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
   (B.S.M.E. [Nursing], DVM)

2. Request submitted by (Department or Program Name):
   Department of Agricultural Economics
   AGEC 613, International Agricultural Development Policy

4. Catalog course description (not to exceed 50 words):
   This course, the capstone for the certificate in International Agriculture and Natural Resource Management, may be
taken with many majors. Its many real-world examples prepare students for environments of international
development institutions and programs concerning water management, gender, climate change, agricultural
extension, value chains, agricultural finance, and many other issues in developing countries, with emphasis on
smallholder agriculture.

5. Prerequisite(s):
   One of the Following: AGEC 422, 430 or other equivalent Macroeconomic Course, 452, 604, 606

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)

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)
    AGEC  613  INTERN. AGRICULTURAL DEV POLIC
         Lect.  Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  FICE Code
    3.00  0.00  0.00  3.00  010701  0010  15 - 16  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
   Chair, GC or UCC  Date

   Submitted to Coordinating Board by:
   Associate Director, Curricular Services  Date
   Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Syllabus
AGEC 613
INTERNATIONAL AGRICULTURAL DEVELOPMENT POLICY

Course Content
Agricultural strategies and policies in developing countries are becoming ever more important as foundations of development efforts, especially in light of the effects of climate change on agriculture in poor regions of the world. This course is the capstone course for the certificate in International Agriculture and Natural Resource Management, and it may also be taken in association with a wide variety of majors.

With many real-world examples the course gives students an in-depth familiarity with key topics in public policy for agricultural development, most of which are encountered in one form or another in almost every developing country. These are policies that can be catalysts of or impediments to growth. The main issues covered are: value chains, the roles of public and private sectors, gender in agricultural development, the effects on agriculture of macroeconomic policy, food aid and food security issues, land tenure, water management, agricultural finance, agricultural research and extension policy, competitiveness analysis, and strategies for poverty alleviation.

Throughout, the emphasis is on conceptual frameworks that guide policy formation and understanding why given policies have been effective or have not worked. Case studies are analyzed and debated in class, and students carry out semester projects on topics of their choice. Mathematics is not required for this course.

Course Objectives
The course is designed to provide a working knowledge of major issues in international agricultural development, with emphasis on real world examples of agricultural sector policies from developing countries and the lessons to be drawn from them. An aim is to prepare students to function in the environment of international development institutions and in research and academic programs related to agricultural
development in these countries.

**Course Organization**
This course contains three main components: 1) Classroom presentations, readings, and discussions about the role of agriculture in economic development, the nature of agricultural development, development policies and policy instruments, and overarching issues for agricultural policy such as poverty reduction, gender concerns, and the role of government; 2) classroom presentations, readings and discussions and debates about sector-specific policy areas; and 3) semester-long student projects (papers) devoted to analysis of real-world experiences with particular issues. The papers also will involve finding and utilizing relevant literature, and they will be presented to the rest of the class for discussion.

Sample topics and countries for the papers will be handed out early in the course but students are encouraged to identify their own topics as well. The topics should be identified by the end of the sixth week of the course. Obviously only part of the course material will have been covered by then, so students are also encouraged to skip ahead in the principal text and read parts of the chapters, plus the supplementary readings, that will be covered in the latter part of the course in order to be better positioned to develop a paper topic.

For many issues there may not be a single best policy approach. Students will be encouraged to read relevant papers and defend different approaches in classroom discussions.

**Prerequisites**
One of the following AGEC courses: 422, 430 or equivalent macroeconomic course, 452, 604, or 606, or courses in other departments judged equivalent by the instructor.

**Instructor**
Dr. Roger D. Norton, AGSV 228 and 210G AGLS Bldg. Phone: 450-8318, email: roger.norton@ag.tamu.edu
Texts

Course Modules

1. Introduction: The role and importance of agriculture in economic development
2. Strategies and policy instruments
3. Agriculture and the rest of the economy: prices and macro linkages
4. Land use and land tenure for agriculture
5. Water management for agriculture
6. Agricultural and rural finance
7. Research and extension policies
8. Gender in agricultural development
9. Climate change and resilience of smallholder producers
10. Strategies for poverty alleviation
11. Value chains and agricultural competitiveness

Grading
Grades will be based on a mid-term exam, the class presentation of a project paper, the written paper, and class participation. Each of these four elements will be assigned points on a scale of zero to 100. Then the scores will be summed with the following weights in order to derive an overall point score:
Mid-term exam, in class part .15
Mid-term exam, take home part .15
Paper presentation .25
Written paper .30
Participation .15

Overall point scores will be translated into grades as follows:

90-100 A
80-89 B
70-79 C
60-69 D
Below 60 F

In a graduate course like this one, a grade below a “B” should be considered unacceptable.

Lecture Notes
All class lectures will be accompanied by powerpoints that will be available on the course website for you to print off at your convenience.

Course Readings
All required and recommended readings may be accessed through the readings section of the course website, by clicking on the hyperlinked references. Some documents will be available on the internet and others will be available in PDF files for which you will need a password, which will be provided in class.

Class Papers
The class papers provide an opportunity to apply the conceptual tools learned in class and enrich your knowledge of real-world development issues by applying those tools. The topics can be slanted toward the conceptual issues and debates or more toward analyzing a country experience, or comparing two or more country experiences, in all cases developing recommendations. The topics may cover a diverse range of possibilities. For example:
--On the basis of discussions in the literature, summarize the pros and cons of international food aid and discuss its effects in country x (for example, Egypt, Honduras or other country for which published material on food aid is available).
--Develop a program and action plan to empower women in agriculture in a developing country, and discuss the issues associated with each thrust of the program and each action.
--Land reform has been a difficult and contentious issue in countries like South Africa and Colombia. Analyze the approach to land reform used in one of those countries, explain why it has not advanced more rapidly and present alternative arguments with supporting arguments.
--Discuss ways to get smallholder farmers more involved in high-value markets and the risks and rewards of doing so. How do these considerations vary by type of product?
--If you were to start from scratch, in a hypothetical setting with sufficient resources and support from political leaders, how would you structure agricultural research and extension services, and what would be their goals and ways of functioning?

Extensive readings will be available on the course website to help define a topic and compile the relevant literature. The course professor will be available to meet in his office outside of class hours to assist with the development of the papers.

Important Dates
September 27: paper topic due
October 11: paper outline due
October 18: mid-term exam in class (take home part handed out)
October 25: mid-term exam, take home part due
November 8: draft of written papers due
November 8, 15, 22: class presentations of papers
December 6: written papers due

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

Copyright Notice
Please note that all on-line materials, handouts and supplements used in this course are copyrighted. This includes all materials generated for this class, including but not limited to the syllabus, exams, in-class materials, review sheets, problem sets, and on-line lecture notes. Materials may be downloaded or photocopied for personal use only, and may not be given or sold to other individuals.

Scholastic Honesty
Students are expected to observe the norms of scholastic honesty at all times. It is important to note that plagiarism is failing to credit sources used in your work in an attempt to pass off someone else's work as your own. This includes attempting to receive credit for work performed by someone else such as papers obtained in whole or in part from other individuals or sources. You are guilty of plagiarism if you copy someone else's work and turn it in under your name even if that person gives you permission to do so. Failing to provide proper citations of material taken from other sources, or even being careless or sloppy in documenting those sources, constitutes plagiarism. Plagiarism is a serious academic sin for which the penalties are severe under student rules. You are responsible for understanding what plagiarism is and how to avoid it, including appropriate and ethical use of sources. Let me know if you have questions about how to use sources in your paper. If you have questions regarding plagiarism, please refer to the section on “Scholastic Dishonesty” in the Texas A&M University Student Rules.

Note on the Written Papers
Topics will be approved by the course professor. The papers should be 15-20 pages in length, typed and double-spaced, including figures, tables
and references. A detailed outline should be prepared and reviewed with the course professor before starting the writing of the paper.

Writing skills will be an important element of your professional career so pay attention to grammar and good, clear style. Please follow consistently a standard format for references. Formats are found in journal articles and in the Modern Language Association (MLA) guidelines: http://library.tamu.edu/help/help-yourself/citing-sources/filesUsing MLA format.pdf. For more general help with writing, you can work with an advisor at the University Writing Center (UWC, 1.214 Sterling C. Evans Library, 979-458-1455) or consult the UWC website for writing tips and help at http://writingcenter.tamu.edu/resources/.

The paper must concentrate on analysis, with as much country background material and notes from the literature as needed to frame the arguments. Avoid personal opinions and develop the logic and supporting evidence for each assertion and recommendation. Do not use the first person. Papers should not include phrases like “I believe,” “I think,” “I feel” and “I conclude.”

Sloppy writing and ungrammatical expressions will cause the paper’s grade to be marked down.

Notes on the Class Presentations of Papers
Presentation skills are also important for your professional development. The presentations should be planned for 15-20 minutes and 10-15 minutes should be allowed for discussion. The presentations will be graded 35% on the quality of the presentation and 65% on its content. Here are some of the criteria that will be used to grade the quality of the presentation:

- How clear and effective was the oral delivery?
- How effective was the powerpoint or other presentation method?
- How effective was the use of illustrative devices (charts, tables, graphs, other)?
- Was the presentation given in a professional manner?
• Did the presentation effectively bring out the main points of the paper?

Here are some of the criteria that will be used to grade the content of the presentations:

• Did the presentation give an adequate overview of the topic?
• Did the presentation bring out key contributions in the literature?
• Did the presentation make clear the relevance of the issue in the country case(s), if used?
• Are the conclusions adequately supported by analysis and/or empirical evidence?

Based on previous experience, here are some of the reasons that presentations are marked down:

• Running out of time.
• Presentation that is not well organized (sloppy).
• Inaccurate information.
• Inadequate or inaccurate answers to questions, indicating lack of expected expertise on the topic.
• Not taking the presentation seriously as indicated by unprofessional attitude, careless dress, or flippant behavior.
• Lack of confidence in making the presentation.
• Failure to provide specific, well supported conclusions.

Revised, January 25, 2016
Texas A&M University  
Departmental Request for a New Course  
Undergraduate • Graduate • Professional  
Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):  
   Department of Biochemistry and Biophysics

3. Course prefix, number and complete title of course:  
   BICH 656 RNA Biology

4. Catalog course description (not to exceed 50 words):  
   Emphasis on newly discovered RNA-mediated processes and regulation; range of topics in modern RNA biology include RNA silencing, RNA-guided epigenetic regulation, CRISPR/Cas immunity and genome editing, telomerase biogenesis, riboswitches, exosome and editedome as well as the application of RNA biology in medicine and biotechnology.

5. Prerequisite(s):  
   - BICH/GENE 301 / 302  
   - Cross-listed with:  
   - Stacked with:  
   Cross-listed courses require the signature of both department heads.

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

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

8. Will this course be repeated within the same semester?  
   - [□] Yes  
   - [✓] No

9. Will this course be submitted to the Core Curriculum Council?  
   - [□] Yes  
   - [✓] No  
   - S/U  
   - P/F (F 43 min)

10. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
   M.S. and Ph.D. in Life science majors including biochemistry, genetics, medical sciences, plant physiology among others

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 (https://www.tamu.edu/secure/export-controls/export-control-basics-for-distance-education).

13. Prefix  
    Course #  
    Title (excluding punctuation)

<table>
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<th>Prefix</th>
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<tr>
<td>BICH</td>
<td>656</td>
<td>RNA Biology</td>
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Level 6

Approved by:

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:

Associate Director, Curricular Services  
Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services • 07/14
Lecture: Time: 3:30 – 5 pm. Tues and Thursday, Room: Bio 221A

Professor: Dr. Xiuren Zhang, Department of Biochemistry and Biophysics
Office: Norman Borlaug Center 112A; Institute of Plant Genomics & Biotechnology
(Building# 1513; Southern-western Conner to Parking lot 74)
Phone: 458-0596 E-mail: xuren_zhang@tamu.edu

Dr. Jorge Cruz-Reyes, Department of Biochemistry and Biophysics
Office: BioBio building 321A
Phone: 458-3374 E-mail: cruzrey@tamu.edu

Office Hours: By appointment

Course description and objectives
RNA is an essential macromolecule in almost every biological system. In the central dogma of molecular genetics, RNA bridges the flow of genetic information from DNA to protein. However, recent years have seen an explosion in the discovery of RNA-mediated new processes and regulatory roles. This three-credit course in RNA biology, taught by two leading experts in the RNA field, is suitable for graduate students majoring in life sciences. The course emphasizes novel roles and mechanisms of newly discovered RNA species including non-coding RNAs. It covers a wide range of topics in modern RNA biology including RNA splicing, RNA-guided transcriptional regulation, CRISPR/Cas immunity and genome editing, telomerase biogenesis, riboswitches, exosome and editosome. This class also discusses breakthroughs of RNA biology in medicine and biotechnology. For graduate students, the course is a solid platform to understand newly emerging concepts in RNA biology.

Prerequisites: BICH/GENE 301/302. Other basic courses in molecular biology, genetics and/or biochemistry, such as BICH410 or BICH/GENE 431 are ideal but not completely necessary.

Textbook:
There is no textbook. A more complete lecture schedule and reading list are available online and you can download the papers from PubMed (http://www.ncbi.nlm.nih.gov/pubmed). Additional background reading that you may find of interest or useful are also supplied. Background introduction and some experimental results will be shown in lectures from some other papers that are not required reading.

Learning outcomes: This course provides in-depth analysis and discussion of fundamental concepts and methods in RNA biochemistry and molecular biology. Once successfully completed the course, the students will: (i) master basic knowledge and newly emerging in modern RNA biology; (ii) develop curiosity and the ability to think critically and understand standard biochemical and genetic methods applied in RNA biology; (iii) be able to evaluate the scientific literature critically; and finally, (iv) be able to formulate hypotheses, design experiments and to uncover new knowledge.

It is required that you read the core paper BEFORE each lecture. You will understand lectures better and be able to ask questions. After each lecture, you should reread the papers with more care.

Other Materials: Lecture PowerPoint slides and old exams are available from eCampus webpage. Professors will upload slides through eCampus during the semester. These ppt files are prerequisite for understanding lectures and students are expected to download these slides before class.

Scholastic Honesty: Every student is expected to know and follow The Aggie Code of Honor: An Aggie does not lie, cheat, or steal or tolerate those who do. The tolerance level for cheating in this class is zero. Any work handed in for a grade in lecture must be your own work. For more information about the Aggie Honor System and the consequences of academic misconduct see the website: http://www.tamu.edu/aggiehonor. Violations will carry a penalty as severe as I can convince the Dean to make it.

Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact 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.
Exams and Grading

There are four exams (two exams for each session) as described below. We note that BICH489 (undergraduate course) which is also thought by the instructors, covers the same topics as BICH659. However, BICH659 has two specific extra requirements for graduate students: (1) the exams will include a section requiring that graduate students propose experimental designs and approaches to test hypothesis-driven models discussed in class. The instructors may use actual ("real") or alternative ("fictitious") outcomes/data in the reviewed papers. The instructors will clarify whether real or fictitious data is used. All questions will be based on the experiments discussed in class. The students should be able to adapt experimental methods from any paper reviewed in class to provide their answers; and (2) one short review will be required. This short review will be based on a topic discussed in any topic of the course. Each graduate student will be free to choose the subject of the review.

For each exam, the total points will be 100. For the review, the total points will be 100. Thus, the total points for this class will be 500. The grades will be assigned based on the following criteria:

A total 450 to 500
B total 400 to 449
C total 350 to 399
D total 300 to 349
F total 299 or below

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

If you miss an exam for any reason, you must contact the instructor as soon as possible to agree on a date for the make up. Make-up exams are different from the original exams and do not benefit from curves applied to the originals.

Although the grading in the class will mainly be determined by four exams and a review, we do have some extra credits for this course:

Extra Credits:
1) Besides four class exams, you will have pop quizzes throughout semester. The pop quizzes are graded, but they are necessary for your familiarity with the contents and format of the exams. They also serve as attendance records. Each quiz will have 3 pts. It is expected that 10 quizzes (a total of 30 pts) will be given through the semester.
2) Attendance is required. The instructor will take roles throughout the semester. Each attendance will have 1 pts. It is expected that a number of 15 pts will be given for full attendance.
3) The course is expected to be vibrant and active involvement and discussion from students are strongly encouraged. Should the students demonstrate clever ideas and active participation in the class discussion, additional credits will be awarded (i.e. 1 pts/each time).
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Dr. Cruz-Reyes</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction to RNA biology. Function and structure.</td>
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| 2-3     | Dr. Cruz-Reyes | Discovery and characterization of CRISPR/Cas in biology  
CRISPR provides acquired resistance against viruses in prokaryotes.  
CRISPR RNA maturation by trans-encoded small RNA and host factor RNase III.  
Deltcheva E, Chylinski K, Sharma CM, Gonzales K, Chao Y, Pirzada ZA, Eckert MR, Vogel J, Charpentier E.  
**Background**  
CRISPR-Cas systems and RNA-guided interference  
Barrangou R.  
| 4-5     | Dr. Cruz-Reyes | Genome editing. The impact in medicine.  
RNA-guided human genome engineering via Cas9.  
Mali P, Yang L, Esvelt KM, Aach J, Guell M, DiCarlo JE, Norville JE, Church GM.  
A programmable dual-RNA-guided DNA endonuclease in adaptive bacterial immunity.  
Jinek M, Chylinski K, Fonfara I, Hauer M, Doudna JA, Charpentier E.  
Science. 2012 Aug 17;337(6096):816-21  
**Background**  
TALEN and CRISPR/Cas Genome Editing Systems: Tools of Discovery.  
Nemudryi AA, Valatdinova KR, Medvedev SP, Zakian SM.  
The Impact of CRISPR/Cas9-based Genomic Engineering on Biomedical Research and Medicine.  
Go D, Stottmann RW.  
PMID: 26980700  |
| 6-7     | Dr. Cruz-Reyes | Telomerase biogenesis in yeast  
Spliceosomal cleavage generates the 3' end of telomerase RNA.  
Box JA, Bunch JT, Tang W, Baumann P.  
Intrinsic sequence elements impede exon ligation and trigger a discard pathway that yields functional telomerase RNA in fission yeast.  
Kannan R, Hartnett S, Voeiker RB, Berglund JA, Staley JP, Baumann P.  
**Background:**  
Molecular biology: spliceosome meets telomerase.  
Bonnal S, Valcarcel J.  
| 8       | Dr. Cruz-Reyes |  |
| 9       | Dr. Cruz-Reyes | The exosome. How to recognize specific substrates?  
The Exosome Is Recruited to RNA Substrates through Specific Adaptor Proteins.  
Thoms M, Thomson E, Baüler J, Gnädig M, Griesel S, Hurt E.  
**Background:**  
Gateway Arch to the RNA Exosome.  |
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Dr. Cruz-Reyes</th>
<th>RNA helicases. How do helicases regulate gene expression?</th>
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<tbody>
<tr>
<td>Lecture</td>
<td>Dr. Cruz-Reyes</td>
<td>Riboswitches in the control of gene expression</td>
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<td>Lecture</td>
<td>Dr. Cruz-Reyes</td>
<td>Exam 2</td>
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<tr>
<td>Lecture</td>
<td>Dr. Zhang</td>
<td>Overall view of RNA silencing Covers: small RNAs (miRNA, siRNA, piRNA, trans-acting siRNAs, Nat-siRNAs, viral-derived siRNAs)</td>
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<td>16</td>
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<tr>
<td>Lecture</td>
<td>Dr. Zhang</td>
<td>miRNA and siRNA processing</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Background:</strong> Kwon, et al., Structure of Human DROSHA. 2016. Cell 164, 81–90,</td>
</tr>
<tr>
<td>Lecture</td>
<td>Dr. Zhang</td>
<td>Functional mechanism of small RNAs</td>
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<tr>
<td>Lecture 21-22</td>
<td>Dr. Zhang</td>
<td>Decay of small RNAs</td>
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<tr>
<td><strong>Core materials:</strong></td>
<td></td>
<td>Degradation of microRNAs by a family of exoribonucleases in Arabidopsis. Ramachandran V, Chen X. Science. 2008 Sep 12;321(5895):1490-2</td>
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</table>

<table>
<thead>
<tr>
<th>Lecture 23-24</th>
<th>Dr. Zhang</th>
<th>Target mimicry, competing endogenous RNAs, circular RNAs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td>Meczczak, et al., Circular RNAs are a large class of animal RNAs with regulatory potency. Nature. 2013. 495: 333.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Zhang, et al., Complementary Sequence-Mediated Exon Circularization. Cell. 2014. 159, 134–147</td>
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<tr>
<th>Lecture 25-26</th>
<th>Dr. Zhang</th>
<th>Introduction of Chromatin package, transcription, epigenetic regulation. RNA-mediated DNA and histone methylation</th>
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<tr>
<td><strong>Core Materials:</strong></td>
<td></td>
<td>Dual binding of chromomethylase domains to H3K9me2-containing nucleosomes directs DNA methylation in plants. Du J, et al., Cell. 2012 Sep 28;151(1):167-80</td>
</tr>
<tr>
<td><strong>Background:</strong></td>
<td></td>
<td>Zhong, et al., 2014. Molecular Mechanism of Action of Plant DRM De Novo DNA Methyltransferases. Cell 157, 1050–1060</td>
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<tr>
<th>Lecture 27-28</th>
<th>Dr. Zhang</th>
<th>Long non-coding RNAs and transcriptional regulation</th>
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Dates and topics subject to change. The references with pubmed links are the core materials to be covered and entail students to read. Background references are optional for reading.
How do we submit the "Justification" for topic selection and updates in recurrent courses? Do we submit it as a separate word file?

Do we give you the final syllabus, course form and Justification?

The current course syllabus covers numerous key topics in modern RNA Biology. The selection of topics includes high impact breakthroughs in basic science, medicine and biotechnology. Each lecture will discuss one "core" publication and "recent" publication. RNA Biology is a fast-pace moving field. So, new exciting and paradigm-shifting discoveries are expected every year. This recurrent course will be updated yearly as follows: the recent publication discussed this year will become the core paper next year. Then, a new publication describing recent exciting discoveries will be incorporated in the course. In summary, this course will be updated year after year, so it is repeatable.
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):  Chemical Engineering - TAMUQ
3. Course prefix, number and complete title of course:  CHEN 646 - Thermodynamics of Oil and Gas and Water Systems
4. Catalog course description (not to exceed 50 words):
   Techniques to predict the thermodynamic properties of oil and gas and aqueous saline systems; characterization of petroleum fluids; effect of surface tension and confinement; gas hydrate formation, and thermodynamic models for aqueous electrolyte systems and their application to phase equilibrium calculations.

5. Prerequisite(s):
   CHEN 623 or approval of instructor.
   Stacked with:
   Cross-listed 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  □ P/F (CL/M)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       M.S., M.Eng., Ph.D. in Chemical Engineering
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)
    CHEN  646  Thermodyn Oil Gas Watsyst
    Lect. Lab  Other  SCH  CIP and Fund Code  Admin. Unit  Acad. Year  Eff Date  HICE Code
    3.00  0.00  0.00  3.00  1407010006  0590  17 - 18  0  0  3  6  3  2

Approval recommended by:
Department/Head or Program Chair (Type Name & Sign)  Date  16-5-16
Chair, College Review Committee  Date  6-27-16

Department/Head or Program Chair (Type Name & Sign) (if cross-listed course)  Date  07-27-16
Dean of College  Date

Submitted to Coordinating Board by:
Chair, SC or OCC  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: CHEN 646 Thermodynamics of Oil and Gas and Water Systems
Term (e.g., Fall 200X): Fall 2016
Meeting times and location: TBD

Course Description and Prerequisites

Special Topics Thermodynamics of Oil and Gas and Water Systems (3-0) Credit 3. The course discusses techniques to predict the thermodynamic properties of oil and gas and aqueous saline systems. The topics include the characterization of petroleum fluids, the effect of surface tension and confinement, gas hydrate formation, and modern models for aqueous electrolyte systems and their application to phase equilibrium calculations. Prerequisite: CHEN 623 or approval of instructor.

Learning Outcomes or Course Objectives

Learning Outcomes: At the end of the course, students should have a working knowledge of selected thermodynamic models for oil and gas and electrolyte systems, methods to characterize petroleum fluids, gain an appreciation for the effect of surface tension and confinement on phase equilibrium, and understand gas hydrate formation and the role of inhibitors.

Course Objectives: This course focuses on two areas of application - oil and gas mixtures and aqueous saline solutions - with the goal of discussing and applying modern models to evaluate thermodynamic properties relevant to chemical process design.

Instructor Information

Name: Marcelo Castier
Telephone number: 974-44230534
Email address: marcelo.castier@qatar.tamu.edu
Office hours: TBD; also by appointment.
Office location: 219J, Texas A&M University at Qatar building, Education City, Doha

Textbook and/or Resource Material


Selected articles from technical journals.

Grading Policies

The final grades will be determined based on one mid-term examination, one final examination, two course projects, and the assigned homework. The following weights will be used:
Homework 15 %
Course projects 35 % (December, 5, 2016)
Mid-term Exam 25 % (October 12, 2016)
Final Exam 25 % (as selected by TAMUQ)
Total 100 %

All exams will be in class. Students are expected to adhere to the Aggie Honor Code at all times.

Grading scale:
100-90 A
90.9-80 B
79.9-70 C
69.9-60 D
59.9 and below F

Attendance Policy: Class attendance is mandatory. One point will be deducted from your overall course grade for each class absence without official excuse.

The student is responsible for providing satisfactory evidence to the instructor to substantiate the reason for any absence. Among the reasons absences are considered excused by the university are the following (see Student Rule 7 for details http://studentrules.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.

Homework Policy: Discussions with the instructor and teaching assistant of approaches to solving homework problems are encouraged. While students are welcome to also discuss problem solving strategies with each other, each student is expected to work independently in arriving at and documenting his or her final solution to submit. Homework will not be accepted after the deadline and the corresponding numerical grade will be 0 (zero), unless a University-approved excuse exists.

Course Projects Policy: Discussions with the instructor and teaching assistant of approaches to developing the course project are encouraged. While the project may be developed in small groups, grades will be individual to reflect the perceived level of involvement in project execution. Course projects will not be accepted after the deadline and the corresponding numerical grade will be 0 (zero), unless a University-approved excuse exists.

Make-up Policy: Students may request a make-up exam if a University-approved excuse exists.

Course Topics, Calendar of Activities, Major Assignment Dates

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Topic</th>
</tr>
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<tbody>
<tr>
<td>1-2</td>
<td>Phase stability</td>
</tr>
<tr>
<td>3-4</td>
<td>Equations of state for oil and gas systems</td>
</tr>
<tr>
<td>5-6</td>
<td>Characterization of petroleum fluids</td>
</tr>
<tr>
<td>7-8</td>
<td>Effect of surface tension and confinement; Gas hydrates</td>
</tr>
<tr>
<td>9-10</td>
<td>Debye-Hückel theory of electrolyte solutions; Pitzer, NRTL and UNIQUAC models for electrolyte solutions</td>
</tr>
<tr>
<td>11-12</td>
<td>Equations of state for electrolyte solutions; Vapor-liquid equilibrium in aqueous electrolyte systems</td>
</tr>
<tr>
<td>13-14</td>
<td>Solid-liquid and osmotic equilibria in aqueous electrolyte systems</td>
</tr>
</tbody>
</table>
Americans with Disabilities Act (ADA)

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Affairs in suite 318 of the Texas A&M University at Qatar building. For additional information visit http://disability.tamu.edu

Academic Integrity

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

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

From: Ashley Stokes
Sent: Monday, June 20, 2016 11:37 AM
To: Jennifer Veracruz; Jayaraman, Arul
Cc: Noack, Kerry (kerry.noack@qatar.tamu.edu); Mather, Amanda Leigh (amanda.mather@qatar.tamu.edu)
Subject: RE: CHEN 646-Thermodynamics of Oil and Gas and Water Systems

Jennifer,

This course request has been approved by Sandra Williams.

Ashley Stokes | Graduate Program Specialist
Artie McFerrin Department of Chemical Engineering
Texas A&M University
250 J.E. Brown
3122 TAMU | College Station, TX 77843-3122
Office 979.845.3364 | Fax 979.845.6446
Stokes992@tamu.edu

From: Ashley Stokes
Sent: Monday, June 20, 2016 10:14 AM
To: Jennifer Veracruz; Jayaraman, Arul
Subject: RE: CHEN 646-Thermodynamics of Oil and Gas and Water Systems

Jennifer,

This is a course that came from Qatar. I'll have to see if they sent it over before I received it.

Ashley Stokes | Graduate Program Specialist
Artie McFerrin Department of Chemical Engineering
Texas A&M University
250 J.E. Brown
3122 TAMU | College Station, TX 77843-3122
Office 979.845.3364 | Fax 979.845.6446
Stokes992@tamu.edu

From: Jennifer Veracruz
Sent: Monday, June 20, 2016 9:23 AM
To: Jayaraman, Arul; Ashley Stokes
Subject: CHEN 646-Thermodynamics of Oil and Gas and Water Systems
Importance: High

Hello,
We received the New Course Request for CHEN 646-Thermodynamics of Oil and Gas and Water Systems. Has this been approved by Sandra Williams? If not please send this to her and let me know if there are any corrections. If this has been seen by her please let me know. If you have any questions please let me know.
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, DVM, PharmD, DVM)
2. Request submitted by (Department or Program Name):       Department of Mechanical Engineering
3. Course prefix, number and complete title of course:       MEEN 647: Fundamentals of Energy Storage

4. Catalog course description (not to exceed 50 words):
   Fundamental concepts of energy storage; fundamentals of mechano-physicochemical mechanisms and interactions that underlie electrodes in an energy storage system (e.g., battery, supercapacitor); thermodynamics, kinetics and transport phenomena of species and charge, thermal and mechanical behavior; performance, degradation and safety of such systems based on the aforementioned fundamental mechanisms.

5. Prerequisite(s):
   Graduate level
   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?   ☑ No
   If yes, this course may be taken ______ times.
   Will this course be repeated within the same semester?   ☐ Yes       ☑ No
8. Will this course be submitted to the Core Curriculum Council?   ☐ Yes       ☑ No
9. How will this course be graded?       ☑ Grade        ☐ S/U       ☑ P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)

   MS and PhD in Mechanical Engineering and other engineering programs

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

13. Prefix    Course #    Title (excluding punctuation)
    MEEN    647    Fundamentals of Energy Storage

<table>
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<tr>
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<td>1920</td>
<td>17 - 18</td>
<td>0 3 6 3 2</td>
</tr>
</tbody>
</table>

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
Dean of College Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services 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
MEEN 647, FUNDAMENTALS OF ENERGY STORAGE
Fall 2016 (Schedule: TBD, Venue: TBD)
Version 1.1 (05/06/2016)

INSTRUCTOR
Dr. Partha P. Mukherjee
OFFICE
MEOB 316
PHONE: 979-862-6498
E-MAIL
pmukherjee@tamu.edu (Grades cannot be discussed via e-mail or telephone.)
OFFICE HOURS
(tentative) Tuesday & Thursday: 2:30 PM - 4:00 PM or by appointment.*
*Note that I try to be really prompt in responding via email. If you have a quick question, send me an email.

GRADING POLICY
Homework/Quiz 15% 90 ≤ A ≤ 100; 80 ≤ B < 90
Examination 1 15% 70 ≤ C < 80; 60 ≤ D < 70
Final Examination 25% F < 60 (Lower bounds may or may not be
adjusted to student advantage. Adjustment is not certain and may not occur.)
Project 45%

Your cumulative score will be calculated up to two decimal places. Scores falling in the “gray” areas will be assigned the grade corresponding to the score rounded off to one decimal.

RESOURCE
Lectures will be developed based on the energy storage module currently being developed by Mukherjee and multiple resources including research papers, chapters from relevant textbooks. The following can be referred to additionally.
5. You are fee to use any analysis tools as part of this course.

PREREQUISITES
Strong analytical background; engineering mathematics (differential equations); discussion with and approval from the instructor.

LEARNING OUTCOMES
The focus of the course will be on learning the fundamental concepts of Energy Storage with a goal to develop ability for sound analysis. After finishing this course, the students should have the following ability.
1. Understand the fundamentals of mechano-physicochemical mechanisms and interactions that underlie in electrodes in an energy storage system (e.g. battery, supercapacitor);
2. Gain knowledge of thermodynamics, kinetics and transport phenomena of species and charge, thermal and mechanical behavior;
3. Analyze performance, degradation and safety of such systems based on the aforementioned fundamental mechanisms.

PROJECT
The project, based on analysis of electrochemical energy systems, is an integral part of this course. You can choose your own group members (group size limited to 3). Each course project will be designed based on discussion with the instructor. The formal written report and presentation will constitute a significant part of your grade.

Project Milestone (tentative schedule)

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Points Breakdown</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team List (email to instructor)</td>
<td>-</td>
<td>2nd week</td>
</tr>
<tr>
<td>Topic Selection (title and brief description of the project objective)</td>
<td>5</td>
<td>3rd week</td>
</tr>
<tr>
<td>Progress Report (4-page report including the problem statement, objective, task list with tentative schedule per task and preliminary results)</td>
<td>10</td>
<td>7th week</td>
</tr>
<tr>
<td>Draft Report</td>
<td>15</td>
<td>11th week</td>
</tr>
<tr>
<td>Final Report and Group Presentation</td>
<td>70</td>
<td>Last day of class</td>
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</table>

Total points 100
All submitted work should be presented in a clear, professional manner and must follow given format; should include a restatement of the problem, appropriate diagrams with all variables defined, a detailed, step-by-step solution, and all final answers clearly identified.

EXAM 1: TBA (in-class)
FINAL EXAM: As per final-exam schedule or TBA

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

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Signature of Student

Grades cannot be discussed via email or phone. All discussions will require to be held in the office of the instructor and in person. Your grades can be viewed through the eCampus website.

Take documentation for university-excused absences directly to the instructor. Absences without university documentation are unexcused unless worked out with the instructor prior to the absence whenever possible. Confirmation of student injury or illness serious enough for a student to be absent from class for a period less than three university business days requires a medical confirmation note from the student’s medical care provider. Stated below is verbatim from rule 7, however please see student rule 7 http://student-rules.tamu.edu/rule07 for details.

7.1.6 Injury or Illness that is too severe or contagious for the student to attend class.

7.1.6.1 Injury or illness of three or more days. For injury or illness that requires a student to be absent from classes for three or more business days (to include classes on Saturday), the student should obtain a medical confirmation note from his or her medical provider. The Student Health Center or an off-campus medical professional can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the illness and medical professional’s confirmation of needed absence.

7.1.6.2 Injury or illness less than three days. Faculty members may require confirmation of student injury or illness that is serious enough for a student to be absent from class for a period less than three business days (to include classes on Saturday). At the discretion of the faculty member and/or academic department standard, as outlined in the course syllabus, illness confirmation may be obtained by one or both of the following methods:


b. Confirmation of visit to a health care professional affirming date and time of visit.

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

NOTE: In this class, students are required to follow both 7.1.6.2a and 7.1.6.2b to confirm injury or illness less than three days.
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 9798451637. For additional information, visit http://disability.tamu.edu.

SYLLABUS for MEEN 647

(14-week schedule: each topic for approximately 1.5-2.5 weeks)

Table of Content (tentative)

1. Introduction
   a. Basics of electrochemical energy storage (battery, supercapacitor)
   b. Performance and operation basics (capacity, voltage, energy/power density)
   c. Current status and future perspective

2. Thermodynamics and Kinetics
   a. Electrochemical equation
   b. Nernst Equation, Faraday’s law
   c. Butler-Volmer equation, Tafel equation

3. Transport Phenomena
   a. Species and charge transport
   b. Transport in electrolyte (diffusion, migration)
   c. Thermal transport

4. Electrode
   a. Materials (voltage vs. capacity)
   b. Microstructure (porous electrode)
   c. Porous electrode theory

5. Electrochemical analysis and characterization
   a. Circuit analysis (resistor and capacitor)
   b. Impedance response
   c. Cyclic voltammetry

6. Performance analysis
   a. Simplified electrode (single particle) model
   b. Coupled species and charge transport model
   c. Thermal analysis (heat generation and transport)
   d. Mechanical analysis (diffusion induced stress)

7. Design consideration
   a. Electrode property (electrochemical/mechanical/thermal)
   b. Electrolyte property
   c. Thermal safety
   d. Degradation (mechanical and chemical effect)
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 (EDS, MD, JD, Ph.D., DVM)
2. Request submitted by (Department or Program Name): Department of Mechanical Engineering
3. Course prefix, number and complete title of course: MEEN 654: TRIBOLOGY
4. Catalog course description (not to exceed 50 words):
   History and significance of tribology, rough surfaces, hertzian contact, rough surfaces in contact, friction of surfaces in contact, surface failures / wear, boundary lubrication, fluid properties, thick film lubrication, thin film lubrication, micro- and nano-tribology

5. Prerequisite(s): Graduate classification
   Cross-listed with: ________________________________  Stacked with: MEEN 454
   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
   □ 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)
   MS, PhD in MEEN
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)
    MEEN  654  TRIBOLOGY

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<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
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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

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 – 07/14
MEEN 654  
Tribology  
Fall 2016  
CLASS INFORMATION  
(Revision: May 19, 2016)

HONOR CODE:

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:
"On my honor, as an Aggie, I have neither given nor received unauthorized aid on this academic work."

Instructor Note: It is acceptable (and encouraged) to assist each other and work together on homework and laboratories, even to the point of showing fellow classmates derivations and steps to solve problems. However, it is a violation of the Honor Code if the student receiving aid does not fully understand the derivation or solution steps they are shown, and simply copies the homework from a fellow student.

ABSOLUTELY NO PHONES/COMPUTERS/LAPTOP AND NO TEXTING IN CLASS

COURSE DETAILS: MWF, 1:40 – 2:50  
212 ENPH

INSTRUCTOR:  
Andreas A. Polycarpou  
apolycarpou@tamu.edu, MEOB 100  
Office hours: TBD

M. Wasim Akram  
wasimak@tamu.edu, MEOB 217  
Office hours: TBD

GRADING:
Class performance/attendance  5%  
Group H/W Assignments  20%  
Project  25%  
Mid-term Exam  25%  
Final Exam  25%

LETTER ASSIGNMENT SCHEME:  
A: 90-100; B: 80 – 89; C: 70-79; D: 60-69; F: <60
HOMEWORK:
There will be about ten homework assignments as follows:
- Students will work in Homework Groups (3-4 students per group). Undergraduate and Graduate students will be kept on separate groups.
- In each homework, additional problems will be assigned for graduate students only.
- Each group member will individually outline solutions before group meetings. However, only one solution per group will be handed in for grading.
- Three times during the semester, the group members will be asked for an Individual Effort (or "citizenship" self assessment) rating, which will be used to assess final grade for each student.
- More details are proved separately "Working in Teams: Policies and Expectations."
- Students certainly should discuss concepts, etc., but not copy.
- Typically, assignments will be distributed on Thursday to be handed in the following Thursday at the beginning of lecture.
- No late assignments will be accepted without permission (only University excused absences will be considered)

LAB DEMONSTRATION:
We will have few demonstrations of tribology test-rigs, and other essential instruments for tribology related measurements. They will take place in the classroom and in the tribology laboratory (ENPH 305). Note that, lab safety is very important. Safety is everyone's responsibility, including yours. Safe behavior and awareness of safety issues are critically important. Failure to exercise safe working behavior could result in harm, including death, to you and/or your companions. Unsafe behavior, whether intentional and/or negligent, as determined by the instructional staff will result in a failing grade for the semester.

EXAMINATIONS:
The mid term exam will be 2 hours long given on Wednesday, October 12, 2016 (From 5:30 pm to 7:30pm). The final exam will be comprehensive and will be given on (as per timetable). Typically, both exams consist of both closed books and notes (part A) and open books and class notes (part B). Only official university approved excuses will be honored. A different set of questions will be set for graduate students which will require deeper understanding of the subject matters.

TEAM PROJECT
The project is an important component of the class, where students/teams can really excel. Teams can choose projects from a list or come up of their own project. Those that want to design, build, and test devices, will be given access to the tribology instructional laboratory in ENPH 305. Graduate students need to perform a project which is scientifically (experimentally or theoretically) detailed and related to Tribology.

LATE ASSIGN'TS: Unexcused late assignments (homework and project) will not be accepted. University excused rules will be applied for consideration.

eCampus:
This course will make use of the e-campus website, http://ecampus.tamu.edu/. All course handouts and material are available on e-campus. Student grades will be posted on the e-learning website.

PREREQUISITES:
Graduate Standing.

Class performance/attendance
In-class quiz and attendance will be taken regularly. University rules will be applied for the attendance policy. Details can be found on http://student-rules.tamu.edu/rule07
TEXTBOOK/LECTURE NOTES:

Lecture Notes: You can purchase them from a commercial establishment (more in class). These will be approximately 200 double sided non-bound pages. Based on the class interest, additional handouts may be given to you in class.


Suggested/Reserved Books:

Course Description:
History and significance of Tribology, Rough Surfaces, Hertzian Contact, Rough surfaces in contact,
Friction of surfaces in contact, Surface failures/Wear, Boundary lubrication, Fluid Properties, Thick film
lubrication, Thin film lubrication, Micro- and nano- Tribology

ADA:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides
comprehensive civil rights protection for persons with disabilities. Among other things, this
legislation requires that all students with disabilities be guaranteed a learning environment that
provides for reasonable accommodation of their disabilities. If you believe you have a disability
requiring an accommodation, please contact Disability Services, currently located in the Disability
Services building at the Student Services at White Creek complex on west campus or call
9798451637. For additional information, visit http://disability.tamu.edu.

Instructors’ Vita

Andreas A. Polycarpou

HND, BS, MS, PhD (1994) - Mechanical Engineering (Tribology and Vibrations)
1995-1997 Post-Doctoral Fellow: Faculty of Mechanical Engineering, Technion, Israel
1997-1999 Staff Scientist: Sengate Technology [Mechanical R&D] Bloomington, MN
1999-2012 Professor, University of Illinois at Urbana-Champaign, IL
2012 – present Professor and Head of the department, Texas A&M University, College Station, TX

Research interests are in the areas of Microtribodynamics (friction/adhesion/dynamic interaction in
miniature systems, e.g., MEMS and magnetic storage), Tribology of Compressors, Friction/ Vibration
Interaction, System Dynamics, Surface Characterization and Instrumentation.

M. Wasim Akram

Education BS, MS, PhD (2015) - Mechanical Engineering
Experience 2006 - 2008 Assistant Professor: Department of Mech., Bangladesh Univ of Engg. & Tech
Course calendar and exam content subject to change. Exam dates will remain fixed.

<table>
<thead>
<tr>
<th>Week</th>
<th>Book Chapter</th>
<th>Coverage</th>
<th>Assignments</th>
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<td>3-D contact analysis</td>
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<td>Thermal contact</td>
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<td>Notes, 4</td>
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<td>Metallic and non-metallic friction</td>
<td>HW4 Due, HW 5 Out</td>
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<td>7</td>
<td>Review</td>
<td>Mid-term Exam (Oct 12, 2016)</td>
<td>TBD</td>
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<td>HW5 Due, HW 6 Out</td>
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<td>Wear modes and maps</td>
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<td>Erosion and Corrosive wear</td>
<td>HW 6 due, HW7 Out</td>
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<td>Hydrodynamic bearings</td>
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<td>HW 9 due, HW 10 Out</td>
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<td>Micro and Nano- Tribology</td>
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<tr>
<td>-</td>
<td>EXAM 2 (2 Hours)</td>
<td>ENPH 212</td>
<td></td>
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</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  (DES, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   Department of Mechanical Engineering
   MEEN 670: Compressible Flow

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

4. Catalog course description (not to exceed 50 words):
   Compressible flow (also known as gas dynamics and/or high-speed aerodynamics); gas flows at high enough Mach number wherein the fluid can no longer be assumed incompressible; aerospace and mechanical engineering applications ranging from external aerodynamics to internal flows for applications such as propulsion and airframe designs for jets, rockets, missiles, and many other devices; supersonic flows; shock waves; expansion waves; shock tubes; supersonic wind tunnels; gas flows with friction; gas flows with heat transfer.

5. Prerequisite(s):
   MEEN 344
   Stacked with: MEEN 472
   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. How will this course be graded?
   [ ] Grade  [ ] S/U  [ ] P/F (CLMD)

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

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

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

12. Prefix  Course #  Title (excluding punctuation)
    MEEN   670  Compressible Flow

    | Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code |
    |-------|-----|-------|-----|------------------|-------------|------------|-----------|
    | 3.00  | 0.00| 0.00  | 3.00| 1419010006       | 1920        | -18        | 0         |

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  Dean of College  Date

Chair, GC or UCC  Date

Submitted to Coordinating Board by:

Associate Director, Curricular Services  Date

Effective Date

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

Curricular Services – 07/14
TEXAS A&M UNIVERSITY
Department of Mechanical Engineering

MEEN 670 Compressible Flow

Instructor: Dr. Eric L. Petersen
Office: MEOB 418
Phone: (979) 845-1257
email: epetersen@tamu.edu
Office hours: T 09:00-11:00; W 15:00-17:00 or by appointment

Description: Gas dynamics, also referred to as compressible flow and/or high-speed aerodynamics, is a subject dealing with gas flows at high enough Mach number wherein the fluid can no longer be assumed incompressible. Such flows occur in many aerospace and mechanical engineering applications ranging from external aerodynamics to internal flows for applications such as propulsion and airframe designs for jets, rockets, missiles, and many other devices. Topics within high-speed aerodynamics include supersonic flows, shock waves, expansion waves, shock tubes, supersonic wind tunnels, gas flows with friction, and gas flows with heat transfer.

Units: 3

Prerequisites: MEEN 344 – Fluid Mechanics
(or its equivalent)

Lecture Times: MWF 12:40-13:30 Room: ENPH 205

Website: e-learning

Required Text: Gas Dynamics
by James E. A. John and Theo G. Keith

Grading: Midterm Exams (4 total) 85%
Homework 15%

The course grade is based mainly on four mid-term exams, with the extra graded homework (for graduate students only) in addition. The grading will be relative but, in general, the minimum scale will be based on A = 90-100%, B = 80-89%, C = 70-79%, D = 60-69%, E = <60%. In other words, if you have an 82 average but the class average is 85, you will still get a B.
Homework:
Working homework problems is a necessity for learning and practicing the material. The student is responsible for keeping up with the homework assignments. The homework will not be turned in for a grade. The solutions will be given some time prior to the exam that uses the material on which the problems are based.

Academic Honesty:
Ethical behavior and academic honesty are expected and required of students and even more so of engineers and scientists. Evidence of cheating during an exam or other assignment for credit may result in failure of the entire course for the student(s) in question. Examples of cheating include, but are not limited to: 1) sharing answers or any portion of the problem solutions during an exam, either verbally or on paper; 2) use of cell phones or other electronic communication devices during an exam; 3) talking out loud during an exam, including talking in a language other than English; 4) looking on the paper(s) of the person sitting nearby who is also taking the exam; 5) passing notes or other messages during an exam.

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

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge shall be preprinted and signed by the student:

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

Americans with Disabilities Act (ADA) Policy Statement:
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 9798451637. For additional information, visit http://disability.tamu.edu.

Absences:
Work missed due to absences will only be excused for University-approved activities in accordance with Texas A&M University Student Rules (see http://student-rules.tamu.edu/rule7.htm). Specific arrangements for make-up work in such instances will be handled on a case-by-case basis. In accordance with recent changes to Rule 7, please be aware that in this class any "injury or illness that is too severe or contagious for the student to attend class" will require "a medical confirmation note from his or her medical provider" even if the absence is for less than 3 days (see 7.1.6.2 Injury or illness less than three days.).
Course Outline:

Table 1 presents the overall course schedule. The planned exam dates are subject to change upon prior notice of the instructor at least one week in advance of the exam date. The following topics will be covered, roughly in the sequence provided. The suggested homework will be provided on the course website and should be worked as we progress through the course. Solutions will be provided after a suitable amount of time has passed for people keeping pace with the course to practice the homework problems on their own.

- Introduction to compressible flow; ideal gases; conservation of mass; conservation of energy
- momentum equation; 2nd Law of Thermodynamics; wave propagation in elastic media; Mach number; subsonic and supersonic flows
- isentropic flow of a perfect gas; varying area channels; stagnation properties; choked flow
- converging-diverging nozzles and diffusers; applications
- normal shock waves; governing equations for a stationary normal shock wave
- shock waves in a C-D nozzle; supersonic wind tunnels
- moving normal shock waves; reflected normal shock waves
- Shock tubes
- Oblique shock waves; oblique shock reflections
- gradual compressions and expansions; Prandtl-Meyer expansion fans; Prandtl-Meyer flow for a smooth compression
- supersonic oblique-shock diffuser; exit flow for supersonic nozzles; supersonic airfoils
- Fanno flow line; relations of Fanno flow; 1-D flow problems with friction
- Rayleigh flow line; relations of Rayleigh; 1-D flow problems with heat transfer

<table>
<thead>
<tr>
<th>Week</th>
<th>M</th>
<th>W</th>
<th>F</th>
<th>Notes</th>
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<tbody>
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<td>2</td>
<td>9/7</td>
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<td>3</td>
<td>9/14</td>
<td>9/16</td>
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<td>5</td>
<td>9/28</td>
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<td>10/5</td>
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<td>12/9</td>
<td>-</td>
<td>Exam 4: 12/9</td>
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</table>

Table 1 Schedule for MEEN 670, Typical
Learning Outcomes:

At the end of this course, students should be able to:

1. understand basic relations of fluid mechanics and thermodynamics (continuity, momentum, energy, 2nd Law of Thermodynamics) from a control volume standpoint;
2. apply the ideal gas assumption;
3. use 1-D theory to understand basic wave propagation in gases and elastic media;
4. evaluate sound speeds of ideal gases and calculate Mach numbers;
5. categorize the various regimes defined by the Mach number (subsonic, supersonic, hypersonic, etc.);
6. utilize the concept of stagnation temperature and stagnation pressure for understanding and solving basic gas dynamics problems;
7. explain basic flow system behavior using T-s diagrams
8. evaluate the effect of area changes on 1-D compressible flow;
9. determine when a flow system is choked and what regions should be subsonic, sonic, or supersonic;
10. analyze the flow in nozzles, diffusers, and from pressurized vessels;
11. design (conceptually) basic supersonic wind tunnels;
12. analyze flow systems containing stationary normal shock waves;
13. analyze flow systems containing stationary oblique shock waves;
14. determine the location of a stationary shock wave in a converging-diverging nozzle;
15. calculate the conditions within ducted systems containing moving shock waves;
16. understand the fundamentals of shock tubes;
17. evaluate the pressure and Mach number changes through an expansion fan (Prandtl-Meyer flow);
18. apply oblique shock waves and expansion fans toward the design of supersonic airfoils;
19. apply oblique shock waves and expansion fans to supersonic nozzles and their exhaust streams
20. perform calculations on a compressible, 1-D internal flow system with friction (optional)
21. analyze compressible, 1-D internal flows with heat transfer (optional)
22. sketch Rayleigh and Fanno lines on a T-s diagram (optional)
23. Use look-up tables for solving basic compressible flow problems.
24. make small computer/EXCEL/MATHCAD programs for solving the basic relations of compressible flow using a computer and/or calculator without having to resort to look-up tables.
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 (ODS, MD, JD, PharmD, DVPA)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: NURS 601: Foundations of Forensic Healthcare

4. Catalog course description (not to exceed 50 words): Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medicolegal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview.

5. Prerequisite(s):
   Cross-listed with: FORS 601
   Stacked with: N/A

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

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

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

13. Prefix Course Title (excluding punctuation)

<table>
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<th>NURS</th>
<th>601</th>
<th>FOUNDATIONS OF FORENSIC HEALTH</th>
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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

Submitted to Coordinating Board by:

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 45-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center
College of Nursing

Course title and number  NURS 601 Foundations of Forensic Healthcare

Term
Meeting times and location  Online

Course Description and Prerequisites

Foundations of Forensic Healthcare (2-0). Credit 2. Legal, ethical, clinical, and advocacy responsibilities of responders and providers; forensic medical terminology; mechanisms of injury and death; identification of intentional and non-intentional wounds; scientific and medico-legal investigation of suspicious injury and death; introduction to written and photographic documentation of findings; judicial system overview. Prerequisite: Graduate classification.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

*MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
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<tbody>
<tr>
<td>1. Outline the processes of scientific and medico-legal approaches in working with victims of accidents, injury, abuse, neglect and death.</td>
</tr>
<tr>
<td>2. Examine various types of violence, abuse, neglect, victimization, and exploitation occurring across the lifespan and the related injuries.</td>
</tr>
<tr>
<td>3. Summarize approaches used to facilitate the transition of a victim to a survivor and prevention of future victimization.</td>
</tr>
<tr>
<td>4. Examine ethical and cultural considerations when working with victims of violence.</td>
</tr>
<tr>
<td>5. Discuss the interdisciplinary collaboration between healthcare, social, political and judicial systems involved in serving the needs of individuals, families and communities as they respond to accident, injury, violence, trauma, crime or other victimization.</td>
</tr>
<tr>
<td>6. Correlate the impact of prevention strategies to the incidence of victimization.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
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<tr>
<td>Discussion Boards</td>
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<td>Journal Article Summaries</td>
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<tr>
<td>Quizzes</td>
<td>20</td>
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<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
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<tr>
<td>Final Project</td>
<td>10</td>
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</tbody>
</table>

Grading Scale:

A = 90-100
Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Please review TAMU attendance requirements at: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
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1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues' Initial Posts) are due by Tuesday midnight CST.
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Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues' posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal
experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues' Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
   *Always be respectful of others, but scholarly disagreements are fine.
   *Provide an alternative perspective with a discussion of your point of view.
   *Share own experiences but use empirical resources in the analysis.
   *Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   *Suggest why you might see things differently. (cite/reference)
   *Ask a probing or clarifying question.
   *Share an insight form having read the colleague’s posting.
   *Offer and support with evidence from the literature an informed opinion. (cite/reference)
   *Validate an idea with your own experience.
   *Make a suggestion supported with evidence from the literature. (cite/reference)
   *Expand on the colleague’s posting.
   *Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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

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

Course Calendar
<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Justice and Science; Forensic Medical Terminology</td>
<td>Chapters: 1, 2, 21 <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Forensic Healthcare in Acute Care Settings</td>
<td>Learning resources located in module <strong>Discussion Board</strong></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of the Judicial System; Role of Advocacy</td>
<td>Learning resources located in module <strong>Assignment</strong></td>
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<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Interpersonal Violence</td>
<td>Learning resources located in module <strong>Assignment</strong></td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mechanisms of Intentional and Non-intentional Injury and Death</td>
<td>Learning resources located in module <strong>Quiz</strong></td>
</tr>
<tr>
<td>6</td>
<td>Week: 6 &amp; 7</td>
<td>Forensic Death Investigation</td>
<td>Chapters: 5, 6, 7, 16 <strong>Assignment</strong></td>
</tr>
<tr>
<td>7</td>
<td>Week: 8</td>
<td>Crime Scene Investigation</td>
<td>Chapters: 3, 4 <strong>Assignment</strong> <strong>Mid-Term Reflective Summary</strong></td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Introduction to Written and Photographic Documentation</td>
<td>Learning resources located in module <strong>Assignment</strong></td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Investigative Forensic Anthropology/Entomology</td>
<td>Chapters: 6, 7 <strong>Quiz</strong></td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Investigative Forensic Biology</td>
<td>Chapters: 8, 9 <strong>Quiz</strong></td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Investigative Forensic Chemistry</td>
<td>Chapters: 10, 11, 12 <strong>Quiz</strong></td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Behavioral Forensic Science</td>
<td>Chapter: 20 <strong>Research Article Summary 2</strong></td>
</tr>
<tr>
<td>13</td>
<td>Week: 14</td>
<td>Collaborative Response to Sexual Assault</td>
<td>Learning resources located in module <strong>Discussion Board</strong></td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Project Presentations, Course/Faculty Evaluations</td>
<td>PowerPoint or Prezi <strong>Presentation posted to Discussion Board</strong></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
   - [x] Graduate
   - [ ] First Professional (DDS, MD, JD, PhD, DPA)

2. Request submitted by (Department or Program Name):
   College of Nursing

3. Course prefix, number and complete title of course:
   NURS 602: Virology: Clinical Implications and Applications

4. Catalog course description (not to exceed 50 words):
   Virology: Clinical Implications and Applications (3-0). Credit 3. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence.

5. Prerequisite(s):
   Cross-listed with: FORS 602
   Steacked with: N/A
   Cross-listed courses require the signatures of both department heads.

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

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

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

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

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

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

   N/A

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

   N/A

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

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

13. Prefix: NURS
    Course #: 602
    Title (excluding punctuation): Virology: Clinical Implications

    Lect. Lab Other SCH CIP and Fund Code Admin. Unit Acad. Year FA Ce Code
    3.00 0.00 0.00 0.00 51.3899 CON 16 - 17 0 0 3 6 3 2

    Approval recommended by:
    Department Head or Program Chair (Type Name & Sign) 05/19/16
    Chair, College Review Committee
    Dean of College
    Chair, GC or UCC
    Submitted to Coordinating Board by:
    Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Curricular Services – 07/14
Texas A&M Health Science Center  
College of Nursing

Course title and number  NURS 602 Victimology: Clinical Implications & Applications

Term  XXXX
Meeting times and location  Online

Course Description and Prerequisites

Victimology: Clinical Implications & Applications (1.0). Credits 1. Comprehensive examination of human responses to victimization resulting in physical and psychological trauma; interpersonal violence as a public health issue; overview of intentional injury, neglect, abuse, and exploitation throughout the lifespan; process of seeking justice for victims; characteristics and motivational issues related to perpetrators of violence; transitioning patterns from role of victim to survivor including secondary effects of victimization; theoretical and evidence-based approaches to assessment; documentation of victims and perpetrators of violence. Prerequisite: NURS 601 and graduate classification.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

* MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing  
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing  
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Critique theories related to victimization and those who perpetrate violence through the life span.</td>
</tr>
<tr>
<td>2. Relate the issues and consequences of violence to the societal cost of victimization across the life span.</td>
</tr>
<tr>
<td>3. Synthesize the human response to physical, sexual, psychological, emotional, social, and financial effects of victimization.</td>
</tr>
<tr>
<td>4. Summarize interventions which aid in transitioning a victim of violence to survivor status while preventing re-victimization.</td>
</tr>
<tr>
<td>5. Outline a provider’s response to a victim of physical, sexual, psychological, and emotional violence.</td>
</tr>
<tr>
<td>6. Utilize evidenced-based assessment and documentation approaches to victims of violence resulting in physical and psychological trauma.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Please review TAMU attendance requirements at: http://student-rules.tamu.edu/rule07

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

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   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
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   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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# Course Calendar

NURS 602—Victimology: Clinical Implications & Applications

## Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Victimology, The Language of Victimology</td>
<td>Diagle &amp; Mufic Chapter 1, Video Presentation</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Theories of Victimization</td>
<td>Diagle &amp; Mufic Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>The Costs of Victimization</td>
<td>Diagle &amp; Mufic Chapter 4</td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 4</td>
<td>Perpetrators &amp; Predators</td>
<td>Assigned Readings, Video Presentation, Discussion</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Homicide</td>
<td>Diagle &amp; Mufic Chapter 7</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Sexual Assault</td>
<td>Diagle &amp; Mufic Chapter 8</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Intimate Partner Violence</td>
<td>Diagle &amp; Mufic Chapter 9</td>
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<tr>
<td>8</td>
<td>Week: 8</td>
<td>Child Maltreatment</td>
<td>Diagle &amp; Mufic Chapter 10</td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Elder Maltreatment</td>
<td>Diagle &amp; Mufic Chapter 10, Discussion</td>
</tr>
<tr>
<td>10</td>
<td>Weeks: 10, 11</td>
<td>Special Populations and Issues: Persons with Disabilities, Human Trafficking, Hate Crimes, Terrorism, Stalking</td>
<td>Diagle &amp; Mufic Chapters 11 &amp; 12</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Responding to Victims</td>
<td>Assigned Readings, Video Presentation</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>From Victim to Survivor to Thriver</td>
<td>Assigned Readings, Discussion</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Paper</td>
<td>Work on Final Paper</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week, Course/Faculty Evaluations</td>
<td>Final Exam, Final Paper Due</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 (DMD, MD, PharmD, DVM)

2. Request submitted by (Department or Program Name): College of Nursing

3. Course prefix, number and complete title of course: NURS 603: Justice Today, Prevention Tomorrow

4. Catalog course description (not to exceed 50 words): Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system in seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs.

5. Prerequisite(s):
   Graduate classification; FORS 601 and FORS 602 or NURS 601 and NURS 602
   Cross-listed with: FORS 603
   Stacked with: N/A

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

6. Is this a variable credit course?  □ Yes  ☒ No  If yes, from _____ to _____
7. Is this a repeatable course?  □ Yes  ☒ No  If yes, this course may be taken _____ times.
   Will this course be repeated within the same semester?  □ Yes  ☒ No
8. Will this course be submitted to the Core Curriculum Council?  □ Yes  ☒ No
9. How will this course be graded?  ☒ Grade  □ S/U  □ P/F (CLMD)
10. This course will be:
    a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
       N/A
    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 those 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-control-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
   NURS 603 JUSTICE TODAY, PREVENTION TOMO

<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>FICE Code</th>
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<td>16</td>
<td>- 17 0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

[Signature] 05-14-16

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

[Signature] 5/31/16

Chair, College Review Committee Date

[Signature] 5/28/16

Dean of College Date

[Signature] 07/10/16

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
Texas A&M Health Science Center
College of Nursing

Course title and number  NURS 603 Justice Today, Prevention Tomorrow

Term
Meeting times and location  Online

Course Description and Prerequisites

Justice Today, Prevention Tomorrow (3-0). Credit 3. In-depth analysis of the role of the trauma specialist within the criminal and civil court system; critical collaboration between representatives of the healthcare system, investigative systems and the legal system seeking justice for victims of violence; investigative processes involving trauma, injury and death; methods of evidence collection and preservation in the trauma/emergency department and other settings; public health perspective of interpersonal violence and prevention; social-ecological model of primary prevention; factors placing individuals at risk for violence; batterer/anti-bullying intervention programs. Prerequisite: Graduate classification; NURS 601 and NURS 602.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

* MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
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<tbody>
<tr>
<td>1. Explain the role of the criminal and civil courts systems in seeking justice for victims of violence.</td>
</tr>
<tr>
<td>2. Delineate medico-legal investigative processes associated with crimes resulting in victimization.</td>
</tr>
<tr>
<td>3. Specify methods and techniques of evidence collection and preservation for clothing, body fluids, hair, photography.</td>
</tr>
<tr>
<td>4. Portray the attributes of expert witness testimony in a mock trial.</td>
</tr>
<tr>
<td>5. Apply the social-ecological model of primary prevention of violence at the individual, relationship, community, and societal levels.</td>
</tr>
<tr>
<td>6. Explore factors placing people at risk for violence and factors protecting them from violence.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours: By appointment

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
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<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
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Grading Scale:

A = 90-100
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Students must have a final course average of at least 80% to successfully pass the course.

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3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
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   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
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   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

Americans with Disabilities Act (ADA)

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Academic Integrity

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

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

Course Calendar

NURS 603 – Justice Today, Prevention Tomorrow
<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Topic</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction/ Course Overview</td>
<td>Selected Reading:</td>
<td>James, Nordby, Bell</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Chapter 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://www.cdc.gov/violenceprevention/elderabuse/index.html">http://www.cdc.gov/violenceprevention/elderabuse/index.html</a></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Overview of Criminal Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board – Initial Post</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Overview of Civil Justice Systems</td>
<td>Mitchell &amp; Anglin Chapter 28</td>
<td>Quiz</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Testifying as a Fact or Expert Witness/Tips on Testifying</td>
<td>Selected Readings</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Overview of Investigative Services and Systems</td>
<td>Discussion Board</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Practice Breakdown vs. Abuse or Neglect</td>
<td>Journal Article Summary</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Principles of Evidence Collection and Preservation for All</td>
<td>Selected Readings</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Public Health Perspectives of Interpersonal Violence</td>
<td>Mid-term Reflection</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Placing the Victim/Client/Patient within a Social Ecological Mode</td>
<td>Selected Readings</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Assessing for Dangerousness Across the Lifespan</td>
<td>Mitchell &amp; Anglin Chapter 23</td>
<td>Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Linking the ACE Study to a System Approach to Prevention</td>
<td>Discussion Board – Initial Post</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td>Establishing Community-based Violence Prevention Projects</td>
<td>Prevention Project:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><a href="http://handsproject.org/">http://handsproject.org/</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online Search Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(modified Journal Article Summary)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Week: 15</td>
<td>Final Project</td>
<td>Final Project</td>
<td></td>
</tr>
</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions

1. Course request type: ☐ Undergraduate ☒ Graduate ☐ First Professional (DDS, MD, JD, PharmD, DPA)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: NURS 604: Advanced Trauma Assessments and Injury Pathology

4. Catalog course description (not to exceed 50 words): Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review of injury pathology, advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise resolution and similarities and differences with/from ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury prevention.

5. Prerequisite(s): Graduate classification; NURS 601, NURS 602, NURS 603
   Cross-listed with: FORS 604
   Stacked with: N/A
   Cross-listed courses require the signature of both department heads.

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

13. Prefix  Course #  Title (excluding punctuation)
    NURS  604  ADVANCED TRAUMA ASSESSMENTS AN

    | Lect. | Lab | Other | SCI | CPI and Fund Code | Admin. Unit | Acad. Year | HICE Code |
    |-------|-----|-------|-----|-------------------|-------------|------------|-----------|
    | 3.00  | 1.00| 0.00  | 0.00| 51.3899           | CON         | 16         | 0 0 3 6 3 2|

    Approval recommended by:  
    Ken J. Joesle 05-17-16  Dean of College  07/29/16
    Chair, College Review Committee  Date  Date
    (if cross-listed course)
    Submitted to Coordinating Board by:  
    Chair, GC or UCC  Date  Date
    Associate Director, Curricular Services  Effective Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.  
Curricular Services  07/14
Texas A&M Health Science Center  
College of Nursing

Course title and number  
NURS 604 Advanced Trauma Assessments and Injury Pathology

Term
Meeting times and location  
Online

Course Description and Prerequisites

Advanced Trauma Assessments and Injury Pathology (3-1). Credit 3. In-depth review of injury pathology, advanced trauma assessments, and diagnosis of physical and psychological injuries across the lifespan; biomechanical and forensics of sharp, blunt, thermal, penetrating, and mixed injuries; methods to differentiate between intentional versus unintentional injuries; diseases and physical findings mimicking abuse; physiology of wound healing; biomechanics and pathophysiology of bruising; bruise resolution and similarities and differences with/from ecchymoses; pressure ulcer formation, healing, and treatment; cutaneous injury prevention.  
Prerequisite: NURS 601, NURS 601 and NURS 603.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

* MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing  
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing  
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast the biomechanics of sharp, blunt, thermal, penetrating and mixed injuries based on current research and evidenced-based practice.</td>
</tr>
<tr>
<td>Describe the physiology of wound healing and list factors contributing to and compounding bruising and bruise healing.</td>
</tr>
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<td>Review diseases and physical findings that mimic abuse/neglect and differentiate accidental from intentional injury.</td>
</tr>
<tr>
<td>Cite current research and best practices in injury pathology, physiology, and treatment around asphyxiation, strangulation and trauma to the brain and skull.</td>
</tr>
<tr>
<td>Review two redacted actual case histories and develop written forensic reports.</td>
</tr>
<tr>
<td>Critique the written forensic reports of others enrolled in the class.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN FNE-A, FAAN
Telephone number: 979 - 436 - 0177
Email address: dsheridan@tanbhsce.edu
Office hours: By appointment.

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

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# Course Calendar

**NURS 604 - Advanced Trauma Assessments and Injury Pathology**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
</table>
| 1      | Week: 1   | Injury overview/mechanisms of injury | Sheridan & Nash (2007)  
Nash & Sheridan (2009)  
Video – When Injuries Speak… | **Discussion Board** |
| 2      | Week: 2   | Forensic documentation | Online Sources | **Discussion Board** |
| 3      | Week: 3   | Blunt force trauma I | Chapter 29 Mitchell & Anglin | **Assignment** |
| 4      | Week: 4   | Blunt force trauma II | Chapters 4, 5 DiMaio & DiMaio | **Quiz** |
| 5      | Week: 5   | Wounds caused by pointed/sharp edges weapons | Chapter 7 DiMaio & DiMaio | **Research Journal Article** |
| 6      | Week: 6   | Asphyxiation  
Strangulation | Chapter 8 DiMaio & DiMaio  
Chapter 16 Mitchell & Anglin | **Discussion Board** |
| 7      | Week 7    | Skull & brain trauma | Chapter 6 DiMaio & DiMaio  
Chapter 14 Mitchell & Anglin | **Quiz** |
| 8      | Week: 8   | Physical/psychological trauma of children | Chapter 12 DiMaio & DiMaio  
Chapter 33 Mitchell & Anglin | **Discussion Board** |
| 9      | Week: 9   | Sexual assault of children | Chapter 18 DiMaio & DiMaio  
Chapter 19 Mitchell & Anglin | **Assignment** |
| 10     | Week: 10  | Sexual assault of adults | Chapter 18 DiMaio & DiMaio  
Chapter 19 Mitchell & Anglin | **Quiz** |
| 11     | Week: 11  | Elder/vulnerable person abuse/neglect | Chapter 21 DiMaio & DiMaio  
Chapter 35 Mitchell & Anglin | **Assignment** |
| 12     | Week: 12  | Redacted case review and Forensic Report 1 | Case Study Materials | **Forensic Report #1** |
| 13     | Week: 13  | Redacted case review and Forensic Report 2 | Case study materials | **Forensic Report #2** |
| 14     | Week: 14  | Peer critique of selected classmates write up | | **Discussion Board** |
|        | Week: 15  | Final Reflective Summary  
Course/Faculty Evaluations | | **Final Reflective Summary** |
Texas A&M University

Departmental Request for a New Course
Undergraduate • Graduate • Professional
Submit original form and attach a course syllabus.

Form Instructions

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

2. Request submitted by (Department or Program Name):
   - College of Nursing

3. Course prefix, number and complete title of course:
   - NURS 610: Forensic Sexual Assault Examiner Course

4. Catalog course description (not to exceed 50 words):
   - Forensic Sexual Assault Examiner Course (3-0). 3 credit. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures.

5. Prerequisite(s):
   - Graduate classification.
   - Cross-listed with: FORS 610
   - Stacked with: N/A

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

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:
    - [X] Grade
    - [ ] S/U
    - [ ] P/F (CLMD)

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

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

13. Prefix
   - NURS

   Course #
   - 610

   Title (excluding punctuation)
   - FORENSIC SEXUAL ASSAULT EXAMINER

   Lect. Lab Other SCII CIP and Eudal Code
   - 3.00 0.00 0.00 0.00 51.3899

   Admin. Unit Acad. Year FICE Code
   - CON 16 - 17 0 0 3 6 3 2

   Approval recommended by:
   - [ usurian P. Husd]
   - Department Head or Program Chair (Type Name & Sign)
   - Date

   [ usurian P. Husd]
   - Chair, College Review Committee
   - Date

   [ usurian P. Husd]
   - Dean of College
   - Date

   Submitted to Coordinating Board by:
   - [ usurian P. Husd]
   - Chair, Co or UCC
   - Date

   Effective Date
   - 05/15/16

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
Texas A&M Health Science Center
College of Nursing

Course title and number  NURS 610 Forensic Sexual Assault Examiner

Term  
Meeting times and location  Online

Course Description and Prerequisites

Forensic Sexual Assault Examiner (3-0). Credits 3. Roles and responsibilities; legal definitions; expert witness testimony; nurse advocacy; motivations of perpetrators to offend; obtaining historical account of sexual assault using interview techniques; appropriate methods of documentation; EMTALA; head-to-toe assessment; injury documentation; anatomy of female and male sexual organ; evidence collection kit; treatment of STDs; pregnancy prophylactic treatment; role of advocates and advocacy centers; communication skills; vicarious victimization; civil and criminal trial procedures. Prerequisites: NURS 601 or current enrollment in NURS 601.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

* MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
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<tbody>
<tr>
<td>1. Analyze the roles and responsibilities of the SANE in respect to the provision of services.</td>
</tr>
<tr>
<td>2. Appraise approaches used to obtain comprehensive histories of reported sexual assaults.</td>
</tr>
<tr>
<td>3. Analyze the components of comprehensive head-to-toe physical assessments to identify body surface injury for the victim and perpetrator.</td>
</tr>
<tr>
<td>4. Analyze the components of a genital examination assessing for genital injury.</td>
</tr>
<tr>
<td>5. Delineate standard practices for the collection, preservation, storage and chain of custody of evidence.</td>
</tr>
<tr>
<td>6. Explain the use of photography and written documentation in supporting a sexual assault examination and prosecution.</td>
</tr>
<tr>
<td>7. Describe the role and responsibilities as expert witness in legal proceedings.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Nancy R. Downing, PhD, RN, SANE-A
Telephone number: 979-436-0157
Email address: downing@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
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<tbody>
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</tr>
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<td>20</td>
</tr>
</tbody>
</table>
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60</td>
</tr>
</tbody>
</table>

Students must have a final course average of at least 80% to successfully pass the course.

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2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.

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   * Always be respectful of others, but scholarly disagreements are fine.
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   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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

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

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

**NURS 610—Forensic Sexual Assault Examiner Course**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>A Trauma-Informed Approach</td>
<td>Assigned Reading</td>
</tr>
<tr>
<td>2</td>
<td>Weeks: 2&amp;3</td>
<td>Building a Sexual Assault Response Team (SART)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>3</td>
<td>Weeks: 4&amp;5</td>
<td>Overview of Procedures for Responding to Sexual Assault</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>4</td>
<td>Weeks: 6&amp;7</td>
<td>Sexual Assault Evidentiary Exam Procedures (or module associated with other professional discipline)</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>5</td>
<td>Week: 8</td>
<td>SART Member Case Examples</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>6</td>
<td>Week: 9</td>
<td>SART Meetings</td>
<td>SANE-SART Modules</td>
</tr>
<tr>
<td>7</td>
<td>Week: 10</td>
<td>Underserved Populations</td>
<td>SANE-SART Modules Assigned Readings</td>
</tr>
<tr>
<td>8</td>
<td>Week: 11</td>
<td>Technology to Assist Evidence Collection</td>
<td>Assigned Readings Video Presentations</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Evidence-Based Practice in Responding to Sexual Assault</td>
<td>Assigned Readings</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Planning to Practice in Your Community</td>
<td>Online Discussion</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Work on Final Projects</td>
<td>Work on Final Project</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Exam Final Project Due</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
   - [X] Graduate
   - [ ] First Professional (DMD, MD, JD, PharmD, DVM)

2. Request submitted by (Department or Program Name):
   College of Nursing

3. Course prefix, number and complete title of course:
   NURS 611: Application of Clinical Pharmacology to Victims of Violence

4. Catalog course description (not to exceed 50 words):
   Application of Clinical Pharmacology to Victims of Violence (1-0). Credit 1. Drug-facilitated sexual assault; pharmacological treatment of STDs and pregnancy prophylaxis; pharmacological treatment for individuals with existing drug addiction; patient safety and compliance; methods to assess for current drug abuse; types of date-rape drugs and their actions. Prerequisites: Graduate classification.

5. Prerequisite(s):
   None

   Cross-listed with:
   FORS 611

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

   Stacked with:
   N/A

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

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

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

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

10. How will this course be graded?
    - [X] 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)
       [N/A]
    b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
       [N/A]

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)
    NURS  611  APPLICATION OF CLINICAL PHARMA

<table>
<thead>
<tr>
<th>Lect.</th>
<th>Lab</th>
<th>Other</th>
<th>SCH</th>
<th>GPI and Fund Code</th>
<th>Admin. Unit</th>
<th>Acad. Year</th>
<th>FICE Code</th>
</tr>
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<tbody>
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<td>1.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>51.3899</td>
<td>CON</td>
<td>16 - 17</td>
<td>0 3 6 3 2</td>
</tr>
</tbody>
</table>

Approval recommended by:

Karin J. Board 05-19-16
Department Head or Program Chair (Type Name & Sign) Date

Debra Matthews 5-33-16
Chair, College Review Committee Date

[Signature] 5-23-16
Dean of College Date

Submitted to Coordinating Board by:

[Signature] 07-12-16
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
Texas A&M Health Science Center
College of Nursing

Course title and number  NURS 611 Application of Clinical Pharmacology to Victims of Violence

Term  XXXX

Meeting times and location  Online

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Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

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<tbody>
<tr>
<td>1. Delineate characteristics and motivations of drug-facilitated sexual assault including typical date-rape drugs used to render a victim powerless.</td>
</tr>
<tr>
<td>2. Explain the actions, side effects, interactions, adverse effects (alone and when mixed with street drugs) for the following chemical agents: (1) γ-Hydroxybutyric acid (GHB), (2) flunitrazepam (Rohypnol), (3) benzodiazepines, (4) ketamine, (5) ethanol, and (6) MDMA (Ecstasy) and modalities to test for the presence of these drugs in the human body.</td>
</tr>
<tr>
<td>3. Evaluate recommended pharmacological treatment for STDs and pregnancy prophylaxis through the actions, side effects, interactions, adverse effects (alone and when mixed with other drugs).</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours: Arranged at student request

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

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<td>20</td>
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<tr>
<td>Mid-term Reflective Summary</td>
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## Course Calendar

**NURS 611 – Application of Clinical Pharmacology to Victims of Violence**

**Semester/Year**

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<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
<th>Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Clinical Pharmacology</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Pharmacodynamics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Pharmacokinetics of Drugs Used to Induce Powerlessness</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4</td>
<td>Motivations Behind Drug-Facilitated Assault</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Focused Study: GHB, Rohypnol, Benzodiazepines</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Focused Study: Ketamine, Ethanol, Ecstasy</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7</td>
<td>Pharmacological Treatment and Existing Drug Addiction</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 8</td>
<td>Prepare for Mid-term Exam</td>
<td>Mid-term Exam</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Week: 9</td>
<td>Methods to Assess for Current Drug Abuse</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>10</td>
<td>Week: 10</td>
<td>Indications and Drugs Used for Pregnancy Prophylaxis Post Sexual Assault</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>11</td>
<td>Week: 11</td>
<td>Pathophysiology of Selected STDs</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Overview of STD Identification and Treatment</td>
<td>Reading Assignment</td>
<td>Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Specific Drugs Used to Treat STDs</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td>14</td>
<td>Week: 14</td>
<td>Drug-to-drug Interactions</td>
<td>Reading Assignment</td>
<td>Quiz</td>
</tr>
<tr>
<td></td>
<td>Week: 15</td>
<td>Final Course Exam Course/Faculty Evaluations</td>
<td>Final Course Exam</td>
<td></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 (MD, JD, PharmD, DVM)  
2. Request submitted by (Department or Program Name):  
   College of Nursing  
3. Course prefix, number and complete title of course:  
   NURS 612: Human Trafficking  
4. Catalog course description (not to exceed 50 words):  
   Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, prostitution, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U.S. borders.  

5. Prerequisite(s):  
   Graduate classification  
   Cross-listed with: FORS 612  
   Stacked with: N/A  
   Cross-listed courses require the signature of both department heads.  

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

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

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

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

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

10. This course will be:  
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)  
      N/A  
   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 those departments. Attach approval letters.  
12. ☑ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://opper.tamu.edu/resources/export-control/export-control-basics-for-distance-education).  

13. Prefix  
   Course #  
   Title (excluding punctuation)  

<table>
<thead>
<tr>
<th>NURS</th>
<th>612</th>
<th>HUMAN TRAFFICKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect.</td>
<td>1.00</td>
<td>Lab</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
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Approval recommended by:  

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kari P. Blossom</td>
<td>05/19/16</td>
<td>Department Head or Program Chair (Type Name &amp; Sign)</td>
</tr>
<tr>
<td>Dr. Matthew</td>
<td>05/23/16</td>
<td>Chair, College Review Committee</td>
</tr>
<tr>
<td>John D. White</td>
<td>05/23/16</td>
<td>Dean of College</td>
</tr>
<tr>
<td>Ann J. Smith</td>
<td>07/27/16</td>
<td>Chair, GC or UCC</td>
</tr>
</tbody>
</table>

Submitted to Coordinating Board by:  

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Director, Curricular Services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 Health Science Center
College of Nursing

Course title and number    NURS 612 Human Trafficking

Term
Meeting times and location  Online

Human Trafficking (1-0). Credit 1. Forms of trafficking; Trafficking Victims Protection Act; involuntary servitude, peonage, debt bondage; recruitment and transportation; bio-psycho-social impact; human trafficking and the internet; identification and investigation of trafficked individuals; trafficking across U. S. borders. Prerequisites: Graduate classification.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

*MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Differentiate various forms of trafficking and associated recruitment practices designed to</td>
</tr>
<tr>
<td>attract vulnerable individuals and populations.</td>
</tr>
<tr>
<td>2. Explore biological, psychological, spiritual, and sociological impacts of human bondage</td>
</tr>
<tr>
<td>impacting the challenge of identifying trafficked individuals.</td>
</tr>
<tr>
<td>3. Summarize global anti-trafficking laws intended to combat trafficking through prevention,</td>
</tr>
<tr>
<td>protection of victims and prosecution of offenders.</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE, SANE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:
Press. ISBN: 978-1482240405

Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60
Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

Please review TAMU attendance requirements at: http://student-rules.tamu.edu/rule07

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.

2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations. (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the *Secondary Posting* phase of the DB include:
   * Always be respectful of others, but scholarly disagreements are fine.
   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
   * Ask a probing or clarifying question.
   * Share an insight form having read the colleague’s posting.
   * Offer and support with evidence from the literature an informed opinion. (cite/reference)
   * Validate an idea with your own experience.
   * Make a suggestion supported with evidence from the literature. (cite/reference)
   * Expand on the colleague’s posting.
   * Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

**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**

*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."*
Course Calendar
NURS 612 – Human Trafficking
Semester/Year

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment Learning Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction of Human Trafficking -- <em>Not in Our City</em></td>
<td>Palmiotto Chapter 14</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Historical Perspectives</td>
<td>Palmiotto Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week: 3</td>
<td>Sociological Perspectives</td>
<td>Palmiotto Chapter 3</td>
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<td></td>
<td></td>
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<td>Discussion Board</td>
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<tr>
<td>4</td>
<td>Week: 4</td>
<td>Psychological Perspectives</td>
<td>Palmiotto Chapter 4</td>
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<td>Discussion Board</td>
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<tr>
<td>5</td>
<td>Week: 5</td>
<td>Forms of Trafficking and Types of Bondage</td>
<td>Palmiotto Chapter 9</td>
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<tr>
<td></td>
<td></td>
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<td>Assignment</td>
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<tr>
<td>6</td>
<td>Week: 6</td>
<td>Recruitment Practices and Cultural Influences</td>
<td>Palmiotto Chapter 8</td>
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<td>Discussion Board</td>
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<td>7</td>
<td>Week: 7</td>
<td>Role of the Internet in Human Trafficking</td>
<td>Palmiotto Chapter 5</td>
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<td></td>
<td></td>
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<td>Discussion Board</td>
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<tr>
<td></td>
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<td></td>
<td><em>Mid-term Guided Self Reflection</em></td>
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<tr>
<td>8</td>
<td>Week: 8</td>
<td>Child Victim Recruitment into Sex Trafficking</td>
<td>Palmiotto Chapter 6</td>
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<td>Assignment</td>
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<tr>
<td>9</td>
<td>Week: 9</td>
<td>Human Trafficking and Street Gangs</td>
<td>Palmiotto Chapter 10</td>
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<td></td>
<td></td>
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<td>Assignment</td>
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<tr>
<td>10</td>
<td>Week: 10</td>
<td>Illegal Immigrants and Forced Labor</td>
<td>Palmiotto Chapter 11</td>
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<td></td>
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<td>Assignment</td>
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<tr>
<td>11</td>
<td>Week: 11</td>
<td>Investigation into Human Trafficking</td>
<td>Palmiotto Chapter 7</td>
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<tr>
<td></td>
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</tr>
<tr>
<td>12</td>
<td>Week: 12</td>
<td>Laws and Law Enforcement Awareness</td>
<td>Palmiotto Chapters 13, 16</td>
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<tr>
<td></td>
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<td>Discussion Board</td>
</tr>
<tr>
<td>13</td>
<td>Week: 13</td>
<td>Transportation Across Borders; Federal Law</td>
<td>Palmiotto Chapters 2, 12</td>
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<tr>
<td></td>
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<td></td>
<td>Assignment</td>
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<tr>
<td>14</td>
<td>Week: 14</td>
<td>Providing Effective Services to Victims</td>
<td>Palmiotto Chapter 15</td>
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<td>Discussion Board</td>
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<td></td>
<td><em>Final Guided Self-Reflection</em></td>
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<td>15</td>
<td>Week: 15</td>
<td>Final Course Project, Course/Faculty Evaluations</td>
<td><em>PowerPoint or Presi Presentation to</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>Discussion Board</em></td>
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</tbody>
</table>
Texas A&M University
Departmental Request for a New Course
Undergraduate + Graduate + Professional
* Submit original form and attach a course syllabus.*

Form Instructions
1. Course request type: [ ] Undergraduate  [ ] Graduate  [ ] First Professional (DDS, MD, JD, PharmD, DPA)
2. Request submitted by (Department or Program Name): College of Nursing
3. Course prefix, number and complete title of course: NURS 613: Forensic Photography
4. Catalog course description (not to exceed 50 words): Forensic Photography (1-0). 1 credit. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights.

5. Prerequisite(s): Graduate classification
Cross-listed with: FORS 613  Stacked with: N/A
Cross-listed courses require the signature of both department heads.

6. Is this a variable credit course? [ ] Yes  [x] No  If yes, from _______ to _______.
7. Is this a repeatable course? [ ] Yes  [x] No  If yes, this course may be taken _______ times.
Will this course be repeated within the same semester? [ ] Yes [x] No
8. Will this course be submitted to the Core Curriculum Council? [ ] Yes  [x] No
9. How will this course be graded: [x] Grade  [ ] S/U  [ ] P/F (CLMD)
10. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
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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. [x] I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls-export-controls-basics-for-distance-education).

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Course #</th>
<th>Title (excluding punctuation)</th>
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</thead>
<tbody>
<tr>
<td>NURS</td>
<td>613</td>
<td>FORENSIC PHOTOGRAPHY</td>
</tr>
<tr>
<td>Lect.</td>
<td>Lab</td>
<td>Other</td>
</tr>
<tr>
<td>1.00</td>
<td>0.00</td>
<td>0.00</td>
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</table>

Approval recommended by: [Signature] 05-19-16

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

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

Submitted to Coordinating Board by: [Signature] 07/27/16

Associate Director, Curricular Services

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu,
Curricular Services – 07/14
Course title and number  NURS 613 Forensic Photograph

Term
Meeting times and location  Online

Course Description and Prerequisites

Forensic Photography (1-0). Credit 1. Fundamentals of photographic documentation of injuries sustained during a crime; camera and equipment selection; camera skills; forensic photography techniques; supporting documentation; data management; victim rights. Prerequisite: Graduate classification.

MSN in Forensic Nursing Outcomes*

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* MSN in Forensic Nursing Outcomes derived from:

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing https://www.forensicnurses.org/resource/resmgr/Education/APN_Core_Curriculum_Document.pdf
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify necessary equipment for photographic documentation of injuries</td>
</tr>
<tr>
<td>2. Demonstrate correct forensic photography techniques and data management</td>
</tr>
<tr>
<td>3. Practice photographic skills while maintaining integrity and respect, and advocating for victims</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
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<tbody>
<tr>
<td>Assignments</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>30</td>
</tr>
<tr>
<td>Final Project</td>
<td>30</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

Faculty Expectations, Course Assumptions & Attendance Requirements

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Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Discussion boards in this course will be used only for clarification of assignments, troubleshooting and sharing information and assignments. They will not be graded.
2. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information
You must have regular access to a camera in order to take this course.
Required camera features and equipment:
- Digital SLR
- 10 or higher megapixel image sensors
- Manual exposure settings
- A macro lens or macro capability for close-up photographs
- Electronic flash that can be manually turned off
- Tripod

You will also purchase a kit that will include items required to complete assignments.

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

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Course Calendar
## NURS 613– Forensic Photography

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Photography</td>
<td>Robinson Chapter: 1</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Basic Camera Skills</td>
<td>London &amp; Stone, Chapters 1&amp;2</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Composition</td>
<td>Robinson Chapter 2 Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week: 4&amp;5</td>
<td>Exposure and Resolution</td>
<td>London &amp; Stone Chapter 3 Robinson Chapter 3</td>
</tr>
<tr>
<td>5</td>
<td>Week: 6</td>
<td>Depth of Field</td>
<td>Robinson Chapter 4 Assignment</td>
</tr>
<tr>
<td>6</td>
<td>Week: 7</td>
<td>Using a Flash</td>
<td>Robinson Chapter 5</td>
</tr>
<tr>
<td>7</td>
<td>Week: 8</td>
<td>Photographing Victims</td>
<td>Robinson Chapter 6</td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Filters, Alternate Light Source and Fluorescence</td>
<td>Robinson Chapter 7 Assignment</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Management of Digital Data</td>
<td>Robinson Chapter 11</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Legal Considerations</td>
<td>Robinson Chapter 12</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Putting it All Together</td>
<td>Assignment Quiz</td>
</tr>
<tr>
<td></td>
<td>Week: 13</td>
<td>Final Projects</td>
<td>Work on Final Project</td>
</tr>
<tr>
<td></td>
<td>Week: 14</td>
<td>Present Final Projects</td>
<td>Post Final Projects on Discussion Board</td>
</tr>
<tr>
<td></td>
<td>Week 15</td>
<td>Finals Week Course/Faculty Evaluations</td>
<td>Final Projects Due</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
   - [X] Graduate
   - [ ] First Professional (ODS, MD, JD, Ph.D., DMH)

2. Request submitted by (Department or Program Name):  
   College of Nursing

3. Course prefix, number and complete title of course:  
   NURS 614: Policy and Ethics of Interpersonal Violence

4. Catalog course description (not to exceed 50 words):  
   Policy and Ethics of Interpersonal Violence (1-0). 1 credit. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims.

5. Prerequisite(s):  
   Graduate classification
   Cross-listed with:  
   FORS 614
   Stacked with:  
   N/A
   Cross-listed courses require the signature of both department heads.

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

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

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

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

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

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

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

13. Prefix  
   NURS  
   Course #  
   614  
   Title (excluding punctuation)  
   POLICY AND ETHICS OF INTERPERS

   Leet.  
   Lab  
   Other  
   SCI  
   CIP and Fund Code  
   1.00  
   0.00  
   0.00  
   51.3899  
   Admin. Unit  
   CON  
   Acad. Year  
   16 - 17  
   0 0 3 6 3 2  
   Effective Code  
   Level 6  
   Approval recommended by:  
   [Signature]  
   [Date]  
   Department Head or Program Chair (Type Name & Sign)

   [Signature]  
   [Date]  
   Chair, College Review Committee

   [Signature]  
   [Date]  
   Dean of College

   [Signature]  
   [Date]  
   Chair, GC or UCC

   Submitted to Coordinating Board by:  
   [Signature]  
   [Date]

   Associate Director, Curricular Services

   [Signature]  
   [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 Health Science Center
College of Nursing

Course title and number  NURS 614 Policy and Ethics of Interpersonal Violence

Term
Meeting times and location  Online

Course Description and Prerequisites

Policy and Ethics of Interpersonal Violence (1-0). Credits 1. Overview of policies and ethical considerations that inform forensic healthcare practice and procedures; identification, discussion, and analysis of federal, state, and local policies; regulation of professional practice; scopes and standards of practice; policy and legislation regarding victim populations; ethical standards for health professionals working with victims. Prerequisite: Graduate classification.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

*MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master’s Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf
International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Summarize the policy-making process at the federal, state, and local levels pertaining to care of victims</td>
</tr>
<tr>
<td>2. Apply policy and ethics guidelines important to professionals working with victims of violence</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Daniel J. Sheridan, PhD, RN, FNE-A, FAAN
Telephone number: 979-436-0177
Email address: dsheridan@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>15</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Quizzes</td>
<td>20</td>
</tr>
<tr>
<td>Mid-term Reflective Summary</td>
<td>10</td>
</tr>
<tr>
<td>Final Project</td>
<td>10</td>
</tr>
</tbody>
</table>

Grading Scale:

A = 90-100
B = 80-89
C = 70-79
D = 60-69
F = < 60

Students must have a final course average of at least 80% to successfully pass the course.
Faculty Expectations, Course Assumptions & Attendance Requirements

Please review TAMU attendance requirements at: [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07)

Students are expected to follow specific instructions for all learning activities provided within each module. Each module will open on Wednesday 0001 CST and must be completed by the following Tuesday at midnight CST. Each module is self-contained and will have information and resources/references necessary to successfully complete learning activities.

Faculty will consider crisis situations on a case-by-case basis. If an illness or emergency is experienced that prevents the student from accessing the online course and completing assignments in a timely manner, the student should notify the faculty member as soon as possible so that options can be discussed.

Due Dates/Times:

Projects/Special Learning Activities: Please refer to the related learning module for specific instructions for completing a project or special learning activity including due dates and grading rubrics.

Individual Assignments:
1. All assignments are due on Tuesday midnight CST and are uploaded via the assignments link in eCampus.
2. Late assignments will be reduced by 10 points per day unless otherwise determined by the course faculty.

Discussion Boards:
1. Initial Posts to the Discussion Board are due by Sunday at midnight CST. Secondary Posts (in response to colleagues’ Initial Posts) are due by Tuesday midnight CST.
2. Due to the nature of discussion postings, late Secondary Posts (posted after Tuesday midnight CST) will not be graded and will result in point deduction. Discussion Board grades will be reduced by 10 points per day for late Initial Posts.
3. Online Etiquette: A collaborative and friendly learning environment is the expectation of an online discussion. Please use professional language only. Proofread your responses carefully before posting to ensure they are not offensive to others. Use discussions to develop your skills in collaboration and teamwork. Treat the discussion areas as a creative environment where you and your colleagues can ask questions, express informed opinions, revise/reverse opinions, and take positions just as you would in a more traditional classroom setting.

Other Pertinent Course Information

Discussion board (DB) participation is an opportunity to contribute evidence-based content to the group discussion, while providing an opportunity for personal sharing. Please use the following guidelines (in combination with the grading rubric) to develop Initial Posts and Secondary Posts. Please use these guidelines for DB participation:

1. Always complete the required or assigned learning activities within a module before developing a DB post. This includes reading assignments, videos, PowerPoint presentations, visits to websites and any other learning activities provided in the module PRIOR to developing Initial or Secondary Posts. All Initial Posts MUST be evidenced-based, properly cited, and provide direct responses to prompts within the module. Initial Posts should demonstrate an understanding of the assigned content within a module and uniquely contribute to the class discussion. Please do not directly repeat information previously submitted in other colleagues’ posts. Use the Secondary Posting phase as an opportunity to deepen the discussion. This type of posting provides students an opportunity to share personal experiences, informed opinions and other contributory sources of information to the class discussion.
2. Length of Initial Posts should be maintained between 150 – 250 words and MUST include citations according to the grading rubric. Secondary Posts should be a minimum of 100 words and may require citations (refer to the instructions). Please read a sampling of your colleagues’ Initial Posts to the Discussion Board and respond to the number of postings required as stated in the instructions.
3. Suggestions for replying to colleagues in during the Secondary Posting phase of the DB include:
*Always be respectful of others, but scholarly disagreements are fine.
*Provide an alternative perspective with a discussion of your point of view.
*Share own experiences but use empirical resources in the analysis.
*Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
*Suggest why you might see things differently. (cite/reference)
*Ask a probing or clarifying question.
*Share an insight form having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion.(cite/reference)
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature. (cite/reference)
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

**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**

*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."
# Course Calendar

**NURS 614– Policy and Ethics of Interpersonal Violence**

**Semester/Year**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Policy</td>
<td>Porche Chapter 1</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Federalism and State Law</td>
<td>Porche Chapter 2</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Policy Making</td>
<td>Porche Chapter 7</td>
</tr>
</tbody>
</table>
| 4      | Week: 4   | Policy & Ethics | Porche Chapter 11
|        |           | Discussion | |
| 5      | Week: 5   | Professional Codes of Ethics | Assigned Readings |
| 6      | Week: 6   | Crime Victim Rights | Assigned Readings |
| 7      | Week: 7&8 | Violence Against Women & Law | Robinson Chapter 6 |
| 8      | Week: 9   | Child Abuse & Neglect & Law | Robinson Chapter 7 |
| 9      | Week: 10  | Elder Abuse & Neglect & Law | Robinson Chapter 11
|        |           | Discussion | |
| 10     | Week: 11  | Scopes & Standards of Practice | Forensic Nursing Scope & Standards of Practice
|        |           | Assigned Readings | |
| 11     | Week: 12  | Unintended Consequences of Laws & Policy & Future Directions | Assigned Readings |
| 12     | Week: 13  | Discussion | Final Exam |
| 13     | Week: 14  | Work on Final Paper | |
| 14     | Week: 15  | Finals Week | Final Paper Due
|        |           | Course/Faculty Evaluations | |
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):  College of Nursing
3. Course prefix, number and complete title of course:  NURS 615; Forensic Mental Health
4. Catalog course description (not to exceed 50 words):  Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health.

5. Prerequisite(s):  Graduate classification
   Cross-listed with:  FORS 615  Stacked with:  N/A
   Cross-listed courses require the signature at 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. How will this course be graded?  □ Grade  □ S/U  □ P/F (CLMD)
9. This course will be:
   a. required for students enrolled in the following degree program(s) (e.g., B.A. in history)
      N/A
   b. an elective for students enrolled in the following degree program(s) (e.g., M.S., Ph.D. in geography)
      N/A
10. If other departments are teaching or are responsible for related subject matter, the course must be coordinated with these departments. Attach approval letters.
   □ I verify that I have reviewed the FAQ for Export Control Basics for Distance Education (http://vpr.tamu.edu/resources/export-controls/export-control-basics-for-distance-education).
11. Prefix  Course #  Title (excluding punctuation)
    NURS  615  FORENSIC MENTAL HEALTH
    Lec.  Lab  Other  SCH  CHI  and Fund Code  Admin. Unit  Acad. Year  EICE Code
    1.00  0.00  0.00  0.00  51.3899  CON  16  -  17  0  0  3  6  3  2
    Approved by:  [Signature]
    Department Head or Program Chair (Type Name & Sign)  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 Health Science Center
College of Nursing

Course title and number  NURS 615 Forensic Mental Health

Term
Meeting times and location  Online

Course Description and Prerequisites

Forensic Mental Health (1-0). Credit 1. Examination of mental health issues relevant to forensic healthcare; forensic mental health roles; determination of diminished capacity and competence to stand trial; mental health risk factors and outcomes associated with both crime perpetration and victimization; addiction and crime; ethical issues associated with crime and mental health. Prerequisites: Graduate classification.

MSN in Forensic Nursing Outcomes*

At the completion of the MSN in Forensic Nursing, graduates of the College of Nursing will be prepared to:

1. Integrate scientific findings from nursing, biophysical science, forensic science, genetics, public health, quality improvement and organizational sciences for the continual improvement of nursing care across diverse settings.
2. Utilize organizational and systems leadership in developing working relationships and making ethical and critical decisions to promote quality, safe care.
3. Apply principles, methods and tools of quality improvement within an organization to promote quality care.
4. Work as a change agent to apply and disseminate research outcomes within the practice setting.
5. Use patient care and communication technologies to enhance patient care.
6. Intervene at the system level to develop and implement policies that influence health care.
7. Collaborate with other healthcare professionals to manage and coordinate care.
8. Integrate organizational, client centered and culturally centered approaches to plan, deliver and evaluate health care for individuals, families, and populations.
9. Influence healthcare outcomes by integrating advanced knowledge into direct and indirect care.
10. Respond to victims and perpetrators of trauma, injury, accidents, neglect, abuse, exploitation, and all forms of violence within complex systems using evidence-based protocols.
11. Design interdisciplinary education and crime prevention strategies to address community needs at the primary, secondary and tertiary prevention levels.
12. Provide nurse advocacy for victims of violence through unbiased, thorough documentation of assessments, and proper evidence collection and preservation in a manner useful in civil and criminal court proceedings.

* MSN in Forensic Nursing Outcomes derived from:

American Association of Colleges of Nursing. (2011). The Essentials of the Master's Education in Nursing
http://www.aacn.nche.edu/education-resources/MastersEssentials11.pdf

International Association of Forensic Nurses Core Competencies for Advanced Practice Forensic Nursing
Learning Outcomes or Course Objectives

By the completion of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Examine roles and competencies of forensic health professionals</td>
</tr>
<tr>
<td>2. Identify mental health risk factors, including addiction, for crime perpetration and victimization</td>
</tr>
<tr>
<td>3. Apply knowledge of mental health issues to forensic healthcare practice</td>
</tr>
</tbody>
</table>

Instructor Information

Name: Virginia Ann Utterback, PhD, RN, CNE
Telephone number: 806-789-9714
Email address: utterback@tamhsc.edu
Office hours:

Textbook and/or Resource Material

REQUIRED LEARNING MATERIALS:


Grading Policies

Ungraded Activities
Reading Assignments

Graded Activities (percentage of course grade)

<table>
<thead>
<tr>
<th>Learning Activity</th>
<th>Percentage of Final Course Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Boards</td>
<td>25</td>
</tr>
<tr>
<td>Assignments</td>
<td>25</td>
</tr>
<tr>
<td>Journal Article Summaries</td>
<td>20</td>
</tr>
<tr>
<td>Final Paper</td>
<td>30</td>
</tr>
</tbody>
</table>

Grading Scale:
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B = 80-89  
C = 70-79  
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F = < 60

Students must have a final course average of at least 80% to successfully pass the course.

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   * Provide an alternative perspective with a discussion of your point of view.
   * Share own experiences but use empirical resources in the analysis.
   * Ask questions to further the discussion, post additional resources such as articles, websites video clips, etc.
   * Suggest why you might see things differently. (cite/reference)
*Ask a probing or clarifying question.
*Share an insight from having read the colleague’s posting.
*Offer and support with evidence from the literature an informed opinion.
*Validate an idea with your own experience.
*Make a suggestion supported with evidence from the literature.
*Expand on the colleague’s posting.
*Ask for evidence that supports a posting.

4. Please refer to the Discussion Board Grading Rubric found within the module. The faculty will assign a specific score based on criteria provided in the rubric.

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**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."
# Course Calendar

**NURS 615—Forensic Mental Health**

<table>
<thead>
<tr>
<th>Module</th>
<th>Week/Date</th>
<th>Content</th>
<th>Reading Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week: 1</td>
<td>Introduction to Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 1 Assignment</td>
</tr>
<tr>
<td>2</td>
<td>Week: 2</td>
<td>Theories of Drug Use and Abuse</td>
<td>Belenko &amp; Spohn Chapter 3 Discussion Board</td>
</tr>
<tr>
<td>3</td>
<td>Week 3</td>
<td>Abuse, Addiction &amp; Crime</td>
<td>Belenko &amp; Spohn Chapter 2, 4 Assignment</td>
</tr>
<tr>
<td>4</td>
<td>Week 4</td>
<td>Roles in Forensic Mental Health</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>5</td>
<td>Week: 5</td>
<td>Mental Health &amp; Crime: Victimization</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>6</td>
<td>Week: 6</td>
<td>Mental Health &amp; Crime: Perpetration</td>
<td>Belenko &amp; Spohn Chapter Assignment</td>
</tr>
<tr>
<td>7</td>
<td>Week: 7 &amp; 8</td>
<td>Mental Health Diagnoses Associated with Perpetration of Crime</td>
<td>Simon &amp; Golds Case Study Assignment Discussion Board</td>
</tr>
<tr>
<td>8</td>
<td>Week: 9</td>
<td>Mental Health Ethics</td>
<td>Belenko &amp; Spohn Chapter 5 Discussion Board</td>
</tr>
<tr>
<td>9</td>
<td>Week: 10</td>
<td>Determination of Diminished Capacity</td>
<td>Simon &amp; Golds Assignment</td>
</tr>
<tr>
<td>10</td>
<td>Week: 11</td>
<td>Competent to Stand Trial: Laws and Procedures</td>
<td>Belenko &amp; Spohn Chapters 7, 8 Assignment</td>
</tr>
<tr>
<td>11</td>
<td>Week: 12</td>
<td>Mental Health and Juvenile Justice</td>
<td>Journal Article Journal Article Summary</td>
</tr>
<tr>
<td>12</td>
<td>Week: 13</td>
<td>Psychological Profiling in Criminal Investigative Analysis</td>
<td>Simon &amp; Golds Discussion Board</td>
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<tr>
<td>13</td>
<td>Week: 14</td>
<td>Current Issues in Forensic Mental Health</td>
<td>Belenko &amp; Spohn Chapter 10 Discussion Board</td>
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<td>Week: 15</td>
<td>Final Course Paper</td>
<td>Final Course Paper Due</td>
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<td>Course/Faculty Evaluations</td>
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Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

Form Instructions
1. Course request type: □ Undergraduate □ Graduate □ First Professional (DDS, MD, JD, PharmD, DVM)
2. Request submitted by (Department or Program Name): Department of Statistics
3. Course prefix, number and complete title of course: STAT 667 Advanced Spatial Statistics

4. Catalog course description (not to exceed 50 words):
Spatial statistics from an advanced perspective; Gaussian processes; Gaussian Markov random fields; positive definite functions; nonstationary and multivariate processes; hierarchical spatial models; measurement error; change of support; computational approaches for large spatial datasets; spatio-temporal statistics

5. Prerequisite(s): STAT 612, STAT 613, STAT 632
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 □ 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)

   Ph.D. in Statistics

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/exports-control-basics-for-distance-education).

13. Prefix Course # Title (excluding punctuation)
STAT 667 Advanced Spatial Statistics

<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>FICE Code</th>
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Approval recommended by:
Michael Longnecker

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

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

Submitted to Coordinating Board by:

Associate Director, Curricular Services Date

Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra-williams@tamu.edu.
Curricular Services – 07/14
Statistics 667: Advanced Spatial Statistics

Instructor: Matthias Katzfuss (katzfuss@tamu.edu)

Spring 2016

- Class hours and location: Tue/Thur, 2:20 – 3:35pm in 448 BLOC
- Office hours: Tue/Thur, 3:35 – 4:30pm in Blocker 467B
- Prerequisites: STAT 612, 613, and 632 (or similar).
  - STAT 605 and 648 would also be useful, but not required.
  - Note that STAT 647 is not a required prerequisite.
- Course description: This course will cover research topics in spatial statistics from an advanced perspective. Students will learn to use and develop techniques for the analysis of modern spatial datasets, including satellite remote-sensing data. Schedule:
  - Week 1: Gaussian processes
  - Week 2: positive definite functions
  - Week 3: Gaussian Markov random fields
  - Week 4: nonstationary processes
  - Week 5: multivariate processes
  - Week 6: hierarchical spatial models
  - Week 7: measurement error; midterm exam
  - Week 8: change of support
  - Weeks 9 – 11: computational approaches for large datasets
  - Weeks 11–14: Spatio-temporal statistics
  - One week after last class: Project reports due
- Homework will be assigned on a bi-weekly schedule. Each assignment is due one week after it is assigned.
- Final project: Instead of a final exam, there will be a project, the details of which will be determined at the beginning of the semester. The project reports should be organized and typed following the format of a research article.
• Grading policy: You will receive a percent-correct score (0-100%) on the homeworks, midterm exam, and final project. These percentages are weighted:

\[ 20\% \text{ homework} + 40\% \text{ midterm} + 40\% \text{ final project} \]

The result of this weighting is the percent performance (PP). This is converted to letter grades as follows:

- \( 90\% \leq \text{PP} \leq 100\% \rightarrow \text{A} \)
- \( 80\% \leq \text{PP} < 90\% \rightarrow \text{B} \)
- \( 70\% \leq \text{PP} < 80\% \rightarrow \text{C} \)
- \( 60\% \leq \text{PP} < 70\% \rightarrow \text{D} \)
- \( 0\% \leq \text{PP} < 60\% \rightarrow \text{F} \)

• Software: I will use R in the classroom, but you can use software of your choosing for homework and final project.

• Attendance policy: The University views class attendance as the responsibility of an individual student. Attendance is essential to complete the course successfully. University rules related to excused and unexcused absences are located online at [http://student-rules.tamu.edu/rule07](http://student-rules.tamu.edu/rule07). Students will be given 5 working days to make up any missed assignments if absence is covered by a university approved absence.

Copyright Notice: All materials generated for this class, which include but are not limited to the syllabus, exams, lecture slides, review sheets, and additional problem sets, are copyrighted. You do not have the right to copy or distribute the material without explicit permission.

Statement on Disabilities: The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact 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).

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

Texas A&M University
Departmental Request for a New Course
Undergraduate • Graduate • Professional
• Submit original form and attach a course syllabus.

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

2. Request submitted by (Department or Program Name):
   Department of Wildlife and Fisheries Sciences

3. Course prefix, number and complete title of course:
   WFSC 626 Ecological Risk Assessment

4. Catalog course description (not to exceed 50 words):
   Approaches used to identify, evaluate, and manage ecological risks of chemicals on aquatic and terrestrial environments; emphasis on methods useful to assess effects of contaminants on ecosystems; testing techniques, site assessment and monitoring procedures, regulatory requirements and field and laboratory techniques.

5. Prerequisite(s):
   Cross-listed with:
   Stacked with:
   Cross-listed courses require the signature of both department heads.

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

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. 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 | 626 | ECOLOGICAL RISK ASSESSMENT

   Lect. | Lab | Other | SCH | CIP and Fund Code | Admin. Unit | Acad. Year | FICE Code
   ------ | ---- | ------ | ---- | ----------------- | ----------- | ---------- | ---------
   3.00  | 0.00 |       | 3.00 | 0303010005       | 2551        | 17 - 18    | 0 0 3 6 3 2

   Approval recommended by:
   - Michael Massar
   - Chair, College Review Committee

   Submitted to Coordinating Board by:
   - Associate Director, Curricular Services

   Questions regarding this form should be directed to Sandra Williams at 845-8201 or sandra.williams@tamu.edu.
   Curricular Services – 07/14
WFSC 626: Ecological Risk Assessment
Fall, Odd Years
Course Syllabus

Instructor: Miguel A. Moro, 316 Nagle Hall, (979) 845-5775, mmoro@tamu.edu
Delivery: Web-based - Lectures are available weekly as Power Point presentations via E-Campus

Virtual office hours for all
To answer any question you have as promptly as possible and minimize repetition please post questions related to technical problems (software or hardware) in the FAQ forum, I would answer them as soon as possible. Content related questions should be posted in the discussion board forum. I can also be contacted by email or telephone.

Course Description
Course materials will be available to each student via E-Campus. All assignments should be submitted online and are due by Sunday evening of the week or as indicated in the course schedule or in the E-campus webpage.

This course focuses on aquatic and terrestrial approaches used to identify, evaluate, and manage ecological risks of chemicals. Course content emphasizes methods useful to assess aquatic, terrestrial, and avian impact. This course also emphasizes testing techniques, site assessment and monitoring procedures, regulatory requirements, and field and laboratory techniques.

This course includes lectures, discussions, projects, and presentations. You are expected to help define focus topics, critically evaluate primary literature, engage in informed discussion, and work individually on a project of personal interest.

It is recommended that the students have previous knowledge of ecology, general statistics, and basic organic chemistry.

E-Campus
Lectures, assignments, reading materials, and any other materials relevant to this course, will be available on E-Campus. This medium will also be used to send emails, post important notices, have group discussions and submit assignments. E-Campus can be accessed directly through the following link: https://ecampus.tamu.edu or from www.howdy.tamu.edu.

Course Requirements
This course requires significant amounts of independent work. Therefore, you are responsible for completing assignments on time, completing the readings, and making inquiries as needed to complete the course successfully. Additional readings, Internet work, and assignments will be posted on-line at the beginning of each week or when appropriate. All assignments will have specific due dates which will appear in the course outline or in the home page on E-Campus. The student is expected to complete all work on time.

Learning Outcomes
• Become familiar with the concepts common to EPA’s Environmental Risk Assessment approaches.
• Apply the fundamental principles of environmental risk assessment that are essential to understanding the environmental issues of today.
• Outline the basic steps of the risk assessment process.
• Apply these scientific principles to investigate environmental problems, quantitatively predict, and model chemical exposure and effect, in order to assess risk.
• Explain the complexity of these issues and evaluate the variability and uncertainty in environmental risk assessments.
• Gather data and findings to create a specific risk assessment for the semester project.
Course Material

Recommended Course Textbook

http://www.epa.gov/raf/publications/pdfs/ECOTXTBX.PDF

Also recommended for those interested in Ecotoxicology

Required Additional Readings
Various readings will be assigned throughout the course (see course schedule).

Explanation of Course Components and Activities

Weekly Assignments
There will be weekly assignments that will cover specific aspects of the risk assessment and management methodologies. Assignments will be posted on Mondays and one page single space written summary will be due the following Sunday.

Exams
There will be two (2) exams (one mid-term and one final). Exams will contain essay and problem solving questions based on materials covered in lectures, assigned readings and case studies. Exams are open book and you should feel free to use any course materials while taking the exam. Although the final exam is not cumulative, some concepts used throughout the course will be incorporated into final exam questions.

Individual Project
Each Student will perform an ERA on a contaminated site from which there are no published or already available ERAs. Grading will be based on the following:
- A project proposal/outline
- A report, 8-10-pages, not including literature cited
- A set of slides (15-20) in Power Point for a presentation of the report

Writing Expectations
All written submissions should be prepared according to the following guidelines:
- Times New Roman (12 pt font)
- Double-spaced, except weekly assignments (one page single-spaced)
- Page margins Top, Bottom, Left Side and Right Side = 1 inch
- Follow APA guidelines
- File can be either PDF or MS Word
- file name: Example: Mora.M_case study 1

NOTE: All exams, assignments, papers, etc, should be submitted to the appropriate link on E-Campus. Assignments should not be emailed or submitted by any other method, unless E-Campus is not available. Ensure your document is in its final form before you upload it as it cannot be altered afterwards.

Course Evaluation:

Your grade in this class will be a result of your performance in the four areas listed below. The grading scale will be based on the standard format: 90% to 100% = A; 80% to 89% = B; 70% to 79% = C; 60 to 69% = D; 59% or lower = F.

The total number of points for this class (250) will be assigned according to the following:
Midterm exam 50 points (20%)
Final exam 50 points (20%)
Class Assignments 50 points (20%)
Term Paper and ppt prs 100 points (40%) [Outline (5pt), Term Paper (70pt), PPT (25pt)]

Policies

Netiquette
Both the instructor and the student will use language that is scholarly and professional. Express yourself clearly, accurately, and in an intellectual manner. In discussion forums, remember to think, discuss, and debate from a multitude of perspectives. Discussion forums are designed for you to ask questions and gain further knowledge. Please reason intelligently with the instructor and other students. Also, be conscious of the language you use when you speak about race, ethnicity, and gender. Lack of good manners or respect are not acceptable in a university setting—basic academic rules of good behavior and proper “Netiquette” must persist. Students are strongly encouraged to view all online content on a routine and timely basis. For information concerning excused absences, and other university rules and procedures, please refer to TAMU Student Rules: http://student-rules.tamu.edu/rule07.

Americans with Disabilities Act (ADA) policy statement
The Americans with Disabilities Act (ADA) is a federal antidiscrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact 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.

Aggie Honor Code Statement

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

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

Additionally, students are bound by the rules of Academic Misconduct; being unaware of these rules is not an acceptable defense for not following them. Make yourself familiar with them and ask questions if you are unsure of something: http://aggiehonor.tamu.edu/RulesAndProcedures/.

On all course work, assignments, and examinations at Texas A&M University, the following Honor Pledge must be printed and signed by the student:

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

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Lecture Topics</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td><strong>Introduction to ERA and Ecotoxicology</strong></td>
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| Wk 1 Sept. 1,3 | - Introduction to ERA  
- Overview of the ecological risk assessment process | Chapter 13 (Newman); Chapter 3 (Suter) | |
| Wk 2 Sept. 8,10 | - Basic concepts, chemical properties  
- Organic contaminants | Chapter 2 (Newman) | • 1st review paper |
| Wk 3 Sept. 15,17 | - Organic contaminants  
- Inorganics, Nanomaterials | Chapter 2 (Newman) | • 2nd review paper |
| Wk 4 Sept. 22,24 | - Bioaccumulation and trophic transfer | Chapter 5 (Newman) | • 3rd review paper |
| **Problem Formulation** |
| Wk 5 Sept. 29, Oct 1 | - The ERA process overview: Prob. formulation  
- Agents and Sources | Chapters 10, 11, 12  
Chapter 13 (Suter) | • 4th review paper |
| Wk 6 Oct. 6,8 | - Assessment Endpoints  
- Conceptual Models | Chapter 16 (Suter)  
Chapter 17 (Suter) | • Midterm exam (Oct 7)  
• Term paper outline due (Oct 6) |
| Wk 7 Oct. 13,15 | - Analysis Plans  
- Example ERA | Chapter 18 (Suter) | • Term Paper outline returned with comments (Oct 15)  
• 5th review paper |
| **Analysis of Exposure** |
| Wk 8 Oct. 20,22 | - Source Identification and Characterization  
- Environmental Sampling | Chapters 19, 20 (Suter) | • 6th review paper |
| Wk 9 Oct. 27,29 | - Source identification and characterization  
- Uptake, distribution and elimination of chemicals  
- Example ERA | Chapter 22 (Suter) | • 7th review paper |
| **Analysis of Effects** |
| Wk 10 Nov. 3,5 | - Acute and chronic effects  
- ERA examples | Chapters 23, 24 (Suter) | • 8th review paper |
| Wk 11 Nov. 10,12 | - Organism level extrapolation models  
- Ecosystem effects modeling | Chapters 26, 27, 28 (Suter) | • 9th review paper |
| **Risk Characterization** |
| Wk 12 Nov. 17,19 | - Criteria and Benchmarks  
- Integrating Exposure and Exposure-Response | Chapter 28 (Suter)  
Chapter 30 (Suter) | • Work on ERA project report |
| Wk 13 Nov 24 | - Fox River case study  
- Example ERA: | | • THANKSGIVING WEEK |
| **Risk Management** |
| Wk 14 Dec. 1,3 | - Decision Making & Ecological Risk  
- Reporting and communicating ecological risks | Chapter 36 (Suter) | • ERA project report and prs due (Dec 3, 12 PM, Noon) |
| Wk 15 Dec. 8 | - Last Class | | Final Exam Due: Dec 11, 12 PM Noon |