Education. No exemptions are allowed. The requirements as to level of courses and examinations are the same as for the thesis option Master of Science degree. The final examination cannot be held prior to the mid-point of the final semester if questions on the examination are based on courses in which the student is currently enrolled.

A student pursuing the non-thesis option is not allowed to enroll in a 691 research course for any reason and 691 may not be used for credit toward a non-thesis option Master of Science degree. A maximum of 3 credit hours of 685 Directed Studies course may be used toward the non-thesis option Master of Science degree. In addition, any combination of 684, 685, 690 and 695 may not exceed 25 percent of the total credit hour requirement shown on the individual degree plan. All requirements for the non-thesis option Master of Science degree other than those specified above are the same as for the thesis option degree.
PROPOSAL TO OFFER TWO MASTERS NON-THESIS DEGREE PROGRAMS AS A SIMULTANEOUS TWO-DEGREE PROGRAM

We the undersigned propose to offer a two-degree masters program consisting of the following degrees:

1. The Master of Science, with a major in Kinesiology; and
2. The Master of Science, with a major in Nutrition

It is understood that:

- The student will submit a separate degree plan for each of the two programs.
- A degree plan will carry a minimum of the number of hours required for the specific degree, except for those programs of 48 hours or more, which may be allowed to be reduced to 36 hours. For programs with a minimum of 30 hours (e.g., the MEN or MCS), the degree plan may carry a minimum of 30 hours. Any individual course may not appear on both degree plans.
- The committees for each degree plan will have different chairs/co-chairs. The complete committee membership may be identical for both degrees.
- The committees will conduct:
  - One joint final examination  or  Two separate final examinations
- The student will have one cumulative GPR while pursuing the two-degree programs, but will have a separate degree plan GPR for each degree plan.

A detailed program description must be submitted with a proposal to offer a two-degree program.

For the Department of Nutrition
And Food Science

\[\text{Department Head} \quad \text{Date}\]

\[\text{Dean of College} \quad \text{Date}\]

For the Department of Health And
Kinesiology

\[\text{Department Head} \quad \text{Date}\]

\[\text{Dean of College} \quad \text{Date}\]

\[\text{Dean of Graduate Studies} \quad \text{Date}\]
Guidelines for the Establishment of Two-Degree programs at the Masters Level

- The creation of two-degree programs by combining existing non-thesis degrees is encouraged and permissible as long as the requirements for each degree remain unchanged. Degree programs that currently require more than 36 hours may reduce the required number of hours to 36 for students in the two-degree program by recognition of some credits on the second degree plan. Any individual course may not appear on both degree plans, however. Non-thesis degree programs that currently require a minimum of 30 or 36 hours must continue to carry the minimum number of hours required for the specific degree.

- The two-degree masters programs will involve a formal development of the programs between the two colleges, departments, or programs involved.

- Two-degree masters programs must be approved by the dean of each of the colleges involved. The Dean of Graduate Studies will be the final approval authority for the two-degree programs. The program may be referred to the Graduate Council for discussion and comments.

- Students should declare their intentions to enroll in two-degree programs at the time of application to their graduate studies or early in their education process. This will ensure the maximum benefit from a two-degree program.

- All approved two-degree programs will be listed in a separate section, “Two-Degree Masters Programs”, in the Graduate Catalog as well as in the individual college sections.

Procedural Issues:

- **Application**: A single application will be processed simultaneously by the two-degree programs.

- **Admission**: The applicant must be admitted by both programs to be a participant in the two-degree program. If once admitted and subsequently resigned from, or dropped by one of the degree programs, all requirements revert to those of the remaining department.

- **Degree plan**: Two degree plans, one for each program, will be submitted signed by a graduate advisory committee and the respective department heads or deans. Although the committees for each degree plan will have different chairs/co-chairs, the committee membership may be identical for both degrees.

- **Graduation**: Students will graduate simultaneously with both degrees.
Dual Masters (M.S./M.S.) in Kinesiology and Nutrition

**Purpose**

The purpose of the Dual Masters program in Kinesiology and Nutrition is to provide integrative training for students who intend to become licensed practitioners in Sport or Clinical settings.

**Rationale**

Pursuing these two degrees simultaneously will provide better integration of material across the two disciplines (Exercise Physiology and Human Nutrition) leading to superior training for future professionals working in sport or clinical settings. Administratively, being enrolled in two MS programs simultaneously, which is normally prohibited, will streamline the process of acquiring two degrees and save the student time and money.

**Undergraduate Prerequisites**

Common for Kinesiology and Nutrition
- Anatomy and Physiology I & II
- Introductory Chemistry I & II and lab
- Organic Chemistry I & II
- Organic Chemistry Lab
- Calculus or Statistics

Kinesiology Specific
- Physiology of Exercise (KINE 433)
- College Physics or Exercise Biomechanics (KINE 426)

Didactic specific non-Nutrition
- Genetics
- Biochemistry I & II

Didactic specific Nutrition
- Scientific Principles of Human Nutrition (NUTR 203)
- Scientific Principles of Food (NUTR 211)
- Nutrition Through Life (NUTR 301)
- Food Services Systems Management (NUTR 304)
- Nutrition Assessment and Planning (NUTR 404)
- Nutritional Treatment of Disease (NUTR 405)
- Community Nutrition (NUTR 430)
- Nutrition and Physiological Chemistry (NUTR 470)
- Seminar (NUTR 481)
Admissions

Apply through Apply Texas (https://www.applytexas.org/). Submit all transcripts, Graduate Record Examination (GRE), 3 letters of recommendation, purpose statement and a resume by the December 1st deadline. One application is submitted for both programs and students must be accepted in each program separately. Additionally, students must apply and be accepted into the Dietetic Internship which requires that all didactic requirements have been satisfied as determined by a Verification Statement.

Departments

Health and Kinesiology http://hlknweb.tamu.edu/
Nutrition and Food Science http://nfs.tamu.edu/

Tracks

Clinical Track, page 5-6 (Includes dietetic and clinical exercise physiology internships)
Sports Track, page 7-8 (Includes dietetic internship and sport physiology practicum)

Assistantships/Fellowships/Scholarships available on a competitive basis

Physical Education and Activity Program Teaching Assistantship
Kinesiology Graduate Teaching Assistantship
Nutrition Graduate Teaching Assistantship
Department of Athletics Sport Performance Assistantship (proposed)
Merit Fellowship
Sport Nutrition Graduate Assistantship (proposed)
EAS Academy Graduate Scholarship ($1500, http://www.sportsrd.org/?page_id=1466)

National Certifications/Licensures

Upon completion of the Dual Masters Degree and associated internships/practicum, students will be prepared to sit for National Exams to become a Registered Dietician (RD), Certified Strength and Conditioning Specialist (CSCS), Strength & Conditioning Coach Certified (SCCC), and/or a Registered Clinical Exercise Physiologist (RCEP).

Board Certification as a Specialist in Sports Dietetics requires an RD for at least 2 years, 1500 hours of specialty practice and passing a specialty exam. (https://www.cdrnet.org/certifications/board-certification-as-a-specialist-in-sports-dietetics). Clinical Nutrition specializations can also be found at www.cdrnet.org.
Professional Memberships

American College of Sports Medicine (http://www.acsm.org/ RCEP sponsoring org)
Academy of Nutrition and Dietetics (http://www.eatrightpro.org/ RD sponsoring org)
National Strength and Conditioning Association (http://www.nsca.com/ CSCS sponsoring org)
International Society of Sports Nutrition (http://www.sportsnutritionsociety.org/)
COLlegiate and Professional Sports Dietetic Association (www.sportsrd.org)
COLlegiate Strength and Conditioning Coaches Association (http://www.cscca.org/ SCCC sponsoring org)

Graduate Advising

Nutrition, Kristen de Ruiter, Academic Advisor II
129 Cater-Mattil, kderuiter@tamu.edu 979-845-2142

Kinesiology, Tami Hawkins, Academic Advisor II
325 Blocker, thawkins@tamu.edu 979-458-2673

Director, Dietetic Internship
Karen Geismar, Lecturer, 979-845-5713, kgeismar@tamu.edu

Director, Didactic Program
Karen Beathard, Senior Lecturer, 979-862-7621, kbeathard@tamu.edu

Director, Texas National Strength and Conditioning Association
Mike Greenwood, Clinical Professor, 979-862-4667, mgreenwood@hlkn.tamu.edu

Director, MS Clinical Exercise Physiology Program
John Green, Clinical Professor, 979-845-3991 jsgreen@tamu.edu

Director, MS Sport Physiology Program
Stephen Crouse, Professor, 979-845-3997 s-crouse@tamu.edu

Director, Performance Nutrition, TAMU Athletics
Jonathan Tanguay, 979-862-6020, jtanguay@athletics.tamu.edu

Assistant Director, Performance Nutrition, TAMU Athletics
Blair Hitchcock, bhitchcock@athletics.tamu.edu
General Program Progression

Foundations (Year 1)

- KINE 6905  Theory of Kinesiology Research (Statistics)
- KINE 601  Reading Research Publications in Kinesiology
- VTPP 605  Systemic Veterinary Physiology I
- KINE 637  Exercise Physiology I
- KINE 638  Exercise Physiology II
- NUTR 641  Nutritional Biochemistry

Integration (Year 1 and 2)

- KINE 626  Exercise for Clinical Populations
- KINE 639  Exercise Electrocardiography
- NUTR 630  Nutrition in Disease
- KINE 628  Nutrition in Sport and Exercise
- KINE 629  Physiology of Strength & Conditioning
- KINE 647  Instrumentation and Techniques in Ex Phys I
- KINE 648  Instrumentation and Techniques in Ex Phys II
- Elective  Advisor Directed
- NUTR 6**  Nutrition Elective
- NUTR 681  Seminar
- KINE 681  Seminar

Application (Year 2 and 3)

- KINE 685  Directed Study
- NUTR 685  Directed Study
- KINE 683  Practicum in KINE (Sport Physiology)
- NUTR 684  Professional Internship
- KINE 684  Professional Internship
### MS Clinical Exercise Physiology

**Non-Thesis Option (current)**

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<td>3</td>
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<td>Nutrition in Sport and Exercise</td>
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<tr>
<td>KINE 637</td>
<td>Exercise Physiology I</td>
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<tr>
<td>KINE 638</td>
<td>Exercise Physiology II</td>
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<td>KINE 639</td>
<td>Exercise Electrocardiography</td>
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<td>KINE 648</td>
<td>Instrumentation and Techniques in Exercise Physiology II</td>
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**Non-Thesis Option (for Dual Masters)**

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<td>Exercise Electrocardiography</td>
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<td>KINE 648</td>
<td>Instrumentation and Techniques in Exercise Physiology II</td>
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**MS Nutrition**

**Non-Thesis Option (current)**

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<td>Physiology</td>
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**Non-Thesis Option (for Dual Masters)**

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<td></td>
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The main change is the substitution of KINE 690 Statistics with KINE 685 Directed study. The statistics need is satisfied with the Nutrition degree plan. The 3 credits of Directed Study for each degree plan is to be used to develop one integrative project (Research study, review paper) as determined by the student's committees.
# MS/MS Clinical Exercise Physiology and Nutrition

## Non-Thesis

### Fall I
- VTTP 605: Systemic Veterinary Physiology I 5
- KINE 638: Exercise Physiology II 3
- KINE 681: Seminar 1
- NUTR 630: Nutrition in Disease 3
- NUTR 681: Seminar (601) 1

Total Hours: 13

### Spring I
- KINE 637: Exercise Physiology I 3
- NUTR 641: Nutritional Biochemistry 3
- NUTR 6**: Nutrition Elective (602, 613, 618, 642, 645, 650) 3
- KINE 690S: Theory of Kinesiology Research (Statistics) 3
- KINE 681: Seminar 1

Total Hours: 13

### Summer I
- KINE 628: Nutrition in Sport and Exercise 3
- KINE 601: Reading Research Publications in Kinesiology 3
- Elective: Advisor Directed 3

Total Hours: 9

### Fall II
- KINE 626: Exercise for Clinical Populations 3
- KINE 639: Exercise Electrocardiography 3
- NUTR 685: Directed Study 3
- NUTR 681: Seminar (602) 1

Total Hours: 10

### Spring II
- KINE 683: Practicum in Exercise Evaluation and Prescription 3
- KINE 648: Instrumentation and Techniques in Ex Phys II 2
- KINE 685: Directed Study 3
- Elective: Advisor Directed 3

Total Hours: 11

### Summer II
- Elective: Advisor Directed 3

Total Hours: 3

### Fall III through Summer III
- NUTR 684: Professional Internship 4
- KINE 684: Professional Internship 4

Total Hours Nutrition: 32

Total Hours Kinesiology: 38

Total Hours Dual Masters: 70
### MS Sports Physiology
#### Non-Thesis Option (Current)

<table>
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<tr>
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<th>Course Description</th>
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<td>Nutrition in Sport and Exercise</td>
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<td>KINE 629</td>
<td>Physiology of Strength Conditioning</td>
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<td>KINE 637</td>
<td>Exercise Physiology I</td>
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<td>Instrumentation and Techniques in Exercise Physiology II</td>
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<tr>
<td>KINE 690S**</td>
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**Total Minimum Hours**: 36

**Notes**: KINE 690S may substitute STAT 651 (Statistics in Research)

### MS Nutrition
#### Non-Thesis Option (Current)

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**Total Minimum Hours**: 32

### Non-Thesis Option (for Dual Masters)

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<th>Course Description</th>
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<td>KINE 601</td>
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**Total Minimum Hours**: 36

### Notes**: KINE 690S may substitute STAT 651 (Statistics in Research)

---

The main change is the substitution of KINE 690 Statistics with KINE 685 Directed study. The statistics need is satisfied with the Nutrition degree plan. The 3 credits of Directed Study for each degree plan is to be used to develop one integrative project (Research study, review paper) as determined by the student's committees.
### MS/MS Sport Physiology and Nutrition
#### Non-Thesis

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<td>KINE 648</td>
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- **Total Hours Nutrition**: 32
- **Total Hours Kinesiology**: 36
- **Total Hours Dual Masters**: 68
Informational Items
College of Medicine

New Courses

MEID 710. Humanities, Ethics, Altruism and Leadership III. Credit 1 to 15. Continuation of the consolidation of the HEAL (Humanities, Ethics, Altruism, Leadership) concepts in a case base study; cases from medical/inter-professional rounds and presentations used to help learn and apply the following medical humanities subjects: past, present and future of medicine; medical ethics, medical finance; spirituality; clinician resilience; communication skills; cultural competence; inter-professional collaboration; medical law; palliative care; patient navigation; professionalism; service learning; systems-based practice. Prerequisite: Admission to medical school.

MEID 711. Evidence-Based Medicine and Scholarly Research III. Credit 1 to 15. Continued development of critical appraisal and application of biostatistical skills in literature review; quantitative techniques in evaluating randomized controlled trials, observational studies and clinical practice guidelines; advanced participation in team based learning/journal club; continued research ethics training and introduction to research opportunities. Prerequisite: Admission to medical school.
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  (LDS, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Select or Type Department/Program Name
   MEID 710 - Humanities, Ethics, Altruism and Leadership III

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

4. Catalog course description (not to exceed 50 words):
   This course continues the consolidation of the HEAL (Humanities, Ethics, Altruism, Leadership) concepts into a second semester, case-based course. Cases from Medical/Inter-professional Rounds and from case presentations will be used to help students learn and apply the following medical humanities subjects: the past, present and future of medicine, medical ethics, medical finance, spirituality, clinician resilience, communication skills, cultural competence, inter-professional collaboration, medical law, palliative care, patient navigation, professionalism, service learning, and systems-based practice.

5. Prerequisite(s):
   Admission to medical school.
   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. How will this course be graded:  □ Grade  ✓ S/U  ✓ Y/F (CLMD)

10. This course will be:
   a. required for students enrolled in the following degree programs(s) (e.g., B.A. in history)
      MD
   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. ✓ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://ypr.tamu.edu/resources/export-controls/export-controls-basics-for-distance-education).

13. Prefix  Course #  Title (excluding punctuation)
   MEID  710  HEAL III
   Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
   240.00  0.00  15.00  513010014  1935  15  -  16  0  0  3  6  3  2
   Approval recommended by:
   [Signature and Date]
   Chair, College Review Committee
   Dean of College
   Submitted to Coordinating Board by:
   [Signature and Date]
   Chair, GC or UCC

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

[Stamp: RECEIVED FEB 10 2016 CURRICULAR SERVICES]
Course title and number          MEID 710 - Humanities, Ethics, Altruism, Leadership (HEAL III)
Term (e.g., Fall 200X)           FALL 2016
Meeting times and location      Tuesday's 10:00 AM LL30 unless otherwise noted

Course Description and Prerequisites

http://www.tamhsc.edu/education/catalog/

This course continues the consolidation of the HEAL (Humanities, Ethics, Altruism, Leadership) concepts into a second semester, case-based course. Cases from Medical / Inter-professional Rounds and from Case presentations will be used to help students learn and apply the following medical humanities subjects: the past, present and future of medicine, medical ethics, medical finance, spirituality, clinician resilience, communication skills, cultural competence, inter-professional collaboration, medical law, palliative care, patient navigation, professionalism, service learning, and systems-based practice.

Prerequisite: Admission to medical school and successful completion of HEAL II.

Instructor Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Telephone number</th>
<th>Email address</th>
<th>Office hours</th>
<th>Office location</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Director</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Craig Borchart, Ph.D.</td>
<td><a href="mailto:cwborchardt@medicine.tamhsc.edu">cwborchardt@medicine.tamhsc.edu</a></td>
<td>979.821.2266</td>
<td>By appointment</td>
<td>Clinical Bldg. 1, Suite 1400</td>
</tr>
<tr>
<td><strong>Course Co-Director</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tresa McNeal, M.D.</td>
<td><a href="mailto:tmcneal@sw.org">tmcneal@sw.org</a></td>
<td>254-724-4926</td>
<td>By Appointment</td>
<td>Medical Education Center 411A</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Name</th>
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<th>Office location</th>
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<tbody>
<tr>
<td><strong>Course Coordinator</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jessica Clements</td>
<td>(979) 436-9114</td>
<td><a href="mailto:jclements@medicine.tamhsc.edu">jclements@medicine.tamhsc.edu</a></td>
<td>By Appointment</td>
<td>CB1, Suite 4100</td>
</tr>
<tr>
<td>Lindsey Goodnight</td>
<td>(254) 724-6190</td>
<td><a href="mailto:goodnight@medicine.tamhsc.edu">goodnight@medicine.tamhsc.edu</a></td>
<td>By Appointment</td>
<td>Medical Education Center 411</td>
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</table>

Learning Outcomes & Objectives

Date Created/Revised: 2/8/16 By: J. Clements
### COM Competency Based Learning Objectives: [http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/](http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/)


<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Assessment Method:</th>
<th>Notes/Comments/Explanation:</th>
<th>COM Competency Based Learning Objectives (CBLO) linked to Course Objective:</th>
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</thead>
<tbody>
<tr>
<td>1. Utilize and demonstrate effective communication skills with standardized patients and peers.</td>
<td>Taught AND Evaluated</td>
<td>Participation</td>
<td></td>
<td>ICS1, ICS2, ICS3, ICS4</td>
</tr>
<tr>
<td>2. Recognize health care system deficiencies and various approaches to the delivery of health care.</td>
<td>Taught AND Evaluated</td>
<td>Clinical Performance Rating/Checklist</td>
<td></td>
<td>SBP3, SBP4, SBP5</td>
</tr>
<tr>
<td>3. Utilize critical thinking skills when locating and using information.</td>
<td>Taught AND Evaluated</td>
<td>Research or Project Assessment</td>
<td></td>
<td>PBL114</td>
</tr>
<tr>
<td>4. Explain important aspects of cultural competence to ensure recognition of cultural biases, and cultural perceptions of illness.</td>
<td>Taught AND Evaluated</td>
<td>Participation</td>
<td></td>
<td>CC2, PROF5, PROF6</td>
</tr>
<tr>
<td>4. Explain important aspects of cultural competence to ensure recognition of cultural biases, and cultural perceptions of illness.</td>
<td>Evaluated</td>
<td>Clinical Performance Rating/Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Review patient cases</td>
<td>Taught AND</td>
<td>Participation</td>
<td></td>
<td>PRCF11, PRCF12</td>
</tr>
<tr>
<td>and make recommendations for patient care which reflect sound ethical decision making.</td>
<td>Evaluated</td>
<td>Research or Project Assessment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Review patient cases and make recommendations for patient care which reflect sound ethical decision making.</td>
<td>Evaluated</td>
<td>Participation</td>
<td>PROF2</td>
<td></td>
</tr>
<tr>
<td>6. Explain the distinction between palliative care and curative care and its importance to the medical profession</td>
<td>Taught AND Evaluated</td>
<td>Clinical Performance Rating/Checklist</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Explain how medical humanities relate to the doctor-patient relationship, the conceptualization of illness, palliative care, and professionalism.</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
<td>PC15</td>
<td></td>
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</table>

Textbook and/or Resource Material

RECOMMENDED:

Grading Policies

Grading percentages are found below. Student grades will be kept on eCampus on a cumulative basis throughout the course. Grades will be evaluated twice during the semester-long course: (1) at the course mid-point and (2) at the end of the course. Students must have a cumulative grade of 70% or above in order to receive a pass in the course. At the mid-point review, students with a cumulative failing grade will be given the opportunity to complete targeted assignments in the areas of identified deficiencies to raise his/her cumulative mid-point grade to 70%. At the course-end review, any student who has received a fail in the course will be given the opportunity to complete a targeted remediation plan based on the student's specific deficiencies. The highest grade a student can receive for the course following remediation is F/P and the course grade on a student's transcript will be recorded as F/P. The numerical course grade sent to Student Affairs following remediation will be a 69.

Date Created/Revised: 2/8/16 By: J. Clements
Major Assessments: Absences from major assessments, as defined by individual blocks/courses, REQUIRE submission of an Absence Request Form AND written documentation (e.g., doctor’s note, vehicle accident report, etc.), no exceptions. The HEAL III Major Assessments are:

- Presentations: 30%
- Quizzes/Written Assignments: 20%
- Participation: 50%

100%

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>70-100</td>
</tr>
<tr>
<td>Fail</td>
<td>69 and below</td>
</tr>
</tbody>
</table>

Attendance and Make-up Policies

Attendance is mandatory for all HEAL III sessions. If a student arrives to class more than 10 minutes after the scheduled class time, the student will be considered absent. It is up to the discretion of the faculty member whether the student will be admitted to class.

If a student is absent, he or she must follow the absence policy as described in the Texas A&M Health Science Center College of Medicine Student Handbook for College of Medicine Students. If an absence is excused, a student may complete a make-up assignment for full credit and may receive an extension for any pre-test associated with the missed class. If an absence is unexcused, a student may complete a make-up assignment for up to 70% credit, but the student will not be given an extension for any test associated with the missed class.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Method</th>
<th>Topic(s)</th>
<th>Primary Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jul 26</td>
<td>Didactic</td>
<td>Course Introduction and Ethics</td>
<td>All MHUM Faculty</td>
</tr>
<tr>
<td>2</td>
<td>Aug 2</td>
<td>Panel</td>
<td>Ethics Consultation</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>3</td>
<td>Aug 9</td>
<td>Didactic</td>
<td>Medical Law</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>4</td>
<td>Aug 16</td>
<td>Module</td>
<td>Medical Law – HIPAA / Social Media Etiquette</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>5</td>
<td>Aug 23</td>
<td>Module</td>
<td>Systems Based Practice</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>6</td>
<td>Aug 30</td>
<td>Small Groups</td>
<td>Systems Based Practice / Physician Advocacy?</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>7</td>
<td>Sep 6</td>
<td>Panel</td>
<td>Domestic and Family Violence</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>8</td>
<td>Sep 13</td>
<td>Module?</td>
<td>Safety and Quality in Health Care / Communication?</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>9</td>
<td>Sep 20</td>
<td>Didactic</td>
<td>Healthcare Economics</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>10</td>
<td>Sep 27</td>
<td>Panel</td>
<td>Transition of Care / Advancement Care Documentation?</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>11</td>
<td>Oct 4</td>
<td>SIM Exercise</td>
<td>EMR Etiquette</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
</tbody>
</table>

Date Created/Revised: 2/8/16 By: J. Clements
<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Course Type</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Oct 11</td>
<td>Didactic / Small Groups</td>
<td>End of Life Care</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>13</td>
<td>Oct 18</td>
<td>Didactic / Small Groups</td>
<td>Breaking Bad News</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>14</td>
<td>Oct 25</td>
<td>SIM Exercise</td>
<td>Palliative Care</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>15</td>
<td>Nov 1</td>
<td>Small Groups</td>
<td>Interprofessional Teamwork</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>16</td>
<td>Nov 8</td>
<td>Panel</td>
<td>Clerkship Professionalism</td>
<td>MHUM &amp; Guest Faculty</td>
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<tr>
<td>17</td>
<td>Nov 15</td>
<td>Selective Session 1</td>
<td>As per student registration</td>
<td>MHUM &amp; Guest Faculty</td>
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<tr>
<td>18</td>
<td>Nov 22</td>
<td>No Class</td>
<td>Thanksgiving Break</td>
<td>N/A</td>
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</table>

**Thanksgiving Break (11/21/16 – 11/25/16)**

<table>
<thead>
<tr>
<th>Date</th>
<th>Month</th>
<th>Course Type</th>
<th>Title</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Nov 29</td>
<td>Selective Session 2</td>
<td>As per student registration</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>20</td>
<td>Dec 6</td>
<td>Selective Session 3</td>
<td>As per student registration</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>21</td>
<td>Dec 13</td>
<td>Selective Session 4</td>
<td>As per student registration</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
<tr>
<td>22</td>
<td>Dec 20</td>
<td>Small Groups</td>
<td>Physician Leadership?</td>
<td>MHUM &amp; Guest Faculty</td>
</tr>
</tbody>
</table>

**Winter Break (12/21/16-1/4/17)**

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**Other Pertinent Course Information**

Clerkship Courses MUST include patient encounter and Log Information here. Actual log list can be included in the appendix. Include information that is pertinent to ALL campus locations here like processes and procedures. If there are campus specifics, include those locally not in this syllabus. Indicate where course materials can be accessed for example Blackboard, One45, etc.

**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, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit [http://disability.tamu.edu](http://disability.tamu.edu).

**Academic Integrity**

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

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

**College of Medicine**

**Professionalism and integrity statement (Academic Honesty and Plagiarism)**

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component's Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an "F"/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at [http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf](http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf).

Dale Created/Revised: 2/8/16 By: J. Clements
According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one's own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website: [http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions](http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions).

**E-mail Access and FERPA**

The College of Medicine is communicating all official information to students through the students' TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU's Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

**Mistreatment of Students**

The College of Medicine is committed to providing a positive learning environment in which students can meet their academic goals based on mutual respect in the teacher/learner relationship. Both parties must be sensitive to the needs of others and differences in gender, race, sexual orientation, religion, age or disability. As outlined in the Student Handbook under the section titled Standards of Conduct in the Teacher-Learner Relationship, belittlement, intimidation and humiliation are unacceptable for effective learning and undermine self-esteem. Breaches involving student mistreatment may result in a faculty or staff member being sanctioned or the loss of faculty and/or staff appointment. These policies address student mistreatment involving College of Medicine employees, residents, affiliate staff, or patients. Mistreatment may be reported through the College of Medicine telephone hotline, 1(855)-397-9835 or through an online form at [http://medicine.tamhsc.edu/current/student-mistreatment-form.html](http://medicine.tamhsc.edu/current/student-mistreatment-form.html). For a full list of reporting avenues, please refer to the Student Handbook under the Mistreatment Policy.

**Exposure and Occupational Hazard**

The Needle Stick Policy and Bloodborne Pathogen Exposure information for Medical Students may be accessed in the Student Handbook at: [http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf](http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf)

**Note:** More information is available on the aforementioned topics to all students on the College of Medicine website.
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 (DMD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):  
   Select or Type Department/Program Name  
   MEID 711 - Evidence-based Medicine and Scholarly Research III

3. Course prefix, number and complete title of course:  
   MEID 711

4. Catalog course description (not to exceed 50 words):  
   Continued development of critical appraisal and application of biostatistical skills in literature review, quantitative techniques in evaluating randomized controlled trials, observational studies and clinical practice guidelines, advanced participation in team-based learning/journal clubs, continued research ethics training and introduction to research opportunities.

5. Prerequisite(s):  
   Admission to medical school.

6. Is this a variable credit course?  
   - Yes  
   - No
   If yes, from 1 to 15

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

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

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

10. How will this course be graded?  
    - Grade  
    - S/U  
    - FF (CLMD)

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

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

13. Prefix  
    Course #  
    Title (excluding punctuation)

<table>
<thead>
<tr>
<th>MEID</th>
<th>711</th>
<th>EBMSR III</th>
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<tbody>
<tr>
<td>Lect</td>
<td>200.00</td>
<td>15.00</td>
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<td>Lab</td>
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<tr>
<td>Other</td>
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<td></td>
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CIP and Fund Code: 512010014
Admin. Unit: 1935
Acad. Year: 15 - 16
FFP Code: 0036332

Approval recommended by:  

[Signature]  
[Date]

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

Submitted to Coordinating Board by:  

[Signature]  
[Date]

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: MEID 711 Evidence-based Medicine and Scholarly Research (EBMSR) III
Term: Summer/Fall 2016
Meeting times and location: Variable; blended learning with large group, small group, online learning

Course Description and Prerequisites:
Continued development of critical appraisal and application of biostatistical skills in literature review. Quantitative techniques in evaluating randomized controlled trials, observational studies and clinical practice guidelines. Advanced student participation in team based learning/journal club. Continued research ethics training and introduction to research opportunities.

MEID 711 EBMSR III Evidence-based Medicine and Scholarly Research III.. Credit 1. S Prerequisite: Successful completion of EBMSR I and II. Course continues the experiences in critical thinking with independent and team based learning for the approach to reading and interpreting clinical medical journal articles. Hybrid team based learning activities / Mini lectures and reviews of bio statistical applications. Integration into organ block materials.

Instructor Information:

Course Directors
Name: Laura E. Ferguson, MD
Telephone number: 512-341-4914
Email address: lferguson@medicine.tamhsc.edu
Office hours: By appointment
Office location: Round Rock

Name: Suzanne Shultz, MLIS
Telephone number: 979-845-7439
Email address: sshultz@library.tamue.du
Office hours: By appointment
Office location: Bryan/College Station

Other Instructors
Name: Margaret Foster, MLS, MPH
Telephone number: 979-862-1893
Email address: margaretfoster@tamu.edu
Office hours: By appointment
Office location: Bryan/College Station

Name: Catherine Pepper, MLIS, MPH
Telephone number: 512-341-4964
Email address: cpepper@tamue.du

Coordinators
Name: Jody Ping
Telephone number: 512-341-4997
Email address: Ping@medicine.tamhsc.edu
Office hours: By appointment
Office location: Round Rock

Name: Melissa Sodalak
Telephone number: 979-436-0227
Email address: Sodalak@medicine.tamhsc.edu
Office hours: By appointment
Office location: Bryan

Name: Chetan Jinadatha, MD
Telephone number: 254-718-0556
Email address: Jinadatha@medicine.tamhsc.edu
Office hours: By appointment
Office location: Round Rock

Name: Vincent VanBuren, PhD
Telephone number: 512-970-2057
Email address: vanburen@medicine.tamhsc.edu
Learning Outcomes & Objectives

**COM Competency Based Learning Objectives:** [http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/](http://medicine.tamhsc.edu/academic-affairs/curriculum/objectives/)


<table>
<thead>
<tr>
<th>Course Objective:</th>
<th>COM Competency Based Learning Objectives (CBLO):</th>
<th>Taught (T) and/or Evaluated (E):</th>
<th>Evaluation:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formulate a PICO question to find an answer to a clinical scenario, design a research study and locate evidence to answer the question, appraise the evidence found</td>
<td>PBLI5: Select, appraise, and utilize evidence from scientific studies related to clinical questions and patients' health problems</td>
<td>Taught AND Evaluated</td>
<td>Research or Project Assessment</td>
</tr>
<tr>
<td>Evaluate research methods for screening, cost effectiveness, qualitative, population health studies</td>
<td>MK4: Apply evidenced-based methods to clinical problem solving</td>
<td>Taught AND Evaluated</td>
<td>Research or Project Assessment</td>
</tr>
<tr>
<td>Work as a team in journal club and TBL to review the literature and apply biostatistical principles to appraising evidence to design and assess and diagnostic and treatment plan</td>
<td>ICS3: Communicate effectively with patients, patients' family members, peers, and other members of the health care team</td>
<td>Taught AND Evaluated</td>
<td>Quiz (written/computer-based)</td>
</tr>
<tr>
<td>Review and achieve mastery of biostatistical principles</td>
<td>MK5: Demonstrate an understanding of the epidemiology of common diseases within a population and the approaches which are useful in reducing their incidence and prevalence</td>
<td>Taught AND Evaluated</td>
<td>Exam - Institutionally Developed, Written/ Computer-based</td>
</tr>
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LEF 7 13 2015 SS 1 5 2016
<table>
<thead>
<tr>
<th>SBP6: Utilize information technology in providing medical care for individuals</th>
<th>Taught AND Evaluated</th>
<th>Research or Project Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBLi6: Demonstrate an understanding of the basic principles and importance of scholarly activity and Translational Research in the practice of medicine</td>
<td>Taught AND Evaluated</td>
<td>Research or Project Assessment</td>
</tr>
</tbody>
</table>

"Practical/Lab" assessment in this context is the TBL/journal club exercise or the activity in CSIE

Textbook and/or Resource Material
The following books and case study materials will be used in this course:

Jekel's Epidemiology, Biostatistics, Preventive Medicine, Public Health, Saunders, 2013, with STUDENT CONSULT online study guide (ISBN: 978-1455706587)

Students may purchase either:

1. A print copy of the 4th edition, which includes online access to the practice problems, such is available here: [http://www.amazon.com/Jekel-Epidemiology-Biostatistics-Preventive-Medicine/dp/1455706582](http://www.amazon.com/Jekel-Epidemiology-Biostatistics-Preventive-Medicine/dp/1455706582)

2. An ePub version (an electronic version of the entire book)


Grading Policies

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points per activity/assignment</th>
<th>Total points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Journal Club/Critical Appraisal Quiz</td>
<td>30 pts x 5 sessions</td>
<td>150</td>
<td>26%</td>
</tr>
<tr>
<td>Team-based Learning Application Quiz</td>
<td>20 pts x 2 sessions</td>
<td>40</td>
<td>8%</td>
</tr>
<tr>
<td>Biostatistics Review Exam</td>
<td>50</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>PICO and Critical Appraisal Assignment</td>
<td>50</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Research Lit Search/Poster Project</td>
<td>50</td>
<td></td>
<td>10%</td>
</tr>
<tr>
<td>Quizzes and Online Modules</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Team-based Learning module: Individualized Readiness Assessment Tests (IRAT) In class</td>
<td>10 pts x 2</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Study Design PICO Quiz</td>
<td>10</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Best Practices in Research Module Quiz</td>
<td>10</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>Review of EBM Clinical Tools Module Quiz</td>
<td>10</td>
<td></td>
<td>2%</td>
</tr>
<tr>
<td>CITI Modules (completion)</td>
<td>5 pts x 4 modules</td>
<td>20</td>
<td>4%</td>
</tr>
<tr>
<td>Other Assignments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost Effectiveness Assignment</td>
<td>30</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Qualitative Research Assignment</td>
<td>30</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>CASE Evaluation Project</td>
<td>30</td>
<td></td>
<td>6%</td>
</tr>
<tr>
<td>Participation Grades</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 5 Scholarly Event Attendance Evaluation Form (online in eCampus)

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 pts (completion)</td>
<td>25</td>
</tr>
<tr>
<td>Total</td>
<td>525</td>
</tr>
</tbody>
</table>

#### Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>Top 15% of class will be eligible for a grade of Honors with minimum of 90%, and meets the following criteria:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• has no unexcused absences from any in-class portion of the course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• displays outstanding standards of professional behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• completes all assignments on time (unless excused)</td>
<td></td>
</tr>
<tr>
<td>Pass</td>
<td>70-90% :213.5</td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td>≤69% :210.45</td>
<td></td>
</tr>
</tbody>
</table>

### Attendance and Make-up Policies

Attendance at EBM classes, Journal Club and completion of online assignments for this class are mandatory. A sign-in sheet will be available at all class meetings.

Written notice in advance when possible is required as per absence policy for COM. See Student Rule 7 for details of excused absences ([http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)).

Classes missed will require make-up work and will be determined by the course co-directors. Group participation in journal club is the means by which learning occurs. Makeup work may require attendance at a make-up group session for journal club OR may require individual independent work OR may require meeting with faculty to complete a simulated journal club or group learning exercise at the discretion of the faculty.

Unexcused absences will result in a grade of 0 for that mandatory class activity. Students who miss a class session are still allowed to obtain maximum credit for any individual activity related to the group activity if turned in by the deadline.

Unexcused late submission of online modules will result in a decrease in 10% of the maximum points available for every day submission is late. Written notification in advance of excused absences that preclude completion of the work by deadline will be reviewed by course directors and remediation/completion of the online activity will be approved on an individual basis.

It should be noted that each student is expected to attend 5 (five) Grand Rounds presentations (CSTR grand rounds, departmental grand rounds (basic or clinical science) or other similar grand rounds this semester. The student must sign in to the conference and claim credit by completing and submitting the Grand Rounds evaluation form on eCampus.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CITI Module: Populations in Research Requiring Additional Considerations</td>
<td>Aug 3, 11:59 p.m.</td>
</tr>
<tr>
<td>Aug 4, 11-noon (1 hour)</td>
<td>Thursday, Aug. 4 Journal Club</td>
<td>Aug 4, 11:59 p.m.</td>
</tr>
<tr>
<td>8/8-12</td>
<td>Cost Effectiveness TBL (2 hours)</td>
<td>Aug 14, 11:59 p.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Description</td>
<td>Assignment Details</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>---------------------------------------------------------</td>
</tr>
<tr>
<td>4 (8/15-8/19)</td>
<td>Screening TBL (2 hours)</td>
<td>TBL Application quiz (due Aug 19, 11:59 p.m.)</td>
</tr>
<tr>
<td>5 (8/22-8/26)</td>
<td>Qualitative Research Session/Group Work (2 hours)</td>
<td>Qualitative Research Assignment (due Aug 26, 11:59 p.m.)</td>
</tr>
<tr>
<td>6 (8/29-9/2)</td>
<td>Thursday, Sept Journal Club (renal) after CSIE, 11-noon (1 hour)</td>
<td>Read journal club article Journal club quiz (due Sept 1, 11:59 p.m.)</td>
</tr>
<tr>
<td>7 (9/5-9/9)</td>
<td>Population/One Health TBL/Research Opportunities (2 hours)</td>
<td>Jekel's One Health chapter TBL Application quiz (due Sept 9, 11:59 p.m.)</td>
</tr>
<tr>
<td>8 (9/12-9/16)</td>
<td>(No class) PICO and Critical Appraisal Assignment</td>
<td>PICO and Critical Appraisal assignment (due Sept 16, 11:59 p.m.)</td>
</tr>
<tr>
<td>9 (9/19-9/23)</td>
<td>(No class) Module: Best Practices in Research Posters, Literature Reviews, Citation Management Session</td>
<td>Online module (due Sep. 23, 11:59 p.m.)</td>
</tr>
<tr>
<td>10 (9/26-9/30)</td>
<td>(No class) Research Lit Search/Poster Project</td>
<td>Research Lit Search/Poster Project (due Sept 30, 11:59 p.m.)</td>
</tr>
<tr>
<td>11 (10/3-10/7)</td>
<td>Thursday, October 6th, 2016 — Journal Club after CSIE 11-noon (liver/cirrhosis) (1 hour)</td>
<td>Read journal club article prior to CSIE Journal club quiz (due Oct 6, 11:59 p.m.)</td>
</tr>
<tr>
<td>12 (10/10-10/14)</td>
<td>(No class) CITI Module: Vulnerable Subjects-Research Involving Prisoners</td>
<td>Module (due Oct 14, 11:59 p.m.)</td>
</tr>
<tr>
<td>13 (10/17-10/21)</td>
<td>Biostatistics Review Activity (1 hour) Biostatistics Review Exam (1 hour)</td>
<td>None</td>
</tr>
<tr>
<td>14 (10/24-10/28)</td>
<td>(No class) CBSE</td>
<td>None</td>
</tr>
<tr>
<td>15 (11/1-11/5)</td>
<td>Endocrine Journal Club 11-noon (1 hour)</td>
<td>Read journal club article prior to CSIE Journal club quiz (due , 11:59 p.m.)</td>
</tr>
<tr>
<td>16 (11/8-11/12)</td>
<td>(No class) Module: Review of EBM Clinical Tools</td>
<td>Module (due Nov 12, 11:59 p.m.)</td>
</tr>
<tr>
<td>17 (11/15-11/19)</td>
<td>(No class) CASE Evaluation Project</td>
<td>CASE Evaluation Project (due Dec 2, 11:59 p.m.)</td>
</tr>
<tr>
<td>18 (11/21-11/25)</td>
<td>(no class) Thanksgiving</td>
<td>None</td>
</tr>
<tr>
<td>19 (11/28-12/2)</td>
<td>Integ/MS Journal Club 11-noon (1 hour)</td>
<td>Read journal club article prior to CSIE Journal club quiz (due , 11:59 p.m.)</td>
</tr>
<tr>
<td>20 (12/5-12/9)</td>
<td>(No class) CITI Module: Vulnerable Subjects-Research Involving Children</td>
<td>Module (due Dec. 9th, 11:59 p.m.)</td>
</tr>
<tr>
<td>21 (12/12-12/16)</td>
<td>Remediation (No class) CITI Module: Vulnerable Subjects-Research</td>
<td>Module (due Dec. 16th, 11:59 p.m.)</td>
</tr>
</tbody>
</table>

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Other Pertinent Course Information

Total contact hours: 16, prescribed

Course materials and schedules including any schedule changes will be accessed in eCampus

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

Any student with a disability who needs accommodation should inform the instructor at the beginning of the course.

Academic Integrity

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

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

College of Medicine

Professionalism and Integrity Statement (Academic Honesty and Plagiarism)

All College of Medicine students are required to comply with the student code of conduct and the academic integrity and honesty standards published in each component’s Student Handbook. Disciplinary action will be taken in accordance with the policies of each component. Students found guilty of Academic Dishonesty will receive an “F”/Unsatisfactory in the course. For a full list of actions qualifying as academic dishonesty, please review the College of Medicine Student Handbook at http://medicine.tamhsc.edu/student-affairs/docs/handbook.pdf

According to the Aggie Honor System Office, plagiarism is defined as the appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. Intentionally, knowingly, or carelessly presenting the work of another as one’s own (i.e., without crediting the author or creator). Plagiarism and other academic misconduct definitions can be viewed on the Aggie Honor System Office website; http://aggiehonor.tamu.edu/RulesAndProcedures/HonorSystemRules.aspx#definitions.

E-mail Access and FERPA

The College of Medicine is communicating all official information to students through the students’ TAMHSC e-mail accounts. Please check the account frequently during the semester for updates. This course is supported with web-based and/or e-mail activities. In order to take advantage of these additional resources and participate fully in the course, you have been assigned an e-mail address by the Texas A&M Health Science Center. This e-mail address is for internal use only, so that faculty may communicate with you and the entire class. By registering for this course, you are agreeing to allow your classmates to have access to this e-mail address. Should you have any questions, please contact the TAMU’s Office of the Registrar at 979-845-1031.

The Family Educational Rights and Privacy Act of 1974 (FERPA), which the HSC complies fully, is intended to protect the privacy of education records, to establish the rights of students to inspect and review their education records and to provide guidelines for the correction of inaccurate or misleading data through informal and formal hearings. Students also have the right to file complaints with the Family Educational Rights and Privacy Act Office of the Department of Education in Washington, D.C., concerning alleged failures by the HSC to comply with the act.

Mistreatment of Students

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